

Guidance on Completing NUI Galway Occupational Therapy Practice Education Competency Assessment Form

The current Practice Education Competency Assessment Forms were designed in collaboration between Trinity College Dublin, NUI Galway. These are based on the HSE Therapy Project Office Entry Level Competencies for Occupational Therapists 2008, and have been extended for the 2019/2020 academic year to ensure they match the CORU Occupational Therapists Registration Board Standards of Proficiency (2017).

The original fully completed Practice Education Competency Assessment Form should be returned to:

Dr Carol (ine) Hills, PhD, MSc, GCTE, BSc (Hons), Dip. COT
Practice Education Co-ordinator
Occupational Therapy
School of Health Sciences
Aras Moyola
National University of Ireland Galway (NUIG)
University Road
Galway

It is recommended that the student keep a copy of the assessment form in their placement portfolio.

Practice Education Competency Assessment Form

This form can be downloaded from the NUIG Occupational Therapy Practice Education Website and can be filled in electronically or manually, but signatures need to be made to a printed electronic version.

Guidance on completing the Practice Education Competency Assessment Form is outlined below, using a Level 2 (4th year) Practice Education Competency Assessment Form. The Level 1 (2nd and 3rd year) Practice Education Competency Assessment Forms need to be completed using the same guidance. The first year form has only one section, namely “professional behaviour”.

NAME OF STUDENT	TYPE OR HANDWRITE FULL NAME	
NAME OF SERVICE	TYPE OR HANDWRITE SERVICE NAME	
TYPE OF EXPERIENCE	TYPE OR HANDWRITE TYPE OF EXPERIENCE, E.G ACUTE GENERAL HOSPITAL (Physical)	
DATE OF EXPERIENCE (dd/mm/yyyy)	From Start Date	To End Date

NAME OF PRACTICE EDUCATOR	List Name(s) of Practice Educator(s)
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NUMBER OF DAYS ABSENT	LIST TOTAL NUMBER OF DAYS ABSENT
TOTAL HOURS COMPLETED	LIST TOTAL NUMBER OF HOURS COMPLETED: STUDENT MUST ATTAIN 1000 HOURS OF PLACEMENT OVER THE COURSE OF THE PROGRAM. 250 HOURS MUST BE COMPLETED IN PSYCHOSOCIAL PLACEMENT. STUDENTS WORK A 35 HOUR WEEK SO AN EIGHT WEEK PLACEMENT WITHOUT ABSENCE IS 280 HOURS. A MINIMUM OF 250 HOURS IS NECESSARY TO PASS THE PLACEMENT.

OVERALL LEVEL OF ACHIEVEMENT

COMPETENT <input type="checkbox"/> THIS IS A PASS GRADE. TO BE AWARDED THIS GRADE ALL BOXES IN THE FORM MUST BE MARKED AS EITHER EVIDENT OR ENHANCED	NOT COMPETENT <input type="checkbox"/> THIS IS A FAIL GRADE. TO BE AWARDED THIS GRADE ONE OR MORE BOXES IN THIS FORM WILL HAVE BEEN MARKED AS NOT EVIDENT OR EMERGING <i>(Student required to repeat placement)</i>
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N.B. If a student is awarded a **not competent grade (Not Evident or Emerging)** for one or more competencies at the final assessment, this indicates an overall not competent level of achievement. CPD certificates are only provided to educators who have signed this form.

SIGNATURE OF PRACTICE EDUCATOR	THE EDUCATOR OR EDUCATORS (IF MORE THAN ONE) MUST SIGN THIS FORM. CPD CERTIFICATES ARE ONLY PROVIDED TO THOSE EDUCATORS THAT SIGN THE FORMS
EMAIL ADDRESS OF PRACTICE EDUCATOR	EMAIL ADDRESSES MUST BE INCLUDED FOR ALL SIGNATORIES
SIGNATURE OF STUDENT	STUDENT MUST SIGN THIS PRIOR TO LEAVING THE PLACEMENT

Both signatures are required.

STUDENT HOURS LOG

Week (From – To) (dd/mm/yyyy)	Hours Completed	Initials of Practice Educator
1. Start Date to End Date	List Hours Completed	IN SIGNING THIS SECTION EDUCATORS ARE SIGNING FOR
2. Start Date to End Date	List Hours Completed	HOURS WORKED, EXCLUDING LUNCH & BANK HOLIDAYS
3. Start Date to End Date	List Hours Completed	STATUTORY DAY, SICK OR OTHER ABSENT DAYS.
4. Start Date to End Date	List Hours Completed	3 HOURS STUDY PER WEEK IS INCLUDED. SEE NOTE BELOW
5. Start Date to End Date	List Hours Completed	ON MANAGEMENT OF SICKNESS OR ABSENCE
6. Start Date to End Date	List Hours Completed	
7. Start Date to End Date	List Hours Completed	
8. Start Date to End Date	List Hours Completed	

To be completed by Practice Educator:

Certificated Sick leave hours taken:	Enter Hours of Sick Leave Taken	Sick leave hours made up:	Enter Hours of Sick Leave Made-up. THIS SHOULD BE ON PLACEMENT WORK ONLY, NOT STUDY OR UNIVERSITY WORK
Other Sick leave taken	Enter Hours of Sick Leave Taken	Sick leave cert forwarded to PEC*:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other hours absent	Number of hours:	Reason:	SEE ABSENCE POLICY BELOW
Number of public holidays:	List Number of Public Holidays	Total hours completed:	List Total Hours Completed
Signature of Practice Educator:	PRACTICE EDUCATOR TO SIGN TO CONFIRM HOURS		Date:

** It is the responsibility of the student to forward their sick certs to the PEC directly.*

To be completed by Student: **STUDENT SIGNS TO CONFIRM THIS IS TRUE RECORD OF HOURS WORKED**

Student Name and Number	Student Signature / Date

Hours

Students must work a minimum of a 35-hour week to attain the 1,000 hours to graduate. Students must have a minimum of a half hour lunch break. All hours worked, excluding lunch times are to be recorded on the Practice Education Competency Assessment Form. Study time is included in the worked hours. Students will complete a record of their use of study time. Sickness or any other absences are not to be included as worked hours. Bank holidays or statutory days are also not counted as hours. A minimum of 250 hours is necessary to pass the placement.

