

Ministry of Health

Annexe VI

Occupational Therapy Student's Portfolio

Last and first names:

Occupational Therapy training institute:

Training start date:

Last and first names of the trainer responsible for teaching follow-up at the occupational therapy training institute:

Trainer's email address:

Institute stamp.

Table of contents

pages

➤ Occupational therapy clinical training portfolio	3
➤ OT Curriculum	4
➤ Training modules/units	5
➤ The OT profession and references	6
➤ Competency framework	7
➤ The role of each partner in clinical placements	12
➤ Student assessment Competencies assessment criteria	13
➤ Assessment form for each competency	16
➤ Clinical placement goals and assessment forms Form 1: Goals Fiche 2: Overall assessment of the placement	24
➤ Reflexive analysis of professional practice (RAPP) Definition and goals of RAPPs Teaching and organisational methods	38
➤ Assessment forms for each clinical placement Form 3-1: Mid-placement RAPP Form 3-2: End-of-placement RAPP	39
➤ Overview of clinical placements	53

Placements portfolio

The portfolio is an important tool for students.

The purpose of the portfolio is to enable you to track your:

- clinical placements training path;
- acquisition of competencies required for qualification as a Registered Occupational Therapist.

It creates links between:

- your training time at the institute;
- your training time during placements.

The main aims of the portfolio are to:

- encourage you to analyse your clinical practice leading up to professionalization;
- enable tutors and the clinical supervisor to coordinate their interventions;
- compare what you have learnt with what will be required in terms of level at the end of the training.

For the clinical supervisor and tutors, it is a written document that reflects the student's training path.

For the student, it will help you to organize and measure your progress and assess your acquisition of competencies.

It is a printed document which cannot be modified and includes the "Clinical placement goals", "Clinical overall assessment" and "Reflexive analysis of professional practice or RAPP" forms which should be filled in as the placement progresses.

The forms contained in this portfolio will enable you to:

- assess your acquisition of competencies and your progress;
- working with your tutor and clinical supervisor, to set, goals for improvement or complementary areas of learning.

The forms should be filled and discussed with the clinical supervisor.

The portfolio is used:

- for carrying out an assessment of each placement – the forms are to be completed by the student, the clinical supervisor and the tutor responsible for training follow-up;
- for bi-annual assessments with the tutor responsible for training follow-up using the summary fact sheets;
- by members of the final judging panel for the end-of-training assessment in order to validate all of the ECTS necessary for awarding the OT diploma.

Teaching recommendation: a file of best professional practice can be compiled over the duration of the course with additional analyses of professional practice and any other documents that the student wishes to keep, with the consent of the clinical supervisor.

Overview of your training

In order to obtain the Diploma in Occupational Therapy you are required to validate all of the Teaching Units and obtain 180 ECTS (European Credit Transfer System).

Your training combines the content of the teaching credits awarded by the training institute and the clinical and technical knowledge acquired during the placements.

The combination of these training methods will enable you to develop competencies and to perform activities in prescribed professional situations and to achieve the required outcomes.

Accordingly, to validate each competency, you will need to acquire (see table on page 5):

- Teaching Units (TU), the content of which is either core or contributory to the profession;
- Integration Units (IU) focussed on the application of knowledge in practice;
- knowledge and skills acquired in a working environment during placements and converted into Teaching Units (TU).

Placements are:

- under the responsibility of an occupational therapist clinical supervisor;
- assessed by the clinical supervisor;
- validated by a Credits Acquisition Commission (CAC).

Competencies acquired during placements will be monitored by an IFE trainer.

Placements (TU 6.7) are carried out over a three-year period in accordance with the following plan:

- Semester 2: 1 placement of 4 weeks (4 ECTS)
- Semesters 3, 4, 5, 6: 1 placement of 8 weeks (4 x 8 ECTS),

A maximum of 2 periods can be split in line with the student's training project.

This makes a total of 36 weeks of placement divided into 5 to 7 placements over the whole course and totalling 36 ECTS

There must be at least one placement in each of the following areas:

- short or long term physical rehabilitation;
- mental health care (psychiatry, geriatric psychiatry, psycho-geriatric)
- ordinary settings (home, accommodation, work, school, leisure, etc.): you treat people in their usual settings and not a medical setting. This may include private practice, home care, industrial settings, schools, prisons, etc.

Placements may be carried out at organisations aiming at:

- social participation of disabled or vulnerable people;
- disease prevention and promotion of health education;
- disability adaptation.

BREAKDOWN OF TEACHING UNITS MAKING UP THE COURSE (summary on 5 July 2010)

