MSc OCCUPATIONAL THERAPY (PRE-REGISTRATION)

PRACTICE PLACEMENT HANDBOOK FOR PRACTICE EDUCATORS

JANUARY 2016
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1 GENERAL PRINCIPLES

Teesside University offers two postgraduate programmes in occupational therapy. The Postgraduate Diploma in Occupational Therapy (Pre-registration) and the MSc Occupational Therapy (Pre-registration) programmes respectively offer a 90-week and two-year postgraduate programme containing a proportion of integrated and inter-professional learning in academic modules.

All practice education will be assessed at undergraduate level and this document has been designed for students following either of the pre-registration postgraduate occupational therapy programmes.

The practical application of skills learned in the academic setting and the ability to understand the complexities of practice situations is an integral part of the students' learning experience. It is a requirement of both the College of Occupational Therapists (COT) and the World Federation of Occupational Therapists (WFOT) that students successfully undertake a minimum of 1,000 hours of assessed practice placement learning in a range of practice settings.

The occupational therapy programme is designed to integrate practice experience and learning with academic modules. Students are expected to use practice to enhance their understanding of academic modules and be able to demonstrate the ability to identify and apply the theory underpinning practice. Practice placements are organised in a variety of settings with people of differing ages and functional deficits, thus allowing students the opportunity of gaining experience across a range of occupational therapy services and geographical locations.

Integration of academic and practice modules is paramount throughout the programme. This has been achieved by:

- Close liaison with practice staff to ensure the programme content is relevant and reflects current practice.
- Practice experts are involved in teaching specific areas of academic modules and in assessing practical skills.
- Practice Placement Educators will be invited to assist with the Viva Voce assessments following practice placements.
- Practitioners are invited to study certain academic modules and share learning experiences with students.
- University staff visiting practice areas during placements.
- The Learning Outcomes from academic modules relate directly to the aims and objectives of practice.
- Students are required to use values, knowledge, skills and attitudes gained in practice as a basis for academic learning in future modules.
- Liaison between University staff and practitioners occurs through the Practice Placement Educators’ Forum held three times a year.
- By invitation, University staff will hold workshops or attend staff/team meetings in the practice setting in order to disseminate information regarding the programme and to discuss issues pertinent to the practice experience.
1.1 Identification of Placements

Students will be placed in a wide variety of placements in order to simulate the diversity of occupational therapy. Settings, which may be used, include hospitals, specialist clinics and departments, social services, primary care trusts, schools and charitable establishments:

- All new placements will be audited prior to the student being placed to ensure the placement will offer the student a relevant learning experience.
- Suitability of placements will be dependent on there being practice educators who are APPLE accredited.
- Members of the academic team will visit the placement at the half way stage of the placement. This will provide the opportunity for ongoing monitoring of the placement.
- Students are required to fill in an evaluation at the end of the placement. A copy of this will be forwarded to the Practice Placement Educator to provide feedback from the student perspective.

1.2 Learning Outcomes

The Learning Outcomes of the academic modules provide a framework for the Learning Outcomes of practice (for details of the modules the students study before each practice placement, please see Appendix 3). The knowledge, skills and attitudes gained in each placement are cumulative, building on previous practice experience and academic modules. The outcomes have sufficient breadth to allow them to be related to any area of practice.

The practice experience demands active student involvement, with the expectation that students will progressively take on more responsibility for learning throughout the programme (see course structure in Appendix 2).

Practice education is, therefore, normally sequential and the student must successfully complete Practice Placement 1 before progressing to Practice Placement 2 and so forth. Practice Placement 4 must be successfully completed before the programme is deemed to be complete.

The successful completion of all Learning Outcomes is compulsory on all practice placement modules and will be required for registration.

1.3 Assessment

Assessment should be ongoing with the student receiving regular feedback to enable him/her to develop and modify his/her approach during the placement. The student will be formally assessed by the Practice Placement Educator halfway through each placement and again at the end of the placement. This assessment will include professional suitability, interpersonal behaviour, and an understanding and demonstration of practice skills and clinical reasoning.
The Practice Placement Educator is not required to give a grade but assess on a pass/refer basis with feedback.

You will be sent electronically the appropriate assessment forms for each individual student. These are incorporated into a placement workbook, alongside the Inter-professional Learning (IPL) activities that the student is expected to perform whilst on placement with you. These activities alter depending on the level of placement, so it is important that you use the forms sent to you.

