**CPD@RCOT Reflective scenario**

**Facilitating a leadership-based placement as a Clinical Lead**

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| Your name: Click or tap here to enter text.  Date: Click or tap here to enter text. |

About this learning resource

This Reflective Scenario is designed to help you consider/explore a leadership practice placement by taking you through a structured reflective process. It will help you to clarify your thoughts, deepen your understanding and support you to plan what actions and further learning you may want to take as you consider hosting a leadership placement.

This resourcesupports the Facilitation of Learning Pillar of the RCOT [Career Development Framework](http://www.rcot.co.uk/cpd-rcot). It is designed for occupational therapy personnel at Career Levels 6 to 9.

You can use this resource in different ways. You can complete it on your own. You may want to make use of it as part of your supervision. It is also suitable for groups or you can adopt a blended learning approach. This means you first complete the reflection on your own, and then meet with a group to share each other’s outcomes, enriching your learning experiences.

As you work through the Reflective Scenario, keep in mind that there are no right or wrong answers. The aim of this learning resource is to support you to reflect, learn and apply your learning within your own professional context. That is why there are no answers provided. Don’t rush through – you do not need to get through the resource at one sitting. You might want to return to some sections several times before going on to the next. There is no set time this should take you to complete.

Developed with:

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Date: August 2021

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| **The CPD@RCOT Reflective Scenario resource is based on materials developed by the Royal College of Speech and Language Therapists. We are grateful to them for sharing with us.** |

Scenario

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| You are a Clinical Lead working in an outpatient department. The Occupational Therapy practice-based learning team at your local university would like to expand their portfolio of pre-registration education opportunities by developing non-traditional placements, including those that focus on leadership. Since the start of the Covid-19 pandemic the service has largely operated remotely, and the learner is also required to work remotely.  You are keen to get involved and you wonder whether you could offer a learner a chance to work alongside you. You ask yourself: “How can I provide practice education to students and apprentices as a Clinical Lead?” |

Initial thoughts

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| Capture your initial thoughts on this scenario. What is your first reaction? Do you have ideas about what you should do? Remember, there are no right or wrong answers, just record what occurs to you. |
| Click or tap here to enter text. |

Reflective questions

Consider the following questions and record your answers. Refer to the resources on pages 9-11 if you need to. If you are working through this on paper, add as many extra sheets as you need. You might want to come back to these questions more than once before going on to the next stage. Remember that the list is not exhaustive.

1. How does your role as a clinical leader create practice-based learning opportunities for an occupational therapy learner?
2. What can you do to ensure there will be sufficient leadership opportunities available for the learner to experience?
3. How will the learner experience different leadership styles?
4. Are there any advantages to a remote placement as opposed to a work-based placement?
5. What policies and procedures should you bear in mind when facilitating a leadership placement?
6. Are there any confidentiality/consent considerations and how will you manage these?
7. How will the learner work towards achieving the learning outcomes of the placement following the university’s practice-based learning module and the RCOT pre-registration education standards (RCOT 2019)?
8. Are there any additional learning and training opportunities, such as projects which the learner could be involved to develop their leadership skills?
9. How will the learner gain an understanding of the qualities of an effective leader?
10. What opportunities are available for the learner to develop in terms of the Leadership Pillar of the RCOT Career Development Framework (RCOT 2021a)?
11. Who else should be involved in supporting the placement, taking action and supporting you?
12. What are your CPD needs to prepare for this ‘new to you’ placement model? For example, might cultural differences in leadership expectations or learner anxieties about imposter syndrome need to be considered?

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| My answers |
| Click or tap here to enter text. |

Revisiting your initial thoughts

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| Now look at your initial response in relation to your answers to the reflective questions. What gaps have you identified? Have your thoughts changed on what you feel are the priorities? What have you learned through reflection about your practice? You will have a chance to record a scenario action plan on the following page. |
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Action planning

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| If you were involved in such a scenario, what would you do? |
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Plan your learning

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| As a result of your reflection, have you identified any knowledge gaps? How will you go on to develop your knowledge and skills? When will you do it? What support will you need?  See pages 9-11 for suggestions on further information and support. |
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Further thoughts and actions

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| Use this page if you have further thoughts or to take discussion notes. |
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**Reflective scenario: Facilitating a leadership-based placement as a Clinical Lead**

Recommended: Review your learning

Set a date when you will come back to this resource and think about the impact it has had on your practice. Set enough time to allow you to engage in any further learning you have identified that you want to take, and to give you time to apply your reflections into your practice. When completed, you may wish to store this page in your CPD Portfolio.