acquiring the basics of occupational therapy					learning and analysing the occupational therapy process					becoming an occupational therapist							
S1 (12 EU)			S2 (9 EU)		S3 (8 EU)			S4 (7 EU)		S5 (9 EU)			S6 (5 EU)				
UE	competencies C1 / C2				EU	competencies C6 / C9		EU	competencies C3 / C4		EU	competencies C5 / C10		EU	competencies C7 / C8		
1.3	psychology, psychology relating to health	C6			1.2	institutional and partner environment	C9			1.1	legislation, code of conduct, ethics	C7					
1.5	sociology anthropology	C2	1.7	occupational therapy	C2					1.4	public health	C5					
2.1	anatomical struct & organic functioning	C1	2.1	anatomical struct & organic functioning	C1					1.6	teaching	C10					
2.2	introduction clinical process hygiene	C1															
2.3	muscular, skeletal tegumentary dysfunction	C3	2.4	nervous & sensorial dysfunction	C3	2.5	cognitive and psychic dysfunction	C3	2.6	Cardio, respiratory & metabolic dysfunction	C3						
3.1	occupational therapy & the science of human activity	C2															
3.2	initiation in the basics of OT practice	C1	3.3	conceptual models	C2	3.4	activity analysis models	C3									
3.5	diagnosis & intervention process	C1				3.6	mediation, relationships & therapeutic framework	C3									
4.1	assessment methods and techniques	C1	4.1	assessment methods and techniques	C1												
4.6	human, technical, animal and mobility aims aides	C4	4.4	rehabilitation & re-adaptation techniques	C3	4.2	relationship & communication techniques & tools	C6	4.4	rehabilitation & re-adaptation techniques	C3						
									4.5	OT treatment	C4						
			4.7	techniques & tools for adapting the environment	C2	5.5	project methodology	C9	4.3	positioning techniques	C3	4.8	Therapeutic educational techniques & tools in OT	C5			
												4.10	organisation, management of work and inter-professionality	C7	5.1	methods and tools for analysing quality and traceability	C7
5.2	Working methods & TIC	C8				5.3	research methods	C8	5.4	initiation of the research process	C8	5.4	initiation of the research process	C8			
5.6	professional English	C8	5.6	professional English	C8	5.6	professional English	C8	5.6	professional English	C8	5.6	professional English	C8			
			6.1	assessment of the situation, diagnosis and design of OT project	C1+C2	6.2	running relationships, co-ordination, co-operation	C6+9	6.3	running an OT intervention	C3+C4	6.4	assessment, consulting, training and information process	C5+C10	6.5	assessment of professional practice & research	C7+C8
												4.9	F.G.S.U.	C5			
															6.6	operational unit	C8

The OT profession and framework

Order of 5 July 2010

◆ Definition of the profession

- “Occupational therapists are health professionals, who base their practice on the link between human activity and health. They may work with an individual or a group of people in a medical, professional, educational or social setting.
- They assess people's integrities, injuries, abilities, and also their motor, sensory, cognitive and emotional skills. They analyse their needs, habits, environmental factors, disabilities and make an occupational therapy diagnosis.
- They provide care and introduce preventive measures, therapeutic education, rehabilitation, reintegration, and psychosocial rehabilitation, aimed at reducing and compensating for alterations and limitations in terms of activity, developing, restoring and maintaining the person's, independence, autonomy and social implication.
- They design environments in a secure, accessible, adapted, evolving and sustainable manner. In order to encourage people's participation in their environment, they recommend technical appliances, personal care, animal assistance and material modifications. They recommend and use standard equipment, design and develop small, temporary appliances. They train people to use such equipment and appliances” (Activities framework).

Area of intervention

The area of intervention for an occupational therapist is very wide, covering medical, social and medico-social sectors. Occupational therapists collaborate with clients and their family members, the medical and paramedical team, participants in the social, economic and educational fields, in order to establish relevant intervention projects in the public, private, or commercial spheres.

When the nature of the activities so require, a medical prescription for occupational therapy is issued. It will take the Person-Activity-Environment interaction into account and will set out treatment projects that seek to maintain, restore and enable the activity of people in relation to their lifestyles.

◆ The activities framework is made up of 9 activities

- Information collection, interviews, and assessments used for making an occupational therapy diagnosis
- Intervention and activities for rehabilitation, reintegration, and social rehabilitation
- Provision and training in the use of orthotics and technical devices, recommending animal or technological assistance
- Advice, education, prevention and assessment of individuals or groups, relatives or institutions
- Design, planning and follow-up of environmental adaptation projects
- Health activities organisation and coordination, and data processing
- Resources management
- Professional development, lifelong learning, studies and research
- Training and informing professionals and future professionals

◆ The competencies framework is made up of 10 competencies

There are 10 competencies (see following pages) that must be acquired to be awarded the Diploma in Occupational Therapy. They are common to all occupational therapists and are exercised “in accordance with the scope of intervention of other registered health professions”.

It is these competencies, broken down into sub-competencies, which will be assessed progressively as placements are completed.

The competencies framework

1 - Assess a situation and develop an occupational therapy diagnosis

1. Identify the needs and expectations linked to a situation or to the risk of disability of a person or a group in a medical, professional, educational, or social situation.
2. Integrate and apply relevant knowledge emerging from the biomedical, human, and occupational sciences and from technologies, in connection with activity and participation theories.
3. Conduct an interview in order to collect information.
4. Select and be able to explain how to use assessment tools, methods, the appropriate times and places for carrying out OT assessments, in accordance with intervention models.
5. Assess the integrities , injuries, activity limitations and participation restrictions of the person or groups of people, taking into account their ages, pathologies, human and material environment and way of life.
6. Identify the elements facilitating or obstructing the independence and the autonomy, linked with the people and their human and material environment.
7. Observe and analyse the health risk behaviours and situations.
8. Define and formulate an occupational therapy diagnosis taking into account the complexity of the disability
9. Ensure the traceability of the data collected in the patient's file.

