

BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy (Course Code: 51457)

PROGRAMME WEBSITE
www.rs.polyu.edu.hk

ENQUIRY
General Office
Tel: (852) 2766 6719
Fax: (852) 2330 8656

Bachelor of Science (Honours) Scheme
in Rehabilitation Sciences in Occupational Therapy (4-year)

September 2022 Clinical Education Manual



This
document
applies to the
2022
intake cohort

FOREWORD (I)

Occupational therapy is a unique discipline of rehabilitation science. The theories in occupational therapy are based on the foundation of basic sciences that is developed into clinical practice for the management of different pathological conditions. Clinical education component is an integral and essential part for the training of practice skills which are necessary for competent occupational therapists.

The clinical education programme of the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy programme at PolyU is designed to meet both local and world education standards. The clinical placement blocks are scheduled to intertwine with the progression of the programme on campus so that students learning can be reinforced in a sequential way. Throughout the clinical blocks, students have opportunities to practice under the supervision of experienced occupational therapists in a wide range of hospital and community settings, so that they can apply their theoretical knowledge and practical skills learnt on campus into clinical practice. In each clinical block, students are given clear learning objectives and goals, and they are assessed according to well-established criteria. In order to enrich the vision of our students, there are also opportunities for students to take their clinical blocks outside Hong Kong. It is our hope that students will achieve the following outcomes with their clinical education:

- ❑ take responsibility for their own learning;
- ❑ use that responsibility to become competent, caring, and ethical professionals;
- ❑ prepare to meet the current and future health care needs of Hong Kong; and
- ❑ take leadership roles in our clinical and broader community.

The success of the clinical education programme is through the concerted efforts of our faculty members of the Occupational Therapy programme at the university and the educators in the clinical settings. I thank them for their contributions and commitments in nurturing the next generation of occupational therapists for our society.

Finally, I hope that our students will enjoy the clinical education programme, and take every opportunity to learn so that they will become competent occupational therapists with advanced theoretical knowledge and clinical skills after graduation from PolyU.

Prof. Hector Tsang
Cally Kwong Mei Wan Professor in Psychosocial Health
Chair Professor and Head of Department of Rehabilitation Sciences
Ph.D., OTR

This Clinical Education Manual for the 4-year BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy Programme is subject to review and changes which the Department of Rehabilitation Sciences can decide to make from time to time. Students will be informed of the changes as and when appropriate.

FOREWORD (II)

Clinical education is the core component of the occupational therapy curriculum to provide occupational therapy students with clinical exposure and actual practice with patients and clients with illnesses/ diseases or of varying degrees of disability in order to acquire necessary professional behaviours, clinical reasoning, skills and competencies for their clinical practice in future. This is also necessary for the fulfillment of the 1,000 hours of clinical placement as stipulated by the World Federation of Occupational Therapists (WFOT) for the accreditation of occupational therapy education programmes as well as one of the registration requirements for registered occupational therapists under the Occupational Therapists Board, Department of Health, Hong Kong SAR. Clinical education team and experienced clinical educators work together to design these interactions with supervision and role models. The clinical education experiences bridge the knowledge and skills learned in the academic setting to the real practice in clinical settings in Hong Kong or overseas.

I encourage all students to treasure the learning opportunities available to you during clinical education. Work professionally, diligently, with dedication and enthusiasm, and you will find the rewards far outweigh even the effort that you commit to your own learning.

I would like to thank all the faculty members of the clinical team, and clinical educators of the occupational therapy programme for their commitment and dedication to create the teaching pedagogy and nurturing environment for the clinical training of our students.

Dr Yvonne Han
Programme Leader,
BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy

CLINICAL EDUCATION TEAM

Bachelor of Sciences (Honours) Scheme in Rehabilitation Sciences in Occupational Therapy

Name	Tel.	Room	E-mail
Ms. Josephine Wong Clinical Coordinator (Senior Clinical Associate)	2766 6744	QT526b	josephine.mw.wong@polyu.edu.hk
Ms. Melva Yip Deputy Clinical Coordinator (Clinical Associate)	2766 6745	QT525	melva.yip@polyu.edu.hk
Dr. Wilson Tang (Clinical Associate)	2766 6695	QT523	wilson-yf.tang@polyu.edu.hk
Ms. Bonnie Jim Deputy Clinical Coordinator (Overseas Exchange) (Clinical Associate)	2766 4180	QT523	bonnie.jim@polyu.edu.hk

Master in Occupational Therapy

Name	Tel.	Room	E-mail
Ms. Josephine Wong Clinical Coordinator (Senior Clinical Associate)	2766 6744	QT526b	josephine.mw.wong@polyu.edu.hk
Mr. Johnny Lam Deputy Clinical Coordinator (Clinical Associate)	2766 6747	QT524	johnny.wh.lam@polyu.edu.hk
Ms. Vera Lam (Clinical Associate)	3400 3249	QT523	vera1.lam@polyu.edu.hk

Please note that the MOT has a separate Clinical Education Manual.