Study Time

Students are permitted three hours study time per week. This time is at the discretion of the practice educator and does not have to be on a Friday afternoon. Students will need to complete a record of how they have used this time to meet AOTI requirements. This time must not be used for clinical duties (e.g. write progress notes), but for study related to placements. This may include general research, or working on their portfolios or case study. The practice educator can identify goals for this study time in supervision sessions.

Sickness or Absence

1. Attendance: Placement attendance is mandatory, Monday to Friday for the full duration of the placement. Practice education is continuous assessment and absence can adversely impact on competency development. Student should note that whilst there is a minimum requirement to attain 250 hours on placement, there is also a requirement to attain competency and this prevails over hours.

2. Study time: Three hours study time is permitted and is included in weekly hours. This scheduling of this time must be negotiated and agreed with the practice educator. Whilst study time can be accrued, this can only be accrued for one-week i.e. so that one full day is facilitated every two weeks. No further accrual is permitted. The use of study time must be evidenced as study in the student's portfolio.

3. Sickness: If the student is sick and cannot attend placement, **they must contact their Practice Educator directly by telephone no later than 15 minutes after the start time of the day. No texts, no emails or other forms of messaging are permitted.** Student must explain that they are sick and provide some indication of their intended return to placement. **Then, student must email the Practice Education Co-ordinator and advise they are off sick.** Students must provide a medical certificate if they are absent for two days or more.

4. Unforeseen circumstances

If unforeseen circumstances occur e.g. a death of a family member, placement absence is negotiated with both the practice educator and the practice education co-ordinator. These will be managed on a case-by-case basis.

5. Medical appointments: These are normally known well in advance and the student needs to declare these prior to the placement beginning with the practice education co-ordinator who will advise the practice educator that they are agreed absences.

6. Dental appointments: including orthodontic appointments are not permitted during the duration of the placement except where urgent treatment is required, and this will be treated as a medical appointment.

7. Other planned absences: Any other planned absences including weddings, must be pre-agreed with the practice education co-ordinator prior to placement beginning. It is not acceptable to take holidays or days to attend social events during placement. If agreed with the practice education co-ordinator, normally only one day is permitted.

8. Minimum absences: No more than three individual episodes of absence of any length or duration is permitted on one placement. If more than three absences occur the practice education co-ordinator will be informed, and decisions made regarding student fitness to continue placement or the impact of absence on potential to demonstrate competency. Options that may be considered include cancelling the placement or extension of placement days if the placement site/course commitments can accommodate this request.

9. Consequences of absence: Where a student is unable to complete a placement due to the number of absences, hours will not be recorded, and a repeat placement will be provided after a medical certificate has been received advising fitness for another placement. Repeat placements occur in the summer months. Students cannot progress to the following year without having passed all components of the academic program and that includes placement.

The Practice Education Competency Assessment Process

Student competence is assessed by the Practice Educator in placement and recorded on the relevant Practice Education Competency Assessment Form as listed below:

Year 1: Practice Education Observation Assessment Form

Year 2: Practice Education Competency Assessment Form – Level 1

Year 3: Practice Education Competency Assessment Form – Level 1

Year 4: Practice Education Competency Assessment Form – Level 2

Competency

Competencies can be marked as “Not Evident”, “Emerging”, “Evident” or “Enhanced”. To pass the final assessment, all competencies must be either “Evident” or “Enhanced” by the end of placement.

NOT EVIDENT – This competency was not demonstrated.	EVIDENT – This competency was consistently demonstrated.
EMERGING – This competency was not consistently demonstrated.	ENHANCED – This competency was consistently demonstrated. The performance was to a high standard.

To pass placement all competencies must marked evident or enhanced

Second year, third year and fourth year placements

Two formal assessments take place in each placement – after four weeks (half way) for formative feedback; and at the end of placement (final evaluation, summative feedback).

Both the Level 1 and Level 2 Practice Education Competency Assessment Forms assess five areas of competency:

- 1) Occupational Competencies
- 2) Communication Competencies
- 3) The Occupational Therapy Process Competencies
- 4) Professional Behaviour Competencies
- 5) Professional Development Competencies

Some educators also ask the student to self-evaluate using the form, this is optional, but the half way and end of placement assessment of competency by the practice educator must be discussed with the student in supervision. It is recommended that this meeting does not occur on the last day of placement. The student must have time to read and review the form, so that they can complete their “*student’s comments and feedback*” section and sign the form.

To pass placement all competencies must marked evident or enhanced. There is one competency that might on occasion not be available to the student in the placement site, i.e. group work. If this is the case, the practice educator must indicate on the form that this is not applicable and clearly state in the comments section that group work is not available in this setting.

NOT COMPETENT	COMPETENT
NOT EVIDENT – This competency was not demonstrated.	EVIDENT – This competency was consistently demonstrated.
EMERGING – This competency was not consistently demonstrated.	ENHANCED – This competency was consistently demonstrated. The performance was to a high standard.

