Practice Education Competency Assessment Form – Level 1

This form is completed for 2nd and 3rd Year Students

***(Developed in collaboration with the School of Occupational Therapy, University of Dublin, Trinity College)***

(Please return completed report [not a copy] *directly to the Discipline Office)*

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| **Name of Student** |  | |
| **Name of Service** |  | |
| **Type of Experience** |  | |
| **Date of Experience (dd/mm/yyyy)** | **From** | **To** |
| **Name of Practice Educator** |  | |

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| **Number of Days Absent** |  |
| **Total Hours Completed** |  |

**OVERALL LEVEL OF ACHIEVEMENT**

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| **Competent** | **Not Competent**    *(Student required to repeat placement)* |

**N.B.** If a student is awarded a **not competent grade (Not Evident or Emerging) for one or more competencies at the final assessment, this indicates an overall not competent level of achievement**

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| **Signature of Practice Educator** |  |
| **Email of educator/s** |  |
| **Signature of Student** |  |

***Both*** *signatures are required.*

**Student Hours Log**

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| **Week (From – To) (dd/mm/yyyy)** | **Hours Completed** | **Initials of Practice Educator** |
| **1.** to |  |  |
| **2.** to |  |  |
| **3.** to |  |  |
| **4.** to |  |  |
| **5.** to |  |  |
| **6.** to |  |  |
| **7.** to |  |  |
| **8.** to |  |  |

**To be completed by Practice Educator:**

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| **Sick leave hours taken:** |  | **Sick leave hours made up:** | |  |
| **Sick leave certified:** | **Yes  No** | **Sick leave cert forwarded to PEC\*:** | | **Yes  No** |
| **Other leave/absence** | **Number of hours:**  **Reasons** | | | |
| **Number of public holidays:** |  | **Total hours completed:** | |  |
| **Signature of Practice Educator:** |  | | **Date:** |  |

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

**To be completed by Student:**

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| **Student Name and Number** | **Student Signature / Date** |
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FINAL FORMATIVE ASSESSMENT

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| **Name of Student:** |  |
| **Name of Practice Educator:** |  |

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| **Summary of Practice Educator’s Comments and Feedback** |

*Please continue comments on separate page if required.*

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| **Student’s Comments and Feedback** |

*Please continue comments on separate page if required.*

HALF-WAY FORMATIVE ASSESSMENT

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| **Name of Student:** |  |
| **Name of Practice Educator:** |  |

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| **Summary of Practice Educator’s Comments and Feedback** |

*Please continue comments on separate page if required.*

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| **Student’s Comments and Feedback** |

*Please continue comments on separate page if required.*

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| **Signature of Student** |  |
| **Signature of Practice Educator** |  |
| **Date (dd/mm/yyyy)** |  |

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

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|  | **Half-Way** | | | | **End of Placement** | | | |
|  | **Not Competent** | | **Competent** | | **Not Competent** | | **Competent** | |
| **Occupational Competencies** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** |
| 1. Demonstrate through either verbal or written communication an understanding of the meaning of occupation for the client and the client group or community. |  |  |  |  |  |  |  |  |
| 1. Demonstrate through either verbal or written communication the person-occupation-environment relationship within the client’s context. |  |  |  |  |  |  |  |  |
| 1. Apply the therapeutic use of occupation to influence health and well-being of the client or group positively. |  |  |  |  |  |  |  |  |
| 1. **4.** Support engagement and participation in meaningful occupation. |  |  |  |  |  |  |  |  |

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| **Halfway Comments on OccupationAL Competencies** |

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| **final Comments on OccupationAL Competencies** |

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|  | **Half-Way** | | | | **End of Placement** | | | | |
|  | **Not Competent** | | **Competent** | | **Not Competent** | | **Competent** | | |
| **Communication Competencies** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** | **Not Evident** | **Emerging** | **Evident** | | **Enhanced** |
| 1. Demonstrate listening, verbal and non-verbal communication skills, both formally and informally. |  |  |  |  |  |  |  |  | |
| 1. Give and receive feedback in an open and honest manner. |  |  |  |  |  |  |  |  | |
| 1. Present oral information in a clear, concise and well-structured manner both formally and informally. |  |  |  |  |  |  |  |  | |
| 1. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements. |  |  |  |  |  |  |  |  | |
| 1. Communicate effectively and in a professional manner with individuals. |  |  |  |  |  |  |  |  | |
| 1. Communicate effectively and in a professional manner in a group environment. |  |  |  |  |  |  |  |  | |
| 1. Use computer and/or communication technologies appropriately in the placement setting**.** |  |  |  |  |  |  |  |  | |