2 – Design and carry out an occupational therapy intervention and environmental management project

1. Analyse the elements of the prescription, if necessary, and of the occupational therapy diagnosis selecting elements that concern occupational therapy.
2. Choose an occupational therapy intervention model and select relevant techniques in order to satisfy activity and health needs for individuals and groups of people.
3. Formulate goals and identify meaningful activities, adapted to the client's life plan and to the context, in close collaboration with the person or the group of people in line with the principles of a client-centred practice.
4. Identify the physical, sensory, psychological, cognitive, psychosocial and environmental components of the activity
5. Develop a personalised occupational therapy programme by leveraging the therapeutic potential of the signifying and significant activity through an analysis and synthesis of the activity.
6. Develop environmental role plays in order to enable people to return in their previous homes.
7. Adapt the intervention plan with clients, their carers and the team of professionals while taking into account individual differences, cultural beliefs, customs and their influence on the activity and social implication
8. Provide the necessary material resources for the realisation of the activity and identify methods for adapting the environment.
9. Assess the needs in human and animal assistance and justify the allocation of corresponding resources.
10. Determine the specifications for the occupational therapy intervention project and develop them.
11. Recommend environmental adaptations and fittings for a return to activity, maintenance or return to work, home, leisure activities and mobility to promote the right to social integration.
12. Identify the risks linked to the interventions and determine preventive and/or corrective measures
13. Formalise remote follow-up of the project and occupational therapy intervention.

3- Implement health promotion, re-education, rehabilitation, reintegration of psychosocial activities in occupational therapy

1. Adapt the activity to the person's abilities and reactions, the context and its requirements for carrying out the activity.
2. Implement and adapt the therapeutic framework in line with the situation and the reactions of the person or the group.
3. Position the person in line with appropriate and ergonomic principles.
4. Develop, recommend and make equipment and tools that are suitable, that prevent injury and that facilitate the activity and ensure that they comply with standards.
5. Assess the effects of the activity taking into account health and safety recommendations, and technical recommendations concerning products and equipment and ensure their traceability.
6. Implement occupational therapy techniques to maintain and improve functions:
 - articular, muscular, sensitive and sensory training techniques,
 - proprioceptive reafferentation, motor, cognitive-sensory and perceptual integration, neuro-motor facilitation, cognitive-behavioural and cognitive stimulating techniques
 - guidance and support techniques
 - compensation and remediation techniques
7. Identify the factors and implement strategies facilitating people's involvement in the activity and the improvement of their autonomy.
8. Use the training techniques to develop endurance and exercise tolerance.
9. Support people in the transfer of the functional and cognitive skills acquired in their life context through environmental role play.
10. Integrate a therapeutic relationship within the occupational therapy intervention process.
11. Lead groups by using different techniques, analyse the relationship in the group or in the context of the family, professional, educational or social system.
12. Facilitate and record how people express their internal conflicts during activities.

4 - Design, make and adapt temporary, improvised, functional or technical devices or orthotics, adapt and recommend standard orthotics, technical devices, animal assistance and technological assistance

1. Recommend adaptations, technical devices, assistive technologies or animal assistance and fit out the environment accordingly, in order to facilitate a return to occupation, maintain or return to work, the home, leisure activities and mobility.
2. Develop the temporary, improvised, functional or technical device aiming according to the medical prescription, taking into account the synthesis of information contained in the patient's file and the occupational therapy diagnosis
3. Choose the equipment and materials required for the occupational therapy intervention.
4. When providing people with a temporary orthotic, ensure that their comfort and safety are given high priority
5. Identify the steps in the making of temporary, functional or technical orthotics without using the moulding technique and adapt the standard or temporary orthotic and the technical aids.
6. Assess the quality and the efficiency of the equipment, the technical devices and the assistive technologies, and ensure that they will not cause harm, especially during activities.
7. Explain to patients and their carers the aims, realisation, care, maintaining and hygiene for use and any possible undesirable effects of orthotics or prosthetic equipment and technical devices or animal assistance, and assistive technology
8. Select and recommend technical devices or animal assistance, and assistive technologies taking into account all information collected during the interview, the preliminary assessment, the person's project, and the opinion of the medical team involved in the follow-up.
9. Explain the implementation, use and care of the equipment, the technical devices and assistive technologies in the health care facility and then in the usual living environment

5 - Design and carry out an educational and advice procedure in occupational therapy and public health

1. Identify the needs, especially in terms of learning, including unvoiced expectations, and identify the resources and potential of a person or a group in order to implement educational activities.
2. Adapt your behaviour and professional practice to people and their carers.
3. Determine prevention, advice, educational actions for specific populations, facilitating the involvement in activity in order to promote health.
4. Communicate and develop relationships in order to support clients in the expression of their health needs.
5. Acquire and develop an educational stance, especially to negotiate educational aims in common with a person or group
6. Design and formalise steps and actions concerning advice, therapeutic education, prevention and assessment responding to the needs of the activity and participation of the target population and manage information and the necessary documents for health status follow-up.
7. Conduct a health promotion and prevention process through individual and collective educational actions, by using relevant educational techniques and tools which facilitate the acquisition of competencies and by getting clients and their carer's involved in signifying and significant activities.
8. Accompany clients in a learning process through information and advice about functional problems, gestural education, non-traumatising gestures and postures, and awareness of a balance between the different human activities.
9. Assess the educational process and outcome and make adaptations if needed.
10. Adapt an educational process to the situation interfering with the normal management of the person's pathological state.
11. Advise carers and partners on how to facilitate activities and social participation according to their knowledge and know-how.
12. Collaborate with different social groups in their members' health and well-being by promoting their involvement in activities.