Halfway

It is important that halfway assessment must be completed at the halfway point. Feedback should be given on areas to be developed so that students have time to work on areas of ‘emerging’ or ‘not evident’ competency. It is normal for students to have many ‘not evident’ or ‘emerging’ grades at the halfway point, as competencies may yet not have been consistently demonstrated.

Final

It is recommended that the final assessment be not given on the last day so that students have time to reflect and review the content of the assessment form and complete student sections. The original signed Practice Education Competency Assessment Form must be returned to the university. A student who does not consistently amend behaviour which is not appropriate to practice should be awarded an emerging grade.

Setting Expectations

The Practice Education Competency Assessment Form enables competencies to be individually assessed in a variety of work settings. Prior to the placement, it is appropriate to review the form and provide examples of how the competency can be evidenced in your

work setting. Provide these to your student so that they know what you expect from them in this placement. Some examples are given below. It is recommended that you use the CORU standards of proficiency to assist you in setting these expectations.

Competencies	Not Competent		Competent	
	Not Evident	Emerging	Evident	Enhanced
<p>Work safely in compliance with health and safety regulations as specified in the practice setting.</p> <p><i>THE CORU STANDARDS THAT RELATE TO THIS COMPETENCY STATEMENTS ARE:</i></p> <p><u><i>CORU Standards of Proficiency: Professional Autonomy and Accountability</i></u> 6. Be able to exercise a professional duty of care</p> <p><u><i>CORU Standards of Proficiency: Safety and Quality</i></u> 7. Be able to prioritise and maintain the safety of both service users and those involved in their care</p> <p>12. Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines</p> <p>13. Be able to comply with relevant and current health and safety legislation and guidelines</p> <p><u><i>CORU standards of Proficiency: Professional Knowledge and Skills</i></u> 21. Be able to use manual handling skills appropriately; be able to identify the need for and be able to use aids for manual handling in a variety of practice settings</p> <p>25. Demonstrate safe and effective implementation of practical, technical and clinical skills</p> <p><u>POSSIBLE SITE SPECIFIC EXAMPLES OF A PLACEMENT EXPECTATION:</u> <i>Student will lead on Risk Assessments</i> <i>Identifies and applies health and safety regulations in this setting (i.e. hand washing, moving and handling, reporting of incidents, lone working, management of challenging behaviour, management of materials etc.)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><u>CORU Standards of Proficiency: Professional Autonomy and Accountability</u></p> <p>1. Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession</p> <p>7. Understand what is required of them by the Registration Board and be familiar with the provisions of the current Code of Professional Conduct and Ethics for the profession issued by the Registration Board</p> <p>9. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers.</p> <p><u>CORU standards of Proficiency: Professional Knowledge and Skills</u></p> <p>25. Demonstrate safe and effective implementation of practical, technical and clinical skills</p> <p><u>POSSIBLE SITE SPECIFIC EXAMPLES OF A PLACEMENT EXPECTATION:</u></p> <p><i>Makes appropriate ethical decisions when prioritising and managing a caseload</i></p> <p><i>Adheres to local procedures, policies or protocols (i.e. standard operating procedures)</i></p> <p><i>Gains and records client consent</i></p>				
<p>Adhere to confidentiality as described in the local context.</p> <p><u>CORU Standards of Proficiency: Professional Autonomy and Accountability</u></p> <p>10. Understand and respect the confidentiality of service users and use information only for the purpose for which it was given</p> <p>11. Understand confidentiality in the context of the team setting</p> <p>12. Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse</p> <p>14. Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing</p> <p><u>POSSIBLE SITE SPECIFIC EXAMPLES OF A PLACEMENT EXPECTATION:</u></p> <p><i>Can explore potential conflict between confidentiality and whistleblowing in supervision</i></p> <p><i>Demonstrates confidentiality in the team setting</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competencies and the CORU Standards of Proficiency

CORU state that "The standards of proficiency detail the skills and abilities that individuals must possess in order to enter the register. They are the threshold standards deemed necessary by the registration board at the level of entry to practice. They are not standards for practice after entry to the register. Rather they offer a snapshot of the standards at entry to the register"

(<https://coru.ie/files-education/otrb-standards-of-proficiency-for-occupational-therapists.pdf> p3)

There are five domains. These are listed below and colour coded to assist readers in identifying the domains. Each standard has been mapped to the Practice Education Competency Assessment Form to assist educators in interpreting the competencies against the CORU Standards of Proficiency.

[CORU Standards of Proficiency: Professional Autonomy and Accountability](#)

[CORU Standards of Proficiency: Communication, Collaborative Practice and Team working](#)

[CORU Standards of Proficiency: Safety and Quality](#)

[CORU Standards of Proficiency: Professional Development](#)

[CORU Standards of Proficiency: Professional Knowledge and Skills](#)

Please note that competencies with a ** are new competencies added into this 2019 version to meet the CORU standards of proficiencies.

	Half-Way				End of Placement			
	Not Competent		Competent		Not Competent		Competent	
Occupational Competencies	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
1. Demonstrate through either verbal or written communication an understanding of the meaning of occupation for the client and the client group or community. <u>CORU Standards of Proficiency: 5. Professional Knowledge and Skills</u> 5.1 Know, understand and apply the key concepts of the domains of knowledge which are relevant to the practice of the profession. 5.12 Be able to discuss the origins and development of occupational therapy, including the evolution of the profession towards the emphasis on occupation based practice and on autonomy and empowerment of individuals, groups and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>2. Demonstrate through either verbal or written communication the person-occupation-environment relationship within the client’s context.</p> <p>CORU Standards of Proficiency: 5. Professional Knowledge and Skills 5.2 Demonstrate a critical understanding of relevant biological sciences including anatomy, human development, social and behavioural sciences, occupational science and other related sciences, together with a knowledge of health and wellbeing, function, disease, disorder, and dysfunction and be able to apply this to the practice of occupational therapy with consideration to the person – environment –occupation relationship. 5.6 Demonstrate an understanding of the Person Factors in occupational performance areas and engagement including motor, sensory, cognitive, perceptual, psychosocial and spiritual and be able to apply these to practice 5.7 Demonstrate an understanding of the Environment Factors in occupational performance and engagement including social, physical, cultural and institutional and be able to apply these to practice 5.8 Demonstrate an understanding of the Occupation Factors in occupational performance and engagement related to the classification of occupation and to the components of occupation and be able to apply these to practice.</p>								
<p>3. Analyse the use and adaptation of occupations for the client’s group and/or community.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality 3.1 Be able to gather all appropriate background information relevant to the service user’s health and social care needs 3.2 Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment</p>								

