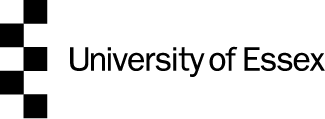
****

**RPL**

**Recognition of Prior Learning**

**Degree Apprenticeship Entry portfolio:**

**Resource document**

**Occupational Therapy Degree Apprenticeship**

Authors: HSC apprenticeship/OT team

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# Part 4 Resources: Experiential Learning Reflection

Guidance on Driscoll’s model of reflection: questions to consider within each section of the model to guide your reflective thinking.

| **‘What?’ (Returning to the situation)** | **‘So What?’ (Understanding the context)** | **‘Now what?’ (Modifying future outcomes)** |
| --- | --- | --- |
| * What is the purpose of returning to this situation? | * What were your feelings at the time? | * What are the implications for you, your colleagues, the patient, etc? |
| * What exactly occurred in your words? | * What are your feelings now? Are there any differences? Why? | * What needs to happen to alter the situation? |
| * What did you see? | * What were the effects of what you did (or did not do)? | * What are you going to do about the situation? |
| * What was your reaction? | * What ‘good’ emerged from the situation, e.g., for self/others? | * What happens if you decide not to alter anything? |
| * What did other people do? E.g., colleague, patient, visitor | * What troubles you if anything? | * What might you do differently if faced with a similar situation again? |
| * What do you see as the key aspects of this situation? | * What were your experiences in comparison to your colleagues, etc? | * What information do you need to face a similar situation again? |
|  | * What are the main reasons for feeling differently from your colleagues, etc? | * What are your best ways of getting further information about the situation should it arise again? |

*Driscoll J, (1994). Reflective practice for practise. Senior Nurse 13, pages 47 -50*

# Part 5 Resources: Demonstrating Academic Learning

## 5.1 – Core skills of an Occupational Therapist

Core skills – Creek (2007)

* Collaboration with the client
* Assessment
* Enablement
* Problem-solving
* Using activity as a therapeutic tool
* Group work
* Environmental adaptation

*Creek J (Ed), (2007). Contemporary issues in occupational therapy: Reasoning and Reflection. Chichester: John Wiley & Sons Ltd*

**Reading list:**

*Curtin M, Molineux M, Supyk-Mellson J (Ed), (2009). Occupational therapy and physical dysfunction: enabling occupation. London: Churchill Livingstone.*

*Adams J, Curtin M, Egan, M (Ed), (2017). Occupational therapy for people experiencing illness, injury or impairment: promoting occupation and participation. London: Elsevier.*

*Whalley Hammell K, (2006). Perspectives on disability and rehabilitation: contesting assumptions; challenging practice. London: Churchill Livingstone.*

*Mabhala M, Massey A, Wilson F (Ed), (2014). Health improvement and well-being: strategies for action. Milton Keynes: Open University Press.*

*Duncan E (Ed), (2020). Foundations of practice in Occupational Therapy. London: Elsevier.*

*Boniface G, Seymour A (Ed), (2012). Using occupational therapy theory in practice. Oxford: Wiley Blackwell.*

*Hocking C, (2009). The challenge of occupation: Describing the things people do. Journal of Occupational Science, 16(3), 140-150.*

*Thomas H, (2015). Occupation-based activity analysis. NJ: Slack Firm*

*Bryant W, Fieldhouse J, Plastow N (Ed), (2022). Creek’s occupational therapy and mental health. London: Elsevier.*

*American Occupational Therapy Association, (2020). Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 74(2), 1-87.*

*Clifford O’Brien J, Conners B, (2023). Introduction to occupational therapy. London: Elsevier.*

*Bee H, Boyd D, (2019). Lifespan development. London: Pearson.*

*Hocking C, Whiteford G E (ed), (2012). Occupational science: society, inclusion, participation. NJ: Wiley-Blackwell.*

*Reynolds F, (2004). Communication and clinical effectiveness in rehabilitation. Oxford: Butterworth-Heinemann.*

*Clouston T, Solman B, (2016). Occupational therapy and the therapeutic use of self. British Journal of Occupational Therapy, 79(8).*

## 5.2 – Informing Sciences

**Reading list:**

*Hart G, Haworth J (Ed), (2007). Well-being: individual, community and social perspectives. London: Palgrave Macmillan.*

*Beckett C, Taylor H, (2019). Human growth and development. London: Sage.*

*White K, (2016). An introduction to the sociology of health and illness. London: Sage.*

*Grant A, Waugh A, (2022). Ross and Wilson Anatomy and Physiology in Health and Illness. London: Elsevier.*

*Keller S, Marieb E, (2017). Essentials of human anatomy and physiology. London: Pearson.*

*Carin-Levy G, MacMillan I, (2012). Tyldesley and Grieve’s muscles, nerves and movement in human occupation. Oxford: Wiley.*

*Shamley D (Ed), (2005). Pathophysiology: an essential text for allied health professionals. Oxford: Butterworth-Heinemann.*

*Booth A, Stoia V, Wyman T D, (2012). Anatomy, Physiology and Disease for the Health Professions. Maidenhead: McGraw Hill.*

*Elson L, Kapit W, (2013). The anatomy colouring book. London: Pearson.*

*Gross R, Kinnison N, (2013). Psychology for nurses and health professionals. Oxfordshire: Routledge.*

*Fredrickson B, Loftus G, Lutz C, Nolen-Hoeksema S, (2014). Atkinson and Hilgard’s: introduction to psychology. Andover: Cengage Learning EMEA.*

*Bennett P, Morrison V, (2022). An introduction to health psychology. London: Pearson.*

*Blair SEE, Hartery T, Jones D, Jones RK (Ed), (1998). Sociology and occupational therapy: an integrated approach. London: Churchill Livingstone.*

*Plummer K, (2021). Sociology: the basics. Oxfordshire: Routledge.*

*Bee H, Boyd D, (2019). Lifespan development. London: Pearson.*

*Hocking C, Whiteford GE (Ed), (2012). Occupational science: society, inclusion, participation. Oxford: Wiley-Blackwell.*

**Standards, ethics and guidance:**

**Professional standards for occupational therapy practice, conduct and ethics**

<https://www.rcot.co.uk/publications/professional-standards-occupational-therapy-practice-conduct-and-ethics?gclid=Cj0KCQjw2cWgBhDYARIsALggUhrhxau5NH6fMzlSQ0xcvTgHEUztxynk0Bb2wA6z_EqjnlLpbGIV6fgaAg_fEALw_wcB>

**HCPC: The standards of proficiency for occupational therapists**

<https://www.hcpc-uk.org/standards/standards-of-proficiency/occupational-therapists/>

## Evaluation guidance for tasks 5.1 and 5.2

We will evaluate your prior experiences against the learning outcomes specified in the portfolio using the following criteria:

* Knowledge & Critical Understanding: You have shown that you have knowledge and understanding of the important concepts and principles required.
* Application of Data: You have presented, evaluated, and interpreted relevant data and made appropriate judgements based on the available data.
* Problem solving: You have considered different approaches to solving problems presented.
* Communication & References: You have communicated clearly, accurately, and reliably showing good attention to detail. And, where appropriate, have used references accurately and consistently.
* Personal Learning & Transferable Skills: You have applied the knowledge and skills that you possess and highlighted your own personal learning needs