The student will be required to demonstrate learning through an assessed piece of work upon return to the University. This will be assessed to give practice a graded mark. The student must pass both elements to be awarded an overall pass mark for the placement.

1.4 Professional Suitability

Professional suitability is a responsibility of all occupational therapists and student occupational therapists. It is a professional regulatory matter which is demonstrated by the adherence of each individual to the Standards of Conduct, Performance and Ethics (herein referred to as the ‘Standards’) published by the Health and Care Professions Council (HCPC) and also the Code of Ethics and Professional Conduct for Occupational Therapists (2010) (herein referred to as the ‘Code’) published by the College of Occupational Therapists (COT). These standards provide values and principles by which occupational therapists and student occupational therapists must abide for the protection of the public and to maintain high standards of professional behaviour at all times.

Section 1.1.2 of the Code states:

“You have a responsibility to act in a professional and ethical manner at all times. The Code provides a set of behaviours and values that are relevant to you, irrespective of where you work or your level of experience. The code along with the College of Occupational Therapists’ current professional standards … provides you with a framework for promoting and maintaining good and safe professional behaviour and practice in occupational therapy.”
(COT 2010 p2)

A student must be deemed to be professionally suitable to pass practice education, and Practice Placement Educators and students are referred to both the Standards and the Code for guidance throughout practice education and at summative assessments.

If a student has achieved all other Learning Outcomes, they cannot be deemed to have passed the placement unless the educator is satisfied that these Standards and the Code have been adhered to with the student demonstrating and maintaining ethical and professional behaviour throughout the placement.
Consequently a student may be deemed to be professionally unsuitable and fail the placement by not adhering to them.

At the first occurrence of unprofessional behaviour the academic tutor or the practice placement tutor must be notified and be involved in subsequent supervision discussions. Evidence of unprofessional behaviour must be documented in supervision notes and explained to the student with learning opportunities offered to rectify the behaviour. Supervision notes must be dated and signed by both the Practice Placement Educator and the student.

A significant change in behaviour may enable the student to successfully complete the placement. However, there may be instances where the behaviour is of such a serious nature (e.g. abuse, unsafe practice, negligence) that it warrants immediate withdrawal from the placement setting and immediate failure of the placement. This will be supported through the School’s Fitness to Practise procedure.

If the student engages in behaviour which is deemed to bring the profession into disrepute and/or engages in behaviour which fails to demonstrate appropriate standards of professionalism and/or good character and/or is deemed to be a potential health and safety risk to self/public and/or staff members then the School’s Fitness to Practise procedure will be instigated, and the student will be temporarily withdrawn without notice from a practice placement and placed on study leave.

2. POLICIES AND PROCEDURES

2.1 Location and Selection of Placements

Students are required to undertake a range of placements that will equip them with a broad base of experience and may include placements in the following practice areas:

- Acute settings
- Physical health
- Mental health
- Developmental delay – including paediatrics, learning disabilities and child psychiatry
- Community-based placement including social services
- Public and health promotion

The practice placement tutor selects the placements according to the student’s individual practice needs. Consideration will be given to the geographical location of the placement, the type and nature of the placement and the student’s personal circumstances.

The student will normally receive all placements within the Northern Region, primarily Northumbria, Tyne & Wear, County Durham, Teesside and North
Yorkshire. Due to the geographical location of placements offered, travel is a requirement.

**Allocation of Placements**
Placement allocations will be provided for the students through the School of Health & Social Care (SOHSC) Student Intranet, where the ARC login can be accessed. The button says log into ARC for placement information and evaluations. The link for this is:

https://teessidepow.arcwebonline.com

Once logged in students type in their name and click the allocation button. This will give them the location of their placement. In exceptional circumstances (and within five days of a change in circumstance) a student may request to change a placement using the request to change placement form (available on the e-directory). Financial reasons would not be considered an exceptional circumstance. **Failure to attend an allocated placement will result in a refer/fail mark being awarded.**

### 2.2 Preparation for Practice Placements

Whilst aspects of preparation for practice occur in all modules, specific skills are taught as part of the placement module in a series of preparatory sessions. This allows students to develop a basic level of practical skills and have an understanding of health and safety issues in relation to practice e.g. principles of moving and handling, infection control. It encourages personal development to ensure the student is able to present him/herself in a manner appropriate to the environment.