<p>3.3 Be able to determine the appropriate tests/assessments required and undertake/arrange these tests</p> <p>3.4 Be able to analyse and critically evaluate the information collected in the assessment process</p> <p>3.5 Be able to demonstrate sound logical reasoning and problem-solving skills to determine appropriate problem lists, action plans and goals</p> <p>5. Professional Knowledge and Skills</p> <p>5.6 Demonstrate an understanding of the Person Factors in occupational performance areas and engagement including motor, sensory, cognitive, perceptual, psychosocial and spiritual and be able to apply these to practice.</p>								
<p>4. Apply the therapeutic use of occupation to influence health and well-being of the client or group positively.</p> <p>CORU Standards of Proficiency:</p> <p>5. Professional Knowledge and Skills</p> <p>5.11 Be able to identify, select and implement specific and appropriate occupations and activities in practice</p> <p>5.14 Understand the role and purpose of building and maintaining therapeutic relationships as a tool in the delivery of occupational therapy across the lifespan in a variety of contexts and understand the need to establish a client centred therapeutic relationship as the basis for change and enabling participation and engagement in occupation</p> <p>5.24 Be able to identify and understand the impact of organisational, community and societal structures, systems and culture on health and social care provision and on an individual's health and wellbeing</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Support engagement and participation in meaningful occupation.</p> <p>CORU Standards of Proficiency:</p> <p>5. Professional Knowledge and Skills</p> <p>5.1 Know, understand and apply the key concepts of the domains of knowledge which are relevant to the practice of the profession.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>5.8 Demonstrate an understanding of the Occupation Factors in occupational performance and engagement related to the classification of occupation and to the components of occupation and be able to apply these to practice.</p> <p>5.10 Demonstrate an understanding of the wide range of occupations and activities used as part of occupational therapy intervention and understand the importance of using occupations and activities that reflect the occupational needs of the service user.</p> <p>5.11 Be able to identify, select and implement specific and appropriate occupations and activities in practice</p> <p>5.12 Be able to discuss the effects of occupational dysfunction and deprivation on the health of individuals, families, groups and communities and the importance of restoring health and wellbeing through engagement and participation in occupation</p> <p><u>CORU Standards of Proficiency:</u> <u>Professional Autonomy and Accountability</u></p> <p>1.5. Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process</p>								
<p>6.** Demonstrate an awareness of occupational justice and occupational deprivation for the client and/or community</p> <p><u>CORU Standards of Proficiency:</u> <u>Professional Knowledge and Skills</u></p> <p>10. Demonstrate an understanding of the wide range of occupations and activities used as part of occupational therapy intervention and understand the importance of using occupations and activities that reflect the occupational needs of the service user</p> <p>5.5 Demonstrate an understanding of occupational science in the context of occupational therapy practice including the person-environment-occupation relationship and person-environment-occupation</p>								

<p>relationship to health, development and well-being</p> <p>5.12 Be able to discuss the effects of occupational dysfunction and deprivation on the health of individuals, families, groups and communities and the importance of optimising health and wellbeing through engagement and participation in occupation</p>								
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HALFWAY COMMENTS ON OCCUPATIONAL COMPETENCIES

Enter Halfway Comments on Occupational Competencies Here

COMMENT HERE ON HOW STUDENTS ARE PROGRESSING TOWARDS THEIR COMPETENCIES.

PROVIDE SPECIFIC EXAMPLES OF WHERE THE STUDENT IS PROGRESSING WELL AND BE SPECIFIC WHERE FURTHER FOCUS ON WORK IS NEEDED.

REMEMBER AT HALFWAY THAT STUDENTS SHOULD BE SHOWING ‘CONSISTENCY’ AND TO STANDARD TO BE AWARDED AN ‘EVIDENT’ GRADE. STUDENTS MAY BE SHOWING PROMISE AND PROGRESSING WELL BUT AN EMERGING GRADE MAY STILL BE RELEVANT IF THEY HAVE NOT YET SHOWN CONSISTENCY WITH A RANGE OF PEOPLE OR WORK TASKS.

FINAL COMMENTS ON OCCUPATIONAL COMPETENCIES

Enter Final Comments on Occupational Competencies Here

COMMENT HERE ON STUDENT’S STRENGTHS, AND ANY COMPETENCIES WHICH THE STUDENT SHOULD FOCUS ON IN THEIR FUTURE DEVELOPMENT.

REMEMBER THAT For fourth year placement:

When marking the final year student as competent in their final assessment form you are confirming that the student has met the CORU Standards of Proficiency and therefore is competent to practice as an entry-level occupational therapist.