6 - Conduct a therapeutic relationship during the occupational therapy intervention

1. Take account of requests, life stories and the contextual situation when you meet individuals or a group.
2. Identify the communication indicators, receptiveness, understanding and support levels of individuals or a group.
3. Establish and maintain verbal and nonverbal communication with individuals, taking into account their communication difficulties and psychological profiles.
4. Set aside times for discussion and analyse intervention situations with individuals or a group facilitating everyone's expression.
5. Seek and develop a climate of trust with the individual, the carers, or the group of people, negotiate the contents of the personalised intervention program, in order to create a therapeutic relationship

7 - Assess and develop professional practice

1. Analyse your professional practice in terms of professional values, ethics and the evolution of healthcare in the world, society, occupational models and concepts and the culture of the people concerned.
2. Assess occupational therapy interventions in accordance with regulations, recommendations, quality, ergonomics, safety, hygiene and traceability principles and in view of the outcomes of scientific research and the satisfaction of beneficiaries.
3. Adapt your professional practice and readjust the therapeutic intervention according to your analysis and assessment and in accordance with expected quality.
4. Develop a practice aimed at promoting the right to social participation related to the development of science and technology and analysed in terms of a benefits/risks study.
5. Compare your professional practice with your peers, the team, or other professionals to ensure that it focuses on the activity, occupational performance and participation.
6. Identify the personal training areas that need to be developed in order to improve occupational therapy

8 - Research, treat, analyse professional and scientific data

1. Conduct documentary and bibliographical research using databases, local, national and international networks.
2. Select, analyse, criticise and summarise professional and scientific documents and organise your own professional documentation.
3. Identify research outcomes following the principles of evidence-based practice which are relevant for the client
4. Formalise and draft procedures, protocols and recommendations in occupational therapy based on documentary research.
5. Identify research needs related to activity, occupational therapy and/or occupational science and formulate relevant research questions.
6. Design and conduct team studies and research in occupational therapy and health areas, taking into account ethical aspects in order to improve the quality of services.
7. Draft professional documents with a view to oral and written communication.

9 - Organise activities and cooperate with the different players

1. Cooperate within a multi-professional team and with various players, in particular medical sectors, within the framework of their professional field, in order to optimise the quality of the health and medico-social intervention, and to facilitate the activity and social implication.
2. Network and coordinate actions and interventions with carers, health professionals, social workers, economic and educational workers in order to run relevant intervention projects.
3. Understand and apply management principles to your professional practice including costs assessment, administration of resources and equipment and implementation of occupational therapy programmes.
4. Introduce and set up partnerships in order to mobilise all resources that contribute to the occupational therapy intervention.
5. Select, prioritise and communicate the elements of your professional practice to other interlocutors using tools according to the procedures, standards and regulations in force.
6. Organise the professional space and the technical platform and choose equipment adapted to your department and to the therapeutic activity.
7. Organise the maintenance, traceability and inventory management of stocks, equipment and consumables and in particular, keep a watch on new developments.
8. Organise your timetable, appointments and breakdown of activities
9. Assess the compliance of premises, installations, and equipment with standards, regulations health, safety and accessibility targets and identify measures to be introduced.

10 - Train and inform

1. Organise the reception and information of a trainee or new incoming professional in the OT department.
2. Identify knowledge and skills to be passed on to students in line with their training level.
3. Transfer your knowledge and skills to students, trainees and other professionals through advice, demonstrations, explanations and commented analyses of practice.
4. Organise learning situations for trainees.
5. Assess the knowledge and skills which are implemented by trainees in relation to training course objectives.
6. Communicate about your profession with a view to valuing your practice by explaining the link between the performance in activities and health and the well-being.
7. Play an active role in the development, improvement and promotion of occupational therapy, based on the theoretical concepts of occupational therapy, and more specifically the human need to act and their performance during activities.

For the awarding of the Diploma in Occupational Therapy

all 10 competencies must be assessed and validated, both theoretically at the OT institute and practically during professional placements.

Competencies are validated by the bi-annual Credit Awarding Commission and by the final judging panel for awarding the diploma which meets at the end of the sixth semester.

(Order of 5 July 2010)

Roles

The student's role

- Plan placements and express goals for each placement
- Develop professional knowledge
- Progressively build competencies working with the supervisor
- Work on reflection on and analysis of practice
- Be involved in problem solving
- Participate in progress analysis.

Role of the trainer responsible for monitoring the student

- ** Ensures coordination with the host establishment
 - ** Works with the clinical supervisor on the use of the competency framework and the training follow-up tools
 - ** Responsible for educational management before and after the placement:
 - ▶ Provides educational support
 - ▶ Carries out regular interviews and discussion sessions with the student
 - ** Assesses acquired competencies:
 - ▶ Identifies abilities and difficulties
 - ▶ Helps the student to self-assess
 - ▶ Assesses competencies acquired or has them assessed as the placement progresses and follows the student's progress, particularly with the help of the portfolio
 - ▶ Sets progress targets
- Settles any problems that may arise

The representative of the clinical placement establishment

Handles administrative management: timetable, assignments, training agreement, working conditions, etc.