Professional development occurs throughout the programme. Through the development of a portfolio, students are encouraged to take responsibility for their own learning and to develop an awareness of their own strengths and needs. Emphasis is placed on the integration of theoretical and practice experience within the context of professional development.

There is a programme of practice briefing and de-briefing sessions for students, relating to each placement. Prior to each placement the students participate in a preparatory workshop during which information is given and issues explored in relation to the coming placement. Following each placement, students are de-briefed either in a group workshop or individually. Prior to Practice Placement 3, individual interviews are held, with all students meeting with the practice placement tutor. This enables the student to discuss his/her strengths, needs and areas of interest thus ensuring that the student has the opportunity to enhance their practice experience in a positive manner and establish appropriate learning objectives and outcomes for the placement.

Manual handling training is provided prior to the student going on placements.
2.3 Practice Placement Tutorials

The academic tutors will have a tutorial with each student at least once during each practice placement. The tutorial should take place shortly after the half-way assessment. Additional contact may be made at the request of either the student or the Practice Placement Educator. The tutorial is academic in nature and supports the placement experience but will incorporate elements which may be pastoral in nature including:

- Support for the student and Practice Placement Educator
- Discussion of the student’s progress and half way assessment
- Arbitration if there is disagreement between the student and Practice Placement Educator
- Advice to be offered if the student appears to be failing the placement.
- The opportunity to ensure that objectives and grading are at an appropriate level

A written summary of all discussions should be signed, dated and a copy retained by all parties concerned.

2.4 Hours

Students are expected to work the hours as required by full-time members of staff in practice and this will vary from establishment to establishment. They will be expected to work a shift pattern and undertake some weekend work if this is the normal pattern of working. It is, therefore, not possible to stipulate an exact amount of hours required for each placement. It is a requirement of both the College of Occupational Therapists and the World Federation of Occupational Therapists that students undertake a minimum of 1,000 hours’ practice to receive their accreditation. The Health and Care Professions Council also require that students gain practice experience. The MSc Occupational Therapy (Pre-registration) programme includes 27 weeks of assessed practice – 27 x 37.5 hrs = 1,012.5 hours.

A half-day study period should be incorporated into the working week at a time agreed by the Practice Placement Educator and the student. The study hours are counted towards the total for the week. Any hours missed due to sickness or Bank Holidays should not be included in the total hours.

It is the student’s responsibility for ensuring that the attendance record (accessed via the e-directory) is filled in correctly, signed and dated. This must be submitted to the Practice Placement Tutor after each placement. At the end of the programme all practice hours need to be correctly totalled for registration purposes.

2.5 Sick Leave/Fitness for Practice

The University has a duty to ensure that all students are fit and able to undertake practice placements. Students who have had an illness or injury in
the weeks before a placement may be required to provide evidence that they are fit to undertake the practice placement.

The Practice Placement Tutor, on behalf of the University, reserves the right to request an Occupational Health assessment to determine fitness. Any student deemed not fit for professional practice will be deferred until such time as they are fit.

Whilst on placement, the student should adhere to policies in the work place regarding sick leave. The student must inform their Practice Placement Educator of absence and provide fit notes/doctor’s notes where necessary. The student should also inform the academic tutor and the Student Records and Bursaries office (01642 384586) on their first day of sickness and on return to work. Copies of fit notes must be submitted to the University. It is the student’s responsibility to ensure that they are fit to work whilst on placement. The student can also contact the Student Records Office by email at: sohsc.records.placements@tees.ac.uk.

In the event of prolonged sickness, the student will be withdrawn from the placement. The placement will be undertaken at the next available opportunity but should be in sequential order.

The student should make up any time they miss as a result of any absence and this is organised in negotiation with the academic tutor and the Practice Placement Educator.

Should the student need to leave and not complete the placement due to ill health, they should provide evidence to the University that this has occurred. They will also need to apply for Mitigating Circumstances through their Personal Tutor, as the placement will need to be deferred.

The Educator is also asked to complete the Placement Assessment form to give feedback on the student’s performance up until they left the placement.