Half-Way		End of Placement	
Not Competent	Competent	Not Competent	Competent

Communication Competencies	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
	<p>7. Demonstrate listening, verbal and non-verbal communication skills, both formally and informally.</p> <p>CORU Standards of Proficiency: <u>2. Communication, Collaborative Practice and Team working</u> 2.2 Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs, and health and/or social care needs. 2.5 Be able to recognise when the services of a professional translator are required.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Give and receive feedback in an open and honest manner.</p> <p>CORU Standards of Proficiency: <u>4. Professional Development</u> 4.5 Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Present oral information in a clear, concise and well-structured manner both formally and informally.</p> <p>CORU Standards of Proficiency: <u>2. Communication, Collaborative Practice and Team working</u> 2.1 Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user 2.2 Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs 2.9 Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>10. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements.</p> <p>CORU Standards of Proficiency: <u>2. Communication, Collaborative Practice and Team working</u> 2.6 Be able to produce clear, concise, accurate and objective documentation. 2.8 Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Communicate effectively and in a professional manner with individuals.</p> <p>CORU Standards of Proficiency: <u>1. Professional Autonomy and Accountability</u> 1.15 Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained.</p> <p><u>2. Communication, Collaborative Practice and Team working</u> 2.1 Be able to communicate diagnosis/ assessment and/or treatment / management options in a way that can be understood by the service user. 2.2 Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs 2.9 Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Communicate effectively and in a professional manner in a group environment.</p> <p>CORU Standards of Proficiency: <u>2. Communication, Collaborative Practice and Team working</u> 2.9 Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>practice settings and contexts and within the boundaries of confidentiality.</p> <p>2.13 Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team.</p> <p>2.14 Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting.</p> <p>2.15 Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust.</p>								
<p>13. Form collaborative working relationships within interdisciplinary teams.</p> <p><u>CORU Standards of Proficiency:</u> <u>2. Communication, Collaborative Practice and Team working</u></p> <p>2.13 Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team.</p> <p>2.14 Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team environment.</p> <p>2.15 Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14**. Use computer and/or communication technologies appropriately in the placement setting.</p> <p><u>CORU Standards of Proficiency:</u> <u>2. Communication, Collaborative Practice and Team working</u></p> <p>2.7 Be able to apply digital literacy skills and communication technologies appropriate to the profession.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15**. Provides information with intervention options with professional opinion to the service users, and/or health professionals and/or relevant others.</p> <p><u>CORU Standards of Proficiency:</u></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><u>2, Communication, Collaborative Practice and Team working</u> 2.9 Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality.</p>							
<p>16** Apply the principles of therapeutic use of self for client interactions. <u>CORU standards of Proficiency:</u> <u>5. Professional Knowledge and Skills</u> 5.12 Be able to discuss the effects of occupational dysfunction and deprivation on the health of individuals, families, groups and communities and the importance of restoring health and wellbeing through engagement and participation in occupation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17** Demonstrate the ability to provide appropriate instruction and supervision when delegating tasks to others where appropriate. <u>CORU standards of Proficiency:</u> <u>5. Professional Knowledge and Skills</u> 5.18 Be able to provide adequate instruction and supervision of occupational therapy interventions when delegating tasks to others.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HALFWAY COMMENTS ON COMMUNICATION COMPETENCIES

Enter Halfway Comments on Communication Competencies Here

COMMENT HERE ON HOW STUDENTS ARE PROGRESSING TOWARDS THEIR COMPETENCIES.

PROVIDE SPECIFIC EXAMPLES OF WHERE THE STUDENT IS PROGRESSING WELL AND BE SPECIFIC WHERE FURTHER FOCUS ON WORK IS NEEDED.

REMEMBER AT HALFWAY THAT STUDENTS SHOULD BE SHOWING ‘CONSISTENCY’ AND TO STANDARD TO BE AWARDED AN ‘EVIDENT’ GRADE. STUDENTS MAY BE SHOWING PROMISE AND PROGRESSING WELL BUT AN EMERGING GRADE MAY STILL BE RELEVANT IF THEY HAVE NOT YET SHOWN CONSISTENCY WITH A RANGE OF PEOPLE OR WORK TASKS.

FINAL COMMENTS ON COMMUNICATION COMPETENCIES

Enter Final Comments on Communication Competencies Here

COMMENT HERE ON STUDENTS STRENGTHS AND COMPETENCIES WHERE THE STUDENT SHOULD FOCUS IN THEIR FUTURE DEVELOPMENT.

REMEMBER THAT For fourth year placement:

When marking the final year student as competent in their final assessment form you are confirming that the student has met the CORU Standards of Proficiency and therefore is competent to practice as an entry-level occupational therapist.