Role of the OT clinical supervisor

The clinical supervisor must be an occupational therapist. He/she will be responsible for managing and monitoring the student during the placement. If there is no occupational therapist at the placement venue, or if he/she has less than three years' experience, the supervisor will be chosen following consultation with the head of the educational institution and a trainer will be able to assist the supervisor in the assessment. The supervisor:

- ** Welcomes and integrates students:
 - ▶ Provides practical information on the placement and explains the path that students will follow
 - ▶ Introduces students to the teams and ensures that they integrate
 - ▶ Enables students to position themselves in the placement
 - ** Provides follow-up and training:
 - ▶ Organizes students' learning activities in accordance with elements making up the competency framework
 - ▶ Provides educational monitoring
 - ▶ Questions, explains, shows, supervises and gradually allows students to act independently
 - ▶ Provides information on best practice, suggests areas for improvement
 - ▶ Explains risks: regulations, safety
 - ** Guides students in analysing their practice through regular interviews
 - ** Assesses competencies acquired:
 - ▶ identifies abilities and difficulties
 - ▶ helps students to self-assess
 - ▶ sets progress targets
 - ** Communicates with the trainer responsible for student monitoring in order to follow students' pathways
 - ** Settles any problems that may arise
 - ** Ensures coordination with the host establishment's administration
- ◆

Assessing the student

The placement portfolio which will be used by the student throughout the training period contains:

- for each competency (from C1 to C10), a single assessment form on which is noted, as the placements are completed, the level achieved in accordance with your year of study.
- for each placement (from placement 1 in the 2nd semester to placements 5 to 7 in the 6th semester, three forms:
 - Form 1: "Placement objectives" divided into two parts:
 - one part to be filled in before the placement, setting out your expectations;
 - Form 2: "Placement report" made up of two parts: the first part to be filled in by you describing the most important competencies acquired, and the second part is for comments and suggestions for improvement by the clinical supervisor. This form will be given to the your IFE tutor on completion of the placement and a copy will remain in the portfolio;
 - Files 3 and 3b: "Reflection on the student's own practical skills" kept at the back of portfolio; these are filled in by you in the middle **and** at the end of the placement. They include the clinical supervisor's comments and suggestions for improvement.

Competencies assessment criteria

For all placements, competencies are assessed globally as opposed to by individual itemisation.

All of the competencies (from C1 to C10) are assessed for each placement, regardless of your year of study and without prejudice to previous assessments. A competency may be assessed as "acquired" at one stage of the course and then as "not acquired" during a later placement or vice versa (this may be because the context has changed, the student has developed, etc.).

In the following tables, the acquisition of the competency must be assessed in line with the student's level (level 1 corresponds to semesters 2 and 3, level 2 to semesters 4 and 5 and level 3 to semester 6) as "acquired", "not acquired" or "not assessed".

Competencies may be assessed as:

- Not assessed:** *the competency was not practised or you did not practise it sufficiently to be assessed or the acquisition of this competency was not focussed on during the placement.*
- Not acquired:** *you were unable to perform as would be expected at this level of study; you did not manage to exploit your knowledge or technical abilities or to adopt an appropriate attitude in practical situations.*
- Acquired:** *you were able to perform as would be expected at this level of study; you succeeded in exploiting your knowledge and know-how and in putting them into application in practical situations.*

The competency is assessed by marking an X in the corresponding box on the assessment form (and not between two boxes). This assessment and the clinical supervisor's comment will enable the Credits Awarding Commission (CAC) to validate the placement or not.

After each competency has been assessed, a brief comment may be included in the "Comments" space. Any comments made will supplement the analysis of the placement on form 2 "Overall placement report" and can be raised during discussions with the IFE tutor.

Competency 1

C1

Assessing and making an OT diagnosis

Student objectives

- To learn how to assess a person and a situation by using the most appropriate tools and sources of information
- To be able to summarise results and make an OT diagnosis

Student's targeted activities for assessing the competency

Level 1: Understanding the assessment procedure in occupational therapy

- Acquiring professional vocabulary
- Information gathering following consultation of files, interviews with the person and/or his/her entourage, observations, etc.
- Participating in assessments
- Identifying results

Level 2: Making an OT diagnosis

- Using professional vocabulary
- Making assessments
- Prioritising information gathered
- Analysing results of assessments
- Summarising results
- Drafting an assessment report

Level 3: Making the case for the OT diagnosis

- Justifying assessment tools chosen
- Explaining the reasoning behind the OT diagnosis

Assessment criteria

Level 1: Quality of information gathered

Level 2: Consistency of reasoning when making the OT diagnosis

Level 3: Relevance of diagnosis made

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 2

C2

Designing and running an OT project and a project to adapt the environment

Student objectives

- To be able to draw up and plan an OT project in accordance with the context
- To know how to keep it running and evolving over time

Student's targeted activities for assessing the competency

Level 1: Understanding the OT project

- Identifying a space for OT intervention
- Describing one or several projects put forward by the OT and explanation of reasoning behind it/them
- Describing the planning of one or several OT interventions

Level 2: Designing an OT project

- Applying a conceptual model to the project
- Constructing a project centred on the situation
- Proposing a plan for the intervention
- Presenting the project to the people concerned and obtaining their consent

Level 3: Keeping the project running and evolving

- Analysing the evolution of the situation
- Possibly proposing an alternative model for intervention
- Making the case for the new/adapted project

Assessment criteria

Level 1: Quality of the explanation of the OT project

Level 2: Consistency in the designing and presentation of the project

Level 3: Relevance of adjusting the project

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 3



Putting in place activities relating to health care, physical rehabilitation, readjustment, reintegration and psycho-social rehabilitation in OT

Student objectives

- To know how to use the activity as a therapeutic resource
- To be able to introduce a therapeutic framework that will encourage people to be involved in their therapy