Students are required to undertake an Occupational Health assessment prior to the commencement of the programme and students are required to inform the Programme Leader immediately should their health status change at any point during the programme.

2.6 Disclosure and Barring Service (DBS)

All students are given a DBS check for criminal convictions including exemption from Rehabilitation of Offenders Act (1974) and Protection of Children Department of Health Circulate (Ref: HC (88) 9). Any queries regarding police clearance should be directed to the School Manager in the School of Health & Social Care (SOHSC). Students are required to inform the Programme Leader immediately should their DBS status change at any point during the programme. Should there be a change in a DBS then the SOHSC Fitness to Practise procedure may be instigated.
2.7 Confidentiality and Informed Consent

Confidentiality and Informed Consent is essential in the health and social care setting, as maintaining confidentiality and gaining consent, promotes trust and individual choice for each client/patient. Please see the Consent and Confidentiality section of the Student Essential Guide for further information.

“It is essential that you abide by your respective professional code of conduct/codes of practice when gaining informed consent and maintaining confidentiality.”

Any breach of confidentiality or failure to gain informed consent, in any setting, will be deemed to be unprofessional conduct and may result in the SOHSC Fitness to Practise procedure being invoked.

Please note that if confidentiality is breached or informed consent has not been obtained in any summative assessment then that piece of work will be referred and will receive a mark of ‘0’ (zero).

2.8 Raising Concerns in Practice Placements procedure

The School of Health & Social Care, Teesside University and placement provider partnership has a duty of care to service users and carers, students and staff. If students have a concern about what is happening on placement they may feel confident to raise this concern or may feel hesitant in case they are seen as disloyal. However, raising or escalating concerns immediately or in a timely manner is necessary to safeguard the individuals involved. In this situation the student is advised to consult with their academic tutor. The procedure and documentation for raising concerns or whistleblowing can be found on the e-directory.

3 ROLE OF KEY INDIVIDUALS INVOLVED IN PRACTICE PLACEMENTS

3.1 Practice Placement Tutor

The practice placement tutor acts as a link between the University and the practice setting and as such is a point of contact for practitioners and students wishing to discuss issues relating to practice.

The role includes:

- Liaison with the Practice Co-ordinator and Practice Placement Educator prior to placing students and after the placement has ended.
- Supporting Practice Placement Educators and students during the placement.
- Briefing and debriefing students before and after placements.
- Contributing to the education of potential Practice Placement Educators.
- Attending team/staff meetings in practice as appropriate.
- Organising and contributing to workshops.
- Working with academic tutors to organise student tutorials and liaise with practice staff as appropriate.
- Identifying potential new placements and assessing their suitability as a learning environment.
- Selecting suitable placements for the student ensuring that he/she has a variety of appropriate experiences.
- Work with administrative staff to maintain a database of placements, specialities and Practice Placement Educators.

3.2 **Academic Tutors**

Each member of the occupational therapy teaching team has been assigned to be a link between the practice setting and the University. The academic tutor is an important point of contact for the Practice Placement Educator and the student during the period of placement, particularly if queries or problems arise.

3.3 **Placement Co-ordinators**

The practice co-ordinators are the first point of contact for students when they are making contact with placement settings. Practice Placement Educators identify staff in their area that have completed the Practice Placement Educators’ workshop and are able to offer student placements. In addition they represent their group of Practice Placement Educators at the Practice Liaison Panel.

3.4 **Practice Placement Educators (Occupational Therapists)**

Practice Placement Educators have the day-to-day responsibility for the education of the student whilst in practice. In order to be considered as a Practice Placement Educator, occupational therapists are expected to:

- Have professional registration
- Have completed a recognised Practice Placement Educator’s course or working towards one

The Practice Placement Educator role includes:

- Providing the student with information regarding the placement including suggested reading.
- Ensuring the student is introduced to the placement area. This should include the policies and procedures of the department, health and safety issues, emergency procedures, appropriate facilities and learning resources.
- Compiling specific objectives with the student in relation to the practice learning outcomes contained in the assessment form.
• Engaging in weekly supervision sessions with the student to provide feedback on his/her performance and amend objectives as appropriate.
• Carrying out the half-way assessment and providing constructive feedback regarding the student’s strengths and needs.
• Completing the assessment form at the end of the placement to give feedback identifying areas of good practice and suggestions for development in the future.