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| **Halfway Comments on communication Competencies** |

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| **final Comments on communication Competencies** |

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|  | **Half-Way** | | | | **End of Placement** | | | |
|  | **Not Competent** | | **Competent** | | **Not Competent** | | **Competent** | |
| **The Occupational Therapy Process Competencies** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** |
| 1. Select and apply appropriate conceptual and practice models to guide the occupational therapy process. |  |  |  |  |  |  |  |  |
| 1. Demonstrate an integration of occupational therapy theory within practice. |  |  |  |  |  |  |  |  |
| 1. Demonstrate engagement in reflection and evaluation of practice. |  |  |  |  |  |  |  |  |
| 1. Facilitate a culturally sensitive approach to practice. |  |  |  |  |  |  |  |  |
| 1. Facilitate a client centred approach. |  |  |  |  |  |  |  |  |
| 1. Apply the principle of informed consent prior to and throughout the occupational therapy process. |  |  |  |  |  |  |  |  |
| 1. Demonstrate the use of observation and interview skills to gather relevant information. |  |  |  |  |  |  |  |  |
| 1. Select and administer appropriate standardised and non-standardised assessment tools. |  |  |  |  |  |  |  |  |
| 1. Collaboratively identify goals for intervention with the client (or people acting on his/her behalf). |  |  |  |  |  |  |  |  |
| 1. Facilitate effective individual and/or group work interventions. |  |  |  |  |  |  |  |  |
| 1. Evaluate outcomes in collaboration with all parties. |  |  |  |  |  |  |  |  |
| 1. Prioritise and manage a caseload either group or individual, under supervision. |  |  |  |  |  |  |  |  |
| 1. \*\*Facilitate the service user’s management of their own health and wellbeing. |  |  |  |  |  |  |  |  |

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| **Halfway Comments on Occupational Therapy Process Competencies** |

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| **final Comments on Occupational Therapy Process Competencies** | | | | | | | | |
|  | **Half Way** | | | | **End of Placement** | | | |
|  | **Not Competent** | | **Competent** | | **Not Competent** | | **Competent** | |
| **Professional Behaviour Competencies** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** |
| 1. Work safely in compliance with health and safety regulations as specified in the practice setting. |  |  |  |  |  |  |  |  |
| 1. Adhere to the ethical, legal, professional and local practice contexts that inform |  |  |  |  |  |  |  |  |
| 1. Adhere to confidentiality as described in the local context. |  |  |  |  |  |  |  |  |
| 1. Present self in a manner appropriate to the working environment. |  |  |  |  |  |  |  |  |
| 1. Respond constructively to changing circumstances and demands. |  |  |  |  |  |  |  |  |
| 1. Demonstrate an awareness of personal and professional boundaries within practice. |  |  |  |  |  |  |  |  |
| 1. Demonstrate a positive approach to clients and team members. |  |  |  |  |  |  |  |  |
| 1. Demonstrate effective time management. |  |  |  |  |  |  |  |  |
| 1. Demonstrate best use of resources available. |  |  |  |  |  |  |  |  |

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| **Halfway Comments on PROFESSIONAL BEHAVIOUR Competencies** |

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| **final Comments on PROFESSIONAL BEHAVIOUR Competencies** |

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|  | **Half Way** | | | | **End of Placement** | | | |
|  | **Not Competent** | | **Competent** | | **Not Competent** | | **Competent** | |
| **Professional Development Competencies** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** | **Not Evident** | **Emerging** | **Evident** | **Enhanced** |
| 1. Take responsibility for personal and professional development. |  |  |  |  |  |  |  |  |
| 1. Actively engage in supervision and request and utilise professional support. |  |  |  |  |  |  |  |  |
| 1. Implement a learning contract. |  |  |  |  |  |  |  |  |
| 1. Identify own personal and professional strengths and limitations. |  |  |  |  |  |  |  |  |
| 1. Maintain a record of personal and professional development (i.e. portfolio). |  |  |  |  |  |  |  |  |

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| **Halfway Comments on professional development competencies** |

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| **final Comments on professional development competencies** |