Student's targeted activities for assessing the competency

Level 1: Identifying the therapeutic potential of the activity

- Picking out the components of the activity that are involved – physical, sensorial, psychic, cognitive, social and cultural and person-activity-environment interactions
- Identifying factors that will encourage people to engage themselves in their activity to improve their autonomy

Level 2: Implementing the OT activities

- Introducing a therapeutic framework
- Applying OT activities and specific techniques to maintain or improve people's performance levels
- Working alongside the person in transferring competencies acquired to everyday life through environmental case scenarios

Level 3: Adjusting the implementation of the activities

- Adapting the therapeutic framework in line with the situation and reactions of the person or group of people
- Adapting the activity in line with the capabilities and reactions of the person, the context and requirements for taking part in the activity

Assessment criteria

- Level 1:** Quality of the analysis when implemented by the occupational therapist
- Level 2:** Consistency of the implementation of the activities and the accompaniment of the person
- Level 3:** Relevance of the adaptation of the activities implemented

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 4

C4

Designing, making, adapting temporary orthoses, whose aim is either functional or to provide technical assistance, adapting and prescribing series of orthoses, technical or animal aids and technological assistance

Student objectives

- To know how to design and make OT apparatus or to select, prescribe and adapt technical aids
- To be able to explain the implementation, utilisation and monitoring thereof

Student's targeted activities for assessing the competency

Level 1: Understanding how apparatus-based occupational therapy works and how to prescribe technical aids

- Identifying the person's needs in terms of apparatus or technical aids
- Describing the role played by the occupational therapist

Level 2: Making apparatus or prescribing technical aids

- Drawing up specifications that meet the person's needs in terms of apparatus or technical aids
- Making of temporary orthoses or adapting technical aids
- *In situ* presentation and explanation of the aims and usage of the orthoses or technical aids
- Drafting of an advice and follow-up sheet

Level 3: Setting out criteria and ensuring the quality and efficacy of the apparatus or technical aids

- Formalising of model and choice of material in line with specification
- Assessing the quality and efficacy of the apparatus or technical aid during usage
- Monitoring the person's understanding of instructions and advice
- Adjusting the process in line with changing needs

Assessment criteria

- Level 1:** Quality of analysis when implemented by the occupational therapist
- Level 2:** Consistency of implementation of activities and accompaniment of the person
- Level 3:** Relevance of the adaptation of the activities implemented

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 5

C5

Designing and running educational and consultation processes in terms of occupational therapy and public health

Student objectives

- To know how to identify needs in terms of OT consultation and health education (including therapeutic education) for a person, carers or a group of people
- To know how to design and implement a consultation and educational process
- To know how to assess and adapt the process throughout all of the stages

Student's targeted activities for assessing the competency

Level 1: Understanding OT advice or health education

- Identifying requirements and needs of a person, carers or group of people in terms of OT consultation and health education
- Identifying actions to be put in place

Level 2: Participating in an OT consultation or health education process

- Identifying specific objects based on requirements and needs
- Participating in processes put in place
-

Level 3: Designing and implementing a consultation and health educational process

- Defining a teaching action that is adapted to a situation that has been identified
- Carrying out the action
- Assessing its impact

Assessment criteria

Level 1: Quality of the analysis of the situation requiring consultation or education

Level 2: Appropriateness of participation in the process

Level 3: Relevance of the action carried out

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 6



Managing a relationship in the context of an occupational therapy intervention

Student objectives

- To know how to manage a relationship with a person, carers or group of people with a view to achieving a therapeutic alliance

Student's targeted activities for assessing the competency

Level 1: Understanding the importance of dual and group communication in the therapeutic relationship

- Observing and describing factors that influence the relationship
- Identifying and describing the communication methods used
- Entering into a relationship with the person or the group in a therapeutic context
- Questioning the impact on the communication method in the therapeutic relationship

Level 2: Establishing a therapeutic relationship

- Receiving and listening to a person or a group and taking the specific situation of each individual into account
- Seeking to establish and develop a trusting relationship
- Facilitating verbal and non-verbal communication and expression of each person
- Establishing an appropriate therapeutic distance

Level 3: Justifying the choice of the way the relationship is managed

- Analysing elements that facilitate or hamper the relationship established
- Proposing any necessary adjustments
- Maintaining a therapeutic alliance regardless of problems encountered in terms of the relationship, expression and communication

Assessment criteria

- Level 1:** Quality of the explanation of communication methods used
- Level 2:** Appropriateness of the relationship established
- Level 3:** Relevance of the analysis and adjustment of the therapeutic relationship

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 7



Assessing and developing professional practice

Student objectives

- To be able to analyse OT interventions within the framework of professional practice in line with contextual and institutional determinants
- To know how to assess your professional practice in accordance with the regulations, the professional code of conduct, the values of the profession, and an ethical process
- To be able to suggest directions for development of your professional practice based on recommendations, the results of scientific research and the satisfaction of beneficiaries

Student's targeted activities for assessing the competency

Level 1: Understanding professional practice

- Describing professional practice situations within the context of the exercise
- Identifying the competencies of the occupational therapist called on
- Questioning actions relating to professional practice

Level 2: Analysing professional practice

- Identifying and analysing the impact of the context on professional practice
- Comparing and analysing your professional practice in relation to your peers, the team, other professionals, recommendations, results and satisfaction of beneficiaries

Level 3: Developing professional practice

- Justifying your professional practice in accordance with the regulations, the professional code of conduct, the values of the profession and an ethical process
- Readjusting actions if necessary
- Suggesting measures for improving professional practice on the basis of the quality approach and the results of the assessment of professional practices

