This is intended as guidance on how to write a placement learning contract, it is expected that students with the support of their PEs will develop their own contract that articulates specifically how they will address and be assessed in each unique OTP2 placement setting.

| **Learning Needs**  **What do I need to learn?** | **Related P.Cs by no.** | **Learning Resources and Strategies**  **How can I best learn and integrate this?**  **What resources are available to me?** | **Criteria for evaluation.**  **How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?** | **Supporting Evidence**  **(location and type)** |
| --- | --- | --- | --- | --- |
| *To be able to discuss the impact of ill health (impairment and disability) for service users in this setting* | *3,7, 8* | *Discussion with service users*  *Books and articles about conditions specific to my placement*  *Discussion with my supervisor* | *Identified in formal discussion the impact of 3 conditions on the occupational performance of 3 named service users to a competent standard.*  *Prepared notes and discussed (formally) 5 main agreed conditions and their general impact on service users to a competent standard.* | *Supervision record*  *Mini case studies*  *Student notes on conditions* |
| Pass/Fail Practice Educator Signature | | | | |
| *To identify and discuss the effectiveness of assessment tools used for assessing occupational performance deficits.* | *5, 6, 7* |  | *Prepared notes and discussed (formally) the effectiveness of*  *Home assessment checklist\**  *Initial assessment\**  *AMPS\**  *MEAMS\**  *Plus any 3 other assessments seen*  *to a competent standard.* | *Supervision record*  *Student notes on assessments* |
| Pass/Fail Practice Educator Signature | | | | |
| To select, carry out & document key assessments used in this setting | 1, 3, 4, 6, 7, 9 |  | Selected and carried out 3 key assessments to a competent standard  Interests checklist\*  COPM initial assessment\*  Kitchen assessment\*  Documented above to a competent standard | Client notes  Supervision record |
| Pass/Fail Practice Educator Signature | | | | |
| To formulate an intervention plan from assessment data | 1, 3, 4, 5,7,8,  9 |  | Planned intervention for one service user to a competent standard.  Justified clinical reasoning behind planned intervention with one service user in formal discussion to a competent standard | Client notes  Supervision record |
| Pass/Fail Practice Educator Signature | | | | |
| To evaluate approaches and media used in Occupational Therapy interventions | 1,3, 5, 8 |  | Prepared notes on and formally discussed dressing practice\*; Splint making\* ; One intervention resulting from a home assessment\*   * competently evaluating the media and or approaches used in each of above | *Supervision record*  *Student notes* |
| Pass/Fail Practice Educator Signature | | | | |
| To be able to reflect upon social context factors and the social model of disability and their impact on practice | 1,2, 3, 4, 8,10 |  | Discussed (formally) the social context factors in relation to 2+service users and their intervention to a competent standard  Reflected using a Gibbs reflective cycle proforma on the potential relevance of the social model of disability to this Occupational Therapy service to a competent standard. | *Supervision record*  *Student notes*  *reflections* |
| Pass/Fail Practice Educator Signature | | | | |
| To develop ability to reflect on own practice and identify areas for further development | 10 |  | Identified and described appropriately 2 areas for further personal development using personal goal sheets | *Supervision record*  *Reflective logs*  *Supervision notes* |
| Pass/Fail Practice Educator Signature | | | | |
| To develop an ability to work as a team member | 1, 9 |  | Contributed the Occupational Therapy input to a ward round regarding 3 patients to a competent standard  Documented treatment plans for OTAs to implement to a competent standard | Supervision record  Service user notes |
| Pass/Fail Practice Educator Signature | | | | |
| To develop safe and effective professional practice | 1, 4, 7, 8, 9, 10 |  | Demonstrated safe and effective professional practice to an appropriate standard throughout the placement  Demonstrated ability to adapt approach following constructive feedback to an appropriate standard | Supervision record |
| Pass/Fail Practice Educator Signature | | | | |