TABLE OF CONTENTS		PAGE
<i>Foreword (I)</i>	<i>Head of Department of Rehabilitation Sciences</i>	i
<i>Foreword (II)</i>	<i>Programme Leader of BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy</i>	ii
<i>Clinical Education Team</i>		iii
Chapter One	Occupational Therapy Curriculum.....	1
Chapter Two	Philosophy of Clinical Education.....	3
Chapter Three	Clinical Education IA & B.....	13
Chapter Four	Clinical Education II, III and IV.....	17
Chapter Five	Policy and Procedures.....	25
References	34
Tables		
Table 1	Expected Professional Attitude, Knowledge and Skills (CE IA&B).....	35
Table 2	Grading.....	36
Table 3	Expected Professional Attitude, Knowledge and Skills (CE II).....	37
Table 4	Expected Professional Attitude, Knowledge and Skills (CE III&IV).....	38
Table 5	Guidelines for Grading Student.....	39
Appendices		
Appendix I	Subject Description Forms.....	41
Appendix II	Student Assessment Report for CE IA.....	51
Appendix III	Student Assessment Report for CE IB.....	55
Appendix IV	Student Assessment Report for CE II.....	59
Appendix V	Student Assessment Report for CE III/IV.....	64
Appendix VI	Sequence of Clinical Education within the University Calendar.....	70

CHAPTER ONE
OCCUPATIONAL THERAPY CURRICULUM

1. THE BSC (HONS) SCHEME IN REHABILITATION SCIENCES IN OCCUPATIONAL THERAPY PROGRAMME:

This programme aims to produce competent practitioners in occupational therapy who are capable of continuing professional and personal development to meet specific needs of Hong Kong.

2. THE AIMS OF THE PROGRAMME ARE TO:

- 2.1 Equip students with the specific knowledge base and skills that are required for competent entry level practice of occupational therapy;
- 2.2 Develop students' understanding of the holistic nature of a person's health status and its implications for the delivery of health care service, with emphasis on rehabilitation;
- 2.3 Develop students' analytical thinking, problem solving, interpersonal and communication skills;
- 2.4 Develop students' ability to integrate knowledge, skills and attitudes to practice competently in occupational therapy;
- 2.5 Foster students' development of professional identity and accountability; and
- 2.6 Develop students' skills in self-directed learning and positive attitudes towards continuing professional and personal development.

3. UPON COMPLETION OF THE PROGRAMME, GRADUATES SHOULD BE ABLE TO:

Professional/academic knowledge and skills

- 3.1 Demonstrate the understanding and integration of the current biological, behavioural, social and clinical sciences for occupational therapy practice with due reference to the holistic approach in health care issues.
- 3.2 Identify patients'/clients functional problem resulting from development dysfunction, physical dysfunction, psychosocial dysfunction and /or ageing process, plan, and provide quality and evidence-based OT programmes to help them fulfil own life roles and function independently in the community.
- 3.3 Contribute to the planning, organising, managing, leading and assuring the quality of services of an occupational therapy unit.

- 3.4 Understanding the local and international health and labour policies and trend, identify market needs for OT services, and engage in service development and public education for Hong Kong and China.
- 3.5 Effectively use English/Chinese (verbal and written) to communicate and interact effectively with clients, care-givers, peers, colleagues and other health care professionals with clarity and sensitivity in professional manner.
- 3.6 Effectively use interpersonal skills to enhance treatment process and reduce misunderstanding and conflict among peers, patients, care-givers and team members.
- 3.7 Continue ongoing and professional development through participation in professional conferences, workshops, postgraduate studies so as to keep abreast of local and internal professional and technological developments in particular the field of rehabilitation.

Attributes for all-roundedness

- 3.8 Demonstrate leadership skills in student organizations, social functions, outside visits to demonstrate the leadership.
- 3.9 Translate ethical principles into responsible and accountable behaviour and exhibit appropriate personal and professional conduct.
- 3.10 Act as responsible citizens fulfilling social and civic duties to promote quality of life among people with disabilities in Hong Kong and China.

Fulfilment of legal requirements

- 3.11 Meet the competency standards for occupational therapists in Hong Kong, if they are not listed above, set by the Occupational Therapists Board of Hong Kong (May 2021).
- 3.12 Meet the registration requirements as an occupational therapist stipulated in Section 12(1)(a) of Supplementary Medical Professions Ordinance, Chapter 359, Laws of Hong Kong, 1981.

CHAPTER TWO

PHILOSOPHY OF CLINICAL EDUCATION

1. WHAT IS CLINICAL EDUCATION?

- 1.1 Clinical education is the guided integration and practice of knowledge and skills used in the delivery of occupational therapy services. The purpose is for students to integrate knowledge, professional reasoning and professional behaviour within practice, and to develop knowledge, skills and attitudes to the level of competence required of qualifying occupational therapists (WFOT, 2016).
- 1.2 It is a vital part of the educational process within the curriculum, which includes both academic and clinical components.
- 1.3 Clinical education provides an opportunity for students to blend [conceptual and procedural pre-occupational] kinds of knowledge, and transfer them in ways that enhance the development of competent practitioners (McBrien, 2006).
- 1.4 It covers a spectrum of experiences from early observational visits in health care settings, simulated experiences of healthcare cases and situations, and students are involved with patient care under supervision (Ash, Walters, Prideaux, and Wilson, 2012).
- 1.5 It involves student immersion in the workplace for varying periods of time and as such is analogous to broader constructs of work-based learning or work-integrated learning (Jackson, 2015).
- 1.6 Clinical education also provides an opportunity for students to experience a holistic health care team approach to client care, to explore alternatives and seek solutions to real problems, as well as to learn by doing.

2. AIMS AND OBJECTIVES OF CLINICAL EDUCATION

2.1 The aims of clinical education are to:

- Provide students with the opportunity to consolidate, integrate, apply and evaluate knowledge, attitudes and skills learned at The Hong Kong Polytechnic University in occupational therapy settings;
- Provide students with additional opportunities to develop professional identity and to appreciate the role of a professional member of a health care team; and
- Provide students with the opportunity to develop such abilities as analytical and critical thinking