Assessment criteria

Level 1: Quality of the description of the professional practice

Level 2: Accuracy of the analysis of one's professional activity

Level 3: Relevance of the measures for improving professional practice

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 8



Researching, processing and analysing professional and scientific data

Student objectives

- To know how to identify, research and select documents in the data bases
- To know how to analyse, summarise and use successfully the latest and most reliable data
- To be able to initiate a process of monitoring new publications

Student's targeted activities for assessing the competency

Level 1: Understanding the purpose of documentary research in relation to practice

- Identifying professional and research data bases
- Researching professional and scientific data that is relevant in terms of the placement

Level 2: Processing the data collected

- Identifying information requirements that are relevant for practice
- Organising one's own professional data base
- Formalising traceability of documents collated in the file

Level 3: Relating documentary research to professional practice

- Responding to professional issues by seeking out the latest and most reliable references
- Summarising results in a clear, organised and efficient manner
- Providing a critique of the way professional and/or scientific data is transposed into everyday professional practice

Assessment criteria

Level 1: Quality of documentary research

Level 2: Consistency in the organisation of the data collected

Level 3: Relevance of the critical analysis and documentary research

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 9



Co-operating with the various players and organising activities

Student objectives

- To know how to identify the various players and co-operate with them
- To know how to comply with the regulations, standards and health and safety protocols that apply to professional practice
- To know how to ensure traceability of your practice

Student's targeted activities for assessing the competency

Level 1: Identifying how the structure functions and the various players

- Describing the organisation of professional activities and the pathway of users
- Identifying the various intervention fields for professionals and tools used in co-operation
- Identifying and applying health and safety rules

Level 2: Co-operating with the various players and adapting the way in which the structure functions

- Identifying regulatory standards and recommendations that apply to the premises, equipment and occupational therapy materials
- Identifying the competencies of the various players and calling on them when appropriate
- Implementing actions and co-operation in line with standard practice of the structure

Level 3: Optimising your own co-operative and organisational actions

- Justification for the selection of elements passed on to other players
- Management of your own professional activities in line with rules and standard protocols (planning, management of material used, etc.)

Assessment criteria

Level 1: Quality of the description of the human, material and regulatory environment of the occupational therapist

Level 2: Precision in compliance with rules and standard practice in the way the structure functions

Level 3: Relevance of co-operative and organisational actions

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Competency 10

C10

Training and informing

Student objectives

- To know how to identify situations that require the sharing of information
- To know how to organise learning situations outside therapeutic situations
- To know how to play an active role in the development and promotion of occupational therapy

Student's targeted activities for assessing the competency

Level 1: Identifying an action relating to information or training carried out by an occupational therapist

- Identifying the context and the public targeted
- Highlighting the request for and description of the action carried out

Level 2: Participating actively in actions relating to information or training

- Defining teaching goals in accordance with the context of public expectations and requirements
- Participating in the creation of teaching materials and their utilisation

Level 3: Designing and creating and information or training sequence

- Justifying the aims of the actions relating to information or training
- Justifying the choice of communication and teaching tools used
- Assessing the impact of the action

Assessment criteria

Level 1: Quality of the description of the action carried out

Level 2: Appropriateness of the goals set and of the position adopted in the action

Level 3: Quality of the teaching methodology

Assessment and grading *(the competency is assessed globally; only tick 1 box per placement)*

Competency grading	not assessed	not acquired	acquired	Comments
Placement 1 (semester 2)				
Placement 2 (semester...)				
Placement 3 (semester...)				
Placement 4 (semester...)				
Placement 5 (semester...)				
Placement 6 (semester...)				
Placement 7 (semester...)				

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: set out your expectations, requirements and objectives that you wish to attain
- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:**Date:****Last and first names of clinical supervisor:****Student's objectives when placement begins:**to be filled in before placement with the trainer**Objectives set jointly at beginning of placement:**to be filled in after discussion with the clinical supervisor**MID-PLACEMENT REPORT****1. Strong points****2. Areas for improvement**

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: you set out your expectations, requirements and objectives that you wish to attain

- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:

Date:

Last and first names of clinical supervisor:

Student's objectives when placement begins:

to be filled in before placement with the
trainer

Objectives set jointly at beginning of placement:

to be filled in after discussion with the
clinical supervisor

MID-PLACEMENT REPORT

1. Strong points

2. Areas for improvement

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: you set out your expectations, requirements and objectives that you wish to attain
- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:**Date:****Last and first names of clinical supervisor:****Student's objectives when placement begins:**to be filled in before discussion with the clinical supervisor**Objectives set jointly at beginning of placement:**to be filled in after discussion with the clinical supervisor**MID-PLACEMENT REPORT****1. Strong points****2. Areas for improvement**

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: you set out your expectations, requirements and objectives that you wish to attain
- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:**Date:****Last and first names of clinical supervisor:****Student's objectives when placement begins:**to be filled in before discussion with the clinical supervisor**Objectives set jointly at beginning of placement:**to be filled in after discussion with the clinical supervisor**MID-PLACEMENT REPORT****1. Strong points****2. Areas for improvement**

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: you set out your expectations, requirements and objectives that you wish to attain

- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:

Last and first names of clinical supervisor:

Student's objectives when placement begins:

Date:

to be filled in before discussion with the clinical supervisor

Objectives set jointly at beginning of placement:

to be filled in after discussion with the clinical supervisor

MID-PLACEMENT REPORT

1. Strong points

2. Areas for improvement

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: you set out your expectations, requirements and objectives that you wish to attain

- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:

Last and first names of clinical supervisor:

Date:

Student's objectives when placement begins:

to be filled in before discussion with the clinical supervisor

Objectives set jointly at beginning of placement:

to be filled in after discussion with the clinical supervisor

MID-PLACEMENT REPORT

1. Strong points

2. Areas for improvement

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

Form 1: OBJECTIVES OF THE PLACEMENT

- Before the placement begins: you set out your expectations, requirements and objectives that you wish to attain

- When the placement begins: you and the clinical supervisor jointly fix the objectives in line with your level of training and the situations relating to the context of the placement

Place:

Date:

Last and first names of clinical supervisor:

Student's objectives when placement begins:

to be filled in before discussion with the clinical supervisor

Objectives set jointly at beginning of placement:

to be filled in after discussion with the clinical supervisor

MID-PLACEMENT REPORT

1. Strong points

2. Areas for improvement

Form 2: OVERALL REPORT ON PLACEMENT

Place:

Date:

Last and first names of student:

Last and first names of clinical supervisor:

Placement report by student:

Comments by clinical supervisor:

1: strong points

2: difficulties and areas for improvement

3: teaching suggestions

Signature of
clinical supervisor:

What is a reflective analysis?

A **reflective analysis on professional practice** enables you to ask yourself questions and to compare your experiences with other students who have similar experience. It encourages you to become aware of your actions and positions: what you do and what you don't talk about, what you'd like to do and what you don't manage to do, what you do without really being aware that you're doing it, etc.

A **reflective analysis of your professional practice during your placement** should enable you to gain insight into what you're learning, your choices and your practices during a discussion with the clinical supervisor. The reflective analysis is not intended to punish you but should enable you **to identify where you stand in relation to an objective set in advance and to competencies used in a practical situation.**

Aims of the reflective analysis of professional practice during the placement

The reason you do placements is **to learn**. In order to learn, you need to try, to get involved and to confront reality *in situ*. Learning from, understanding, analysing and assessing mistakes, accepting constructive criticism from the clinical supervisor and identifying with the latter any areas for improvement, should enable you to develop skills that you'll be able to rely on in real time and in complex situations. In the context of a RAPP, **a mistake is not a "fault" but a "source" of progress**. The placement is especially relevant to the development of competency 7 "Assessing and developing professional practice".

Teaching methods involved in the RAPP

- 1) **The student is placed in a practical situation** under the responsibility of the clinical supervisor;
- 2) **Time for individual analysis of the situation by the student:** description of the situation, highlighting of a problem that needs to be solved, being aware of the scope of your skills when solving this problem;
- 3) **Time for co-operative discussion with the clinical supervisor:** discussions should be non-directive and encourage referral to the theory and values of occupational therapy in order to find potential solutions to this problem;
- 4) **Time for individual analysis of the discussion by the student:** verbalising problems, identifying changes to be made and actions to be taken for self-improvement;
- 5) **Time for individual analysis of the discussion by the clinical supervisor:** comments on the quality of the discussion and suggested areas for improvement;
- 6) Ideally, **the student is placed in a practical situation again** following the conclusions of the RAPP.

Organisational methods of the RAPP

In order for it to be satisfactory and efficient, the RAPP must be:

- 1) **regular**,
- 2) **specific**: to a situation defined jointly in advance by the student and the clinical supervisor,
- 3) **planned**: organised in advance (quiet room, on time, availability of the clinical supervisor, etc.),
- 4) and preferably ... **friendly!**

Taking it further...

KINSELLA E.L. (2000), *La pratique réflexive*, Association Canadienne des Ergothérapeutes, Ottawa, 68p.

LAFORTUNE L. (2012), *Une démarche réflexive pour la formation en santé*, Presses de l'Université de Québec.

LE BOTERF G. (2007), *Professionnaliser: le modèle de la navigation professionnelle*, Eyrolles, Ed Organisations, Paris, 143p.

MENAUT H., (2013), *Tutorat et formations paramédicales*, De Boeck Ed, Bruxelles, 126p.

VIOLLET P., (2013), (sous la direction de), *Construire la compétence par l'analyse des pratiques professionnelles*, De Boeck Ed., Bruxelles, 211p.

Placement n° 1

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 1

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 2

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 2

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n°3

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n°3

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 4

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 4

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 5

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 5

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 6

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 6

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n°7

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (mid-placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

Placement n° 7

Form 3-1: REFLECTIVE ANALYSIS ON PROFESSIONAL PRACTICE

Professional situation (end of the placement)

- The student chooses a professional situation which raises questions such as why, for what requirement, how, with what, what knowledge needs to be leveraged, what skills are necessary?
- The student presents this situation with the relevant details in order to set out the issue, suggest hypotheses, research the appropriate knowledge, ask other questions, etc.
- Although it is important for you to question the practice of professionals, it is also essential to question your own practice.

Place:

Date:

Situation chosen (presentation and justification on back):

Comments, questions, problems and proposed actions:

to be filled in before discussion with the clinical supervisor

Report on knowledge and competencies acquired and areas for improvement:

to be filled in after discussion with the clinical supervisor

Comments by clinical supervisor and areas for improvement:

OVERVIEW OF CLINICAL PLACEMENTS

PLACEMENT	LOCATION	DATES	AREAS		
			REHAB	MENTAL HEALTH	HOME/ RES