	Half-Way				End of Placement			
	Not Competent		Competent		Not Competent		Competent	
	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
The Occupational Therapy Process Competencies								
18. Select and apply appropriate conceptual and practice models to guide the occupational therapy process. CORU standards of Proficiency: 5. Professional Knowledge and Skills 5.15 Be able to select and use an appropriate occupational therapy conceptual model to guide practice and be able to select and use appropriate practice models and approaches to address the person-environment-occupation relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Demonstrate an integration of occupational therapy theory within practice. CORU Standards of Proficiency: 5. Professional Knowledge and Skills 5.3 Demonstrate an understanding of the theoretical concepts underpinning occupational therapy including the occupational nature of individuals, families, groups and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>5.23 Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to clinical/professional practice.</p>								
<p>20. Demonstrate an integration of relevant supporting evidence based knowledge within occupational therapy practice.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality 3.6 Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments 3.9 Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one’s own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews</p> <p>CORU Standards of Proficiency: 5. Professional Knowledge and Skills 5.23 Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to clinical/professional practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>21. Demonstrate a logical and systematic approach to problem solving and decision-making.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy and Accountability 1.17 Recognise personal responsibility and professional accountability for one’s actions and be able to justify professional decisions made. 1.19 Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>22. Demonstrate engagement in clinical reasoning to guide practice.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy and Accountability 1.17 Recognise personal responsibility and professional accountability for one’s actions</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>and be able to justify professional decisions made.</p> <p><u>CORU Standards of Proficiency:</u> <u>3. Safety and Quality</u> 3.5 Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals.</p>							
<p>23. Demonstrate engagement in reflection and evaluation of practice.</p> <p><u>CORU Standards of Proficiency:</u> <u>3. Safety and Quality</u> 3.9 Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one’s own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews</p> <p><u>CORU Standards of Proficiency:</u> <u>5. Professional Knowledge and Skills</u> 5.2 Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>24. Facilitate a culturally sensitive approach to practice.</p> <p><u>CORU Standards of Proficiency:</u> <u>1. Professional Autonomy and Accountability</u> 1.8 Recognise the importance of practising in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>25. Facilitate a client centred approach.</p> <p><u>CORU Standards of Proficiency:</u> <u>5. Professional Knowledge and Skills</u> 5.14 Understand the role and purpose of building and maintaining therapeutic relationships as a tool in the delivery of occupational therapy across the lifespan in a variety of contexts and understand the need to establish a client centred therapeutic relationship as the basis for change and enabling participation and engagement in occupation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working 2.3 Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns.</p>								
<p>26. Facilitate the active participation of the client in the team. CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.2 Be able to act in the best interest of service users at all times with due regard to their will and preference. CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working 2.3 Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>27 Apply the principle of informed consent prior to and throughout the occupational therapy process. CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.15 Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained. 1.16 Be aware of current legislation and guidelines related to informed consent for individuals with lack of capacity.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>28. Demonstrate the use of observation and interview skills to gather relevant information. CORU Standards of Proficiency: 3. Safety and Quality 3.1 Be able to gather all appropriate background information relevant to the service user's health and social care needs</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>29. Select and administer appropriate standardised and non-standardised assessment tools. CORU Standards of Proficiency: 3. Safety and Quality</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>3.2 Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment.</p> <p>3.3 Be able to determine the appropriate tests/assessments required and undertake/arrange these tests.</p>								
<p>30. Analyse the effect of the person, the environment and the occupation factors on activity and participation.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality</p> <p>3.4 Be able to analyse and critically evaluate the information collected in the assessment process.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>31. Collaboratively identify goals for intervention with the client (or people acting on his/her behalf).</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability</p> <p>1.3 Be able to act in the best interest of service users at all times with due regard to their will and preference</p> <p>CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working</p> <p>2.12 Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals, treatments and interventions and be aware of the concepts of power and authority in relationships with service users.</p> <p>CORU standards of Proficiency: 5. Professional Knowledge and Skills</p> <p>5.16 Be able to apply assessment, goal setting and intervention strategies collaboratively with service users across the lifespan who are experiencing recently acquired and/or long standing health issues which affect their performance and engagement in their everyday occupations in a variety of acute, rehabilitation and community settings.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>32. Plan, grade, implement and modify interventions that are outcome based and relevant to the person's goals.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>CORU standards of Proficiency: 5. Professional Knowledge and Skills 5.13 Be able to analyse and grade activity and occupation and be able to adapt environments to enhance occupational participation and engagement to positively influence the health, well-being and function of individuals, families, groups and communities in their occupations, everyday activities, roles and lives</p>							
<p>33. Facilitate effective individual and/or group work interventions. CORU standards of Proficiency: 5. Professional Knowledge and Skills 5.13 Be able to analyse and grade activity and occupation and be able to adapt environments to enhance occupational participation and engagement to positively influence the health, well-being and function of individuals, families, groups and communities in their occupations, everyday activities, roles and lives</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>34. Demonstrate a working knowledge of group dynamics within the context. CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working 13. Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team 14. Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting CORU standards of Proficiency: 5. Professional Knowledge and Skills 5.19 Understand the principles and dynamics of group work in a range of settings and understand the role of different facilitation techniques to improve outcomes and enhance the participation of service users in occupation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>35. Evaluate outcomes in collaboration with all parties. CORU Standards of Proficiency: 2. Collaborative Practice and Team working</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>2.12 Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals, treatments and interventions and be aware of the concepts of power and authority in relationships with service users</p> <p><u>CORU Standards of Proficiency</u> <u>3. Safety and Quality</u> 3.8 Be able to evaluate intervention plans using appropriate tools and recognised performance/outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user</p>								
<p>36. Make onward referrals to other agencies or professionals to optimise responses to client needs.</p> <p><u>CORU Standards of Proficiency:</u> <u>1 Professional Autonomy & Accountability</u> 1.2 Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional. 15. Be able to gain consent to carry out assessments to provide treatment/interventions and document evidence that consent has been obtained 1.18 Be able to take responsibility for managing one’s own workload as appropriate.</p> <p><u>CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working</u> 2.12 Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals, treatments and interventions and be aware of the concepts of power and authority in relationships with service users. 2.13 Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>2.14 Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality 3.5 Be able to demonstrate sound logical reasoning and problem-solving skills to determine appropriate problem lists, action plans and goals.</p>								
<p>37. Plan and implement discharge and follow-up.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.18 Be able to take responsibility for managing one’s own workload as appropriate.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>38. Prioritise and manage a caseload either group or individual, under supervision.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 18. Be able to take responsibility for managing one’s own workload as appropriate.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>39.** Demonstrate an ability to understand and manage risk.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality 3.10 Be able to recognise important risk factors and implement risk management strategies; be able to make reasoned decisions and/or provide guidance to others to initiate, continue, modify or cease interventions, techniques or courses of action and record decisions and concerns. 3.12 Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines. 3.14 Be able to establish safe environments for practice which minimises risks to service users, those treating them and others, including the use of infection prevention and control strategies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>40. ** Applies the concepts of advocacy in addressing the occupational needs of individuals, groups and communities.</p>								