3.5 Non-traditional Practice Settings

During the third placement the student will be placed in a setting without the direct supervision of an occupational therapist. With these placements, the practice placement tutor will identify and negotiate the Learning Outcomes in conjunction with the student and a Practice Placement Educator who will offer long arm supervision (supervision at a distance) and a member of staff from the placement setting who will be responsible for day-to-day guidance. Formal supervision will be undertaken on a regular basis by either a member of the academic team or the Practice Placement Educator (as negotiated) to ensure the student is gaining the appropriate learning experience. These workplace supervisors will be encouraged to attend workshops in order to gain an understanding of the occupational therapy programme and the requirements of students whilst on placement. (For more information regarding Practice Placement 3 please see PP3 Workbook).

3.6 Courses for Practice Placement Educators

The Occupational Therapy Practice Educators Course (OPEC) will be run twice a year and these will be updated on an annual basis. Information regarding these will be circulated but Tricia McElroy may be contacted for more information regarding these.

3.7 Student Role

Before the placement:

• Attend the practice placement briefing session.
• Bring to the attention of the practice placement tutor any special circumstances to be taken into account, as far in advance of the placement as possible.
• Write to the practice co-ordinator, introducing self and requesting information pertinent to the placement.
• Inform the practice co-ordinator of any disabilities, difficulties or problems which may need to be taken into consideration during the placement.
• Prepare appropriately for the placement.
During the placement:

- Adhere to all departmental policies and procedures.
- Act in a professional manner at all times.
- Adhere to the professional standards and code of conduct at all times.
- Make use of learning resources.
- Identify learning needs and negotiate objectives for the placement.
- Participate in weekly supervision sessions and respond to feedback.
- Organise a suitable date and time for the half-way tutorial and confirm this with the academic tutor.
- Recognise areas of need highlighted during the half-way assessment and make appropriate adjustments in order to develop further during the second half of the placement.
- Bring to the attention of the academic tutor any issues with the placement as they arise.

Following the placement:

- Complete the placement evaluation form.
- Write a letter of thanks to the Practice Placement Educator.
- Reflect upon the experience and identify personal strengths and needs.
- Attend placement debriefing session.
- Assimilate the skills and knowledge learnt, and incorporate them into the academic and practice modules to follow.
- Hand in the evaluation form, assessment form, hours card and (travel) claim form to the practice placement tutor immediately upon return to the University.

4 STUDENT SUPPORT

Student support on practice begins in the induction week of the programme when each student is requested to complete a Personal Profile. This information remains with the practice placement tutor and is used in conjunction with placement details to ensure the student receives a relevant practice experience (under the Data Protection Act, this information is not shared with the Practice Placement Educators). Students are encouraged to divulge personal information if it could affect practice. Support systems can then be put into place to ensure the student experience is not compromised whilst on placement.

Students are allocated a Personal Tutor at the commencement of their programme who is responsible for the pastoral care and support of the student. Students are encouraged to meet with their Personal Tutor at least twice a term.

Should problems arise during a placement several avenues may be explored:

- The Practice Placement Educator and/or the student should contact the academic tutor immediately who will suggest a course of action depending on the nature of the issue.
• The academic tutor will visit to either advise or support the Practice Placement Educator and/or student in a particular course of action. **It is essential that the University be involved from the earliest possible moment if there are indications that the student is failing** (support is essential not only for the student in this situation but also for you as the Practice Placement Educator).

• Independent student support in the form of financial advice, counselling etc. is available at the University and these are accessible to students whilst on placement. It is not the Practice Placement Educator’s responsibility to become involved in students’ personal problems.

• Concerns regarding the structure or administrative aspects of the programme will be discussed with the individual raising those concerns. If appropriate this will be taken for further discussion to the Practice Educators’ Forum who may advise or recommend further action.

**4.1 Action Plan**

Students who have been identified as having particular difficulties on practice placements will be offered an Action Plan to facilitate the remediation of these difficulties. The Action Plan will be individual to the student and will be drawn up in collaboration with the practice placement tutor and student’s Personal Tutor. The Action Plan may also require the involvement of future Practice Placement Educators.