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| Date that I am reviewing my learning: |
| Click or tap here to enter text. |

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| Further learning I have engaged in to deepen my skills and knowledge on this professional topic: |
| Click or tap here to enter text. |

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| Situations and ways in which I have applied my learning in practice: |
| Click or tap here to enter text. |

Feedback

**Found broken links? Let us know and we’ll fix them: prof.dev@rcot.co.uk**

Your views are important to us! Please send us your feedback about this Reflective Scenario so that we can make improvements for future participants. Or, tell us this resource worked well for you! Get in touch in any of the following ways -

* Qr code

  Description automatically generatedClick to fill out our [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=7-ghQ1rN2Eadr3VQBbQNOS0NYIramYdIkgmDOs0DjRVUMTRIMVZQMzE3VU1YNjROMDc5UTBRSEdOUy4u)

* Find the feedback form at <https://bit.ly/3yC3e26>

* Get to the feedback form through the QR Code.
* Email your suggestions, or any problems you encountered, to [Prof.Dev@rcot.co.uk](mailto:Prof.Dev@rcot.co.uk).

Further information and support

**FURTHER INFORMATION**

Alsop A (2013) *Continuing professional development in health and social care: Strategies for lifelong learning*. John Wiley & Sons.

Beveridge J, Pentland D (2020) A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy, 83(8),* 488–513.   
doi: [https://doi.org/10.1177/0308022620904325](https://doi.org/10.1177%2F0308022620904325)

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Ghaye T (2008) *Building the reflective healthcare organisation*. London: Wiley-Blackwell.

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Grant, T (2021) *Occupational therapy placements. A pocket guide* [ebook]. London: Lantern Publishing. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

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Kolyva K, Butt N, Eames J (2018) #150Leaders: Fostering Student Leadership. London: Council of Deans of Health/Burdett Trust for Nursing. Available at: <https://www.councilofdeans.org.uk/wp-content/uploads/2018/12/COD.Student.leadership.programme_2-002-1.pdf> Accessed 10.11.21

NHS Leadership Academy (n.d.) Students – learning to lead in health and care. Available at: <https://www.leadershipacademy.nhs.uk/resources/students/> Accessed 10.11.21

Royal College of Occupational Therapists (2020) *Learning and development standards for pre-registration education*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/node/2311> Accessed on 27.06.21.

Royal College of Occupational Therapists (2021a) *Career Development Framework*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/career-development-framework> Accessed on 28.06.21

Royal College of Occupational Therapists (2021b) *Professional standards for occupational therapy practice, conduct and ethics*, London: RCOT. Available through the RCOT website at: <https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics> Accessed on 28.06.21

Schön DA, (1987) *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

Turpin MJ, Iwama, MK (2011) *Using occupational therapy models in practice: a fieldguide*. [e-book] Churchill Livingstone Elsevier. Available through the RCOT website at: <https://www.rcot.co.uk/practice-resources/library-resources/search-library-catalogue>

White S, Fook J, Gardner F (2006) *Critical reflection in health and social care*. McGraw-Hill Education (UK).

**SOURCES OF SUPPORT**

Link up with your local education provider: When establishing a new practice-based learning opportunity, RCOT encourages you to make links with your local occupational therapy university. The [RCOT Career Handbook](https://www.rcot.co.uk/about-occupational-therapy/become-an-occupational-therapist/uk-courses) provides the list of current occupational therapy providers within the UK. If you are unsure which this is, please do contact [QA@rcot.co.uk](mailto:QA@rcot.co.uk) and we will be able to put you in touch. You will be supported by the university to understand the learning needs of their pre-registration students and apprentices, and how your opportunity can meet degree requirements.

Health Education England E-Learning Hub: [Educator Training Resources](https://portal.e-lfh.org.uk/Catalogue/Index?HierarchyId=0_36974&programmeId=36974)

NB: some resources on this site are open access for all and others require registration

Health Education England: [Practice Based Learning resources](https://www.hee.nhs.uk/our-work/allied-health-professions/increase-capacity/ahp-pre-registration-student-practice-based-learning-programme/practice-based-learning-resources)

NHS Education for Scotland: [Facilitation of Learning](https://www.nes.scot.nhs.uk/our-work/ahp-practice-education/)

These well-regarded free courses are hosted by FutureLearn and produced by UK universities:

[Clinical Supervision: Assessing and Providing Feedback](https://www.futurelearn.com/courses/clinical-supervision-assessment-feedback)

[Clinical Supervision: Planning your Professional Development](https://www.futurelearn.com/courses/clinical-supervision-professional-development)

[Clinical Supervision: Teaching and Facilitating Learning](https://www.futurelearn.com/courses/clinical-supervision-teaching-facilitating)

[Developing Expert Educators for Healthcare Professions](https://www.futurelearn.com/courses/from-philosophy-to-practice)