<p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.3 Be able to act in the best interest of service users at all times with due regard to their will and preference.</p> <p>CORU standards of Proficiency: 5. Professional Knowledge and Skills 5.17 Recognise the role of advocacy in promoting the needs and interests of service users and be able to understand and apply the concepts of advocacy in addressing the occupational needs of individuals, groups and communities</p>								
<p>41.** Select and use assistive technologies or therapeutic modalities appropriately and safely in client interventions.</p> <p>CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working 2.5 Be able to recognise when the services of a professional translator are required.</p> <p>CORU standards of Proficiency: 5. Professional Knowledge and Skills 5.20 Be able to select and use appropriate assistive technologies and therapeutic modalities for the service user's occupational needs and functional level; be able to give adequate instruction for their use; and be able to assess the safe use of these by service users.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>42**. Facilitates the service user's management of their own health and wellbeing.</p> <p>CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working 2.4 Understand the need to empower service users to manage their well-being where possible and recognise the need to provide advice to the service user on self-management of their own health and wellbeing, where appropriate.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HALFWAY COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES

COMMENT HERE ON HOW STUDENTS ARE PROGRESSING TOWARDS THEIR COMPETENCIES.

PROVIDE SPECIFIC EXAMPLES OF WHERE THE STUDENT IS PROGRESSING WELL AND BE SPECIFIC WHERE FURTHER FOCUS ON WORK IS NEEDED.

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FINAL COMMENTS ON OCCUPATIONAL THERAPY PROCESS COMPETENCIES

Enter Final Comments on Occupational Therapy Process Competencies Here **COMMENT HERE ON STUDENTS STRENGTHS AND COMPETENCIES WHERE THE STUDENT SHOULD FOCUS IN THEIR FUTURE DEVELOPMENT.**

REMEMBER THAT For fourth year placement:

When marking the final year student as competent in their final assessment form you are confirming that the student has met the CORU Standards of Proficiency and therefore is competent to practice as an entry-level occupational therapist

	Half Way				End of Placement			
	Not Competent		Competent		Not Competent		Competent	
Professional Behaviour Competencies	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
<p>43. Work safely in compliance with health and safety regulations as specified in the practice setting.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.6. Be able to exercise a professional duty of care.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality 3.7 Be able to prioritise and maintain the safety of both service users and those involved in their care. 3.12 Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>3.13 Be able to comply with relevant and current health and safety legislation and guidelines.</p> <p>CORU Standards of Proficiency: 5. Professional Knowledge and Skills 5.21 Be able to use manual handling skills appropriately; be able to identify the need for and be able to use aids for manual handling in a variety of practice settings 5.25 Demonstrate safe and effective implementation of practical, technical and clinical skills.</p>								
<p>44. Adhere to the ethical, legal, professional and local practice contexts that inform occupational therapy practice.</p> <p>CORU Standards of Proficiency: Professional Autonomy and Accountability 1.1 Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession 1.7 Understand what is required of them by the Registration Board and be familiar with the provisions of the current Code of Professional Conduct and Ethics for the profession issued by the Registration Board. 1.9 Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers.</p> <p>CORU Standards of Proficiency: 5. Professional Knowledge and Skills 5.25 Demonstrate safe and effective implementation of practical, technical and clinical skills.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>45. Demonstrate an understanding of policy and legislation on local practice context.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.13 Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>46. Adhere to confidentiality as described in the local context.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability</p> <p>1.10 Understand and respect the confidentiality of service users and use information only for the purpose for which it was given.</p> <p>1.11 Understand confidentiality in the context of the team setting.</p> <p>1.12 Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse.</p> <p>1.14 Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>47. Present self in a manner appropriate to the working environment.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability</p> <p>Be able to practice safely and effectively within the legal, ethical and practice boundaries of the profession.</p> <p>CORU Standards of Proficiency: 3. Safety and Quality</p> <p>7. Be able to prioritise and maintain the safety of both service users and those involved in their care.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>48. Respond constructively to changing circumstances and demands.</p> <p>CORU Standards of Proficiency: Professional Autonomy and Accountability</p> <p>1.2 Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional.</p> <p>1.18 Be able to take responsibility for managing one's own workload as appropriate.</p> <p>1.20 Be aware of and be able to take responsibility for managing one's own health and wellbeing.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>CORU Standards of Proficiency: 3. Safety and Quality 7. Be able to prioritise and maintain the safety of both service users and those involved in their care.</p>								
<p>49. Demonstrate an awareness of personal and professional boundaries within practice.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.2 Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>50. Demonstrate a positive approach to clients and team members.</p> <p>CORU Standards of Proficiency: 2. Communication, Collaborative Practice and Team working 2.14 Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision making within a team setting.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>51. Demonstrate effective time management.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.18 Be able to take responsibility for managing one's own workload as appropriate.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>52. Demonstrate best use of resources available.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.19 Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>53. Demonstrate an ability to source, analyse and critique literature and research findings.</p> <p>CORU Standards of Proficiency:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Professional Knowledge and Skills

5.22 Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice.

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HALFWAY COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES

Enter Halfway Comments on Professional Behaviour Competencies Here

COMMENT HERE ON HOW STUDENTS ARE PROGRESSING TOWARDS THEIR COMPETENCIES. PROVIDE SPECIFIC EXAMPLES OF WHERE THE STUDENT IS PROGRESSING WELL AND BE SPECIFIC WHERE FURTHER FOCUS ON WORK IS NEEDED.