**5 Monitoring and Evaluation of Placements**

Placements are monitored and evaluated on a regular basis by:

• Student evaluation forms.
• Informal discussions with students.
• Placement tutorials by the academic Zone Tutors and Practice Placement Tutor.
• Undertaking a placement audit on a regular basis.
• The attendance of Practice Placement Educators at workshops and study days.
• The monitoring of student progress whilst on placement by evaluating the objectives set and the quality of feedback given to students.

**5.1 Practice Educators’ Forum**

This is a formal forum that meets three times a year. Practice Co-ordinators are invited to attend and it is hoped that a representative from each practice area will do so. It is a forum for discussion concerning placement provision, assessment and module development. Students are invited to attend the meetings.
This panel will:

- Act as a forum for discussion for issues related to the implementation and improvement of practice education.
- Identify areas of need in relation to the theoretical and practical preparation for placements.
- Review the practice assessment process for students.
- Evaluate and develop evaluation forms for students and educators.
- Identify new areas of experience or potential placement areas.
- Information about decisions reached by the Committee will be disseminated to all Practice Placement Educators, the programme planning team and the Occupational Therapy Programme Board.
APPENDICES
## APPENDIX 1

### STAFF CONTACT DETAILS AND ZONE TUTORS

**Staff Contact Details for MSc Occupational Therapy (Pre-registration)**  
Teesside University  
School of Health & Social Care  
Centuria Building  
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TS1 3BA

<table>
<thead>
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<td>Katie Hatch (Community Teams)</td>
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<tr>
<td>Housing Options- Stockton on Tees</td>
<td>Geoff Downes</td>
<td>Chris McKenna</td>
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<td>Anya Boystock Smith, Angela Wood, Anne- Marie Jackson, Kath Seddon</td>
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<td>Paul McGuigan</td>
<td>Nina Bedding</td>
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<td>Tees Esk and Wear Valley</td>
<td>Julie Ethell/Alison Bullock</td>
<td>Katie Atkinson, Nina Bedding, Claire Smith</td>
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<td>Sunderland City Council</td>
<td>Andrea Gibson</td>
<td>Sandra Cleminson</td>
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<td>Sunderland City Hospital</td>
<td>Catherine Roberts</td>
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<td>TBC</td>
<td>Dawn Fraser</td>
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<td>Phil Harrison</td>
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<td>Julie Illey</td>
<td>Patricia McElroy</td>
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<td>Sarah Dale</td>
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<td>Justine Jennings</td>
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<td></td>
<td>Kris Saltikov</td>
<td>Nina Bedding</td>
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## APPENDIX 2

### MSc OCCUPATIONAL THERAPY (PRE-REGISTRATION) PROGRAMME STRUCTURE

<table>
<thead>
<tr>
<th>Term</th>
<th>Module</th>
<th>Credits</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>PgDip T2/3 Spring/Summer</td>
<td>Occupation and Performance</td>
<td>20</td>
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<tr>
<td></td>
<td>Doing, Being and Becoming</td>
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<td></td>
<td>Enabling Performance through Occupation</td>
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<td>14</td>
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<tr>
<td>2</td>
<td>Summer</td>
<td>Practice Placement 1</td>
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<tr>
<td></td>
<td>Practice Placement 2</td>
<td>20 Level 5</td>
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<tr>
<td>PgDip T1 Autumn</td>
<td>Transformation through occupation</td>
<td>20</td>
<td>11</td>
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<td></td>
<td>Practical Research Methods for Occupational Therapy</td>
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<tr>
<td>T2/3 Spring/Summer</td>
<td>Professional Development in Occupational Therapy Practice</td>
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<td>18</td>
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<td>Major Project</td>
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<td>3</td>
<td>Summer</td>
<td>Practice Placement 3</td>
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<td>Practice Placement 4</td>
<td>40 Level 6</td>
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<tr>
<td>MSc T1 Autumn</td>
<td>Major Project (contd.)</td>
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APPENDIX 3

MODULES STUDIED BEFORE PRACTICE PLACEMENTS 1 AND 2

The student will participate in two practice placements of eight weeks each to be undertaken in contrasting settings. The emphasis will be on consolidating skills and knowledge gained in the academic modules, developing interpersonal skills relating to the practice setting and gaining an understanding of the pathology of the conditions encountered.

Before undertaking Practice Placements 1 and 2 the students will have completed the following modules:

Occupation and Performance - Chris McKenna
This module aims to introduce the students to the professional philosophy and theories that underpin the practice of occupational therapy.