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REFER TO THE CORU CODES OF CONDUCT, THE AOTI CODE OF CONDUCT (ON NUIG THE PRACTICE EDUCATION WEBSITE) OR THE NUIG CODE OF CONDUCT (SEE BELOW) WHERE APPLICABLE. CONTACT THE NUIG PRACTICE EDUCATION COORDINATOR IF CONCERNS PERSIST

FINAL COMMENTS ON PROFESSIONAL BEHAVIOUR COMPETENCIES

Enter Final Comments on Professional Behaviour Competencies Here **COMMENT HERE ON STUDENTS STRENGTHS AND COMPETENCIES WHERE THE STUDENT SHOULD FOCUS IN THEIR FUTURE DEVELOPMENT. REMEMBER THAT For fourth year placement:**

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Code of Conduct

There is a new Code of Conduct for students attending NUI Galway that includes professional behaviour on placement. This can be found at <http://www.nuigalway.ie/codeofconduct>. Breaches of this Code and of any University regulations make students liable to the imposition of sanctions.

This code states that:

Student behaviour in the wider community reflects on the University and the University will deal with complaints brought by members of the public to the University in respect of student behaviour under this Student Code of Conduct. In particular, students are obliged to behave in a manner that will not bring the University into disrepute when outside the precincts of the

University. This includes, but is not limited to, a student’s place of residence and during a work placement, fieldwork or clinical practice.

Students will behave in a professional manner at all times. They will be particularly cognisant of issues relating to confidentiality and will be careful to respect the client/professional boundaries that exist in a therapeutic relationship. Students should be familiar with and will abide by the Association of Occupational Therapists of Ireland Code of Ethics and Professional Conduct <http://www.aoti.ie/page.aspx?contentid=859> and the Codes of Conduct as published by CORU

<http://www.coru.ie/uploads/Framework%20Code%20of%20Professional%20Conduct%20and%20Ethics.pdf>

Punctuality and Time Management

Students are expected to arrive for work on time and be fit for work. Punctuality and appropriate time management are expected work based behaviours. Students, who persistently arrive late and have been given warnings, may fail the placement due to poor time management. Students who are not fit for work should be sent home and the Practice Education Co-ordinator contacted.

Dress Code

Practice educators are asked to define the dress code requirements when completing the site profile. Students are expected to wear the standard uniform for occupational therapy students at NUI Galway whilst on placements where a uniform is worn by the practice educator or by the clinicians working in the department. In placements where a uniform is not appropriate students must wear their student name badge at all times unless advised not to by the practice educator. Students will adhere to the dress code of the practice placement. It is important that students become aware of the need to create the appropriate professional image in order to gain credibility and the confidence of their clients. The following dress code has been drawn up to assist them in this:

1. No jewellery may be worn with the exception of wedding rings and a single stud earring in each earlobe. Wrist watches may not be worn on physical hospital placements in line with HSE infection control policy
2. Long hair should be tied back. Clothes should be clean and pressed. Clothes should be appropriate to working in the placement environment e.g. smart trousers/skirt/dress etc.
3. Footwear should be suitable for moving and handling
4. Jeans, leggings or skirt less than 18” long must never be worn. Perfume or aftershave should not be worn as it can cause an allergic reaction with some clients.

Half Way		End of Placement	
Not Competent	Competent	Not Competent	Competent

Professional Development Competencies	Not Evident	Emerging	Evident	Enhanced	Not Evident	Emerging	Evident	Enhanced
	<p>54. Take responsibility for personal and professional development.</p> <p>CORU Standards of Proficiency: 4. Professional Development 4.1 Be able to engage in and take responsibility for their own professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>55. Actively engage in supervision and request and utilise professional support.</p> <p>CORU Standards of Proficiency: 1. Professional Autonomy & Accountability 1.2 Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional. 1.17 Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made. 1.19 Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources.</p> <p>CORU Standards of Proficiency: 4. Professional Development 4.5 Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice. 4.6 Understand the importance of participation in performance management activities for effective service delivery.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>56. Implement a learning contract.</p> <p>CORU Standards of Proficiency: 4. Professional Development 4.3 Be able to evaluate and reflect critically on own professional practice to</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice.								
57. Identify own personal and professional strengths and limitations. CORU Standards of Proficiency: 4. Professional Development 4.4 Understand and recognise the impact of personal values and life experience on professional practice and be able to manage this impact appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Maintain a record of personal and professional development (i.e. portfolio) CORU Standards of Proficiency: 4. Professional Development 4.2 Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HALFWAY COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES

COMMENT HERE ON HOW STUDENTS ARE PROGRESSING TOWARDS THEIR COMPETENCIES.

PROVIDE SPECIFIC EXAMPLES OF WHERE THE STUDENT IS PROGRESSING WELL AND BE SPECIFIC WHERE FURTHER FOCUS ON WORK IS NEEDED.

REMEMBER AT HALFWAY THAT STUDENTS SHOULD BE SHOWING 'CONSISTENCY' AND TO STANDARD TO BE AWARDED AN 'EVIDENT' GRADE. STUDENTS MAY BE SHOWING PROMISE AND PROGRESSING WELL BUT AN EMERGING GRADE MAY STILL BE RELEVANT IF THEY HAVE NOT YET SHOWN CONSISTENCY WITH A RANGE OF PEOPLE OR WORK TASKS

FINAL COMMENTS ON PROFESSIONAL DEVELOPMENT COMPETENCIES

COMMENT HERE ON STUDENTS STRENGTHS AND COMPETENCIES WHERE THE STUDENT SHOULD FOCUS IN THEIR FUTURE DEVELOPMENT.

REMEMBER THAT For fourth year placement:

When marking the final year student as competent in their final assessment form you are confirming that the student has met the CORU Standards of Proficiency and therefore is competent to practice as an entry-level occupational therapist