Occupation is a basic need for people of all ages, necessary for survival and adaptation. Using occupation as the basis for learning, students will consider the implementation of that theory in common areas of occupational therapy practice. This module will enable the student to integrate and synthesise theories of basic science with theories of occupation and consider their combined impact on an individual's occupational performance. Students will explore theoretical structures and models which organise practice. Students will critique the models and their theoretical underpinnings.

Delivery will be through a series of lectures supported by practical sessions. A problem-based learning approach will also support the learning process. Students will be able to draw on evidence from the complete knowledge base available to occupational therapists in order to understand more fully the theoretical framework and the impact this has on the individual occupational therapist.

Doing, Being and Becoming – Claire Smith
This core module is designed to enable the student to critically evaluate the role of occupational performance issues in development and functioning. Throughout the sessions the students will be encouraged to debate the role of occupation as 'doing, being & becoming' - considering the role of occupation in countering occupational disruption, deprivation and dysfunction for the individual.

This module occurs at the start of the pre-registration master’s programme, immediately after induction, and as such forms a critical foundation to the student’s underpinning knowledge of occupational performance issues.

The module is delivered through weekly sessions which provide a mixture of formal taught material – providing underpinning structure and knowledge relating to core theory, philosophy and practice, and exploratory sessions based on activity and debate around the issues raised.

Learning will be supported through the e-learning@tees, Virtual Learning Environment (VLE).
Enabling Performance through Occupation – Cath Wright
This module will enable the student to gather and evaluate information regarding the individual’s occupational performance and the impact of the environment on function. There will be a community practice focus where the role of the occupational therapist as an enabler will be explored in terms of the individual and team contribution to the client’s recovery.

Students will be encouraged to join in discussions and debates in all sessions. In particular there will be small group work in which they will be expected to fully participate and be prepared to present to colleagues in sessions. Problem-based learning will be applied through a series of cycles and will occur together with journal club type discussion sessions.

Modules Studied Before Practice Placement 3 and Practice Placement 4 – Nina Bedding
Practice Placement 3 is a four-week developmental placement in which the student will integrate the knowledge and skills gained in the Occupational Therapy specific modules. Students will be expected to negotiate their Learning Outcomes with the Practice Placement Educator and to draw up a Learning Contract.

Practice Placement 4 is the final pre-qualifying placement and, as such, is longer (12 weeks). Students will be expected to draw up a Learning Contract and set their own objectives for learning in conjunction with the Practice Placement Educator.

Before undertaking Practice Placements 3 and 4 the students will have completed the following modules:

Transformation through Occupation – Claire Smith
This module will enable students to build on their practice placement experience. They will establish a greater understanding of the complexity of occupational therapy intervention by focusing on how an individual’s ability to engage in occupation and the context of that experience allows them to develop a meaningful transformation in life. They will also understand how the tacit use of occupation can be used to create change in experience and outcomes in the life of an individual.

Students will be expected to contribute to seminars and lecture discussions and to lead the case based tutorials.

Practical Research Methods for Occupational Therapists – Jonathan Robinson
This module is designed to provide students with the necessary knowledge and skills to design and manage both empirical and review-based research projects relevant to occupational therapy practice in health and social care. Indicative content is focused upon key aspects of the design of both qualitative and quantitative studies, including practical data collection, management and analysis, as well as systematic reviews of literature and documentary analysis. Aspects surrounding the scientific and ethical credibility of key research paradigms will be addressed with an emphasis on the qualitative methodologies pertinent to the research domains of occupational science. The module content will be delivered in a variety of ways including key lectures, small group work, practical exercises, laboratory-based sessions and peer group presentations.
Professional Development in Occupational Therapy – Claire Brewis
This module considers the context of occupational therapy practice and the current issues arising from it that will affect the student’s transition from student to professional practitioner. Topics covered will vary due to the changing nature of professional issues. Professional and ethical issues will be examined and debated in relation to best practice, drawing on the students’ professional practice experience. There is a particular focus on the expectations of first post experience of graduate therapists, debating and identifying challenges to practice.

Consideration is also given as to how to develop their professional lifelong learning. Keynote lectures will be employed to present key debates to students, before topics being progressed during seminars. Practical sessions will allow further development of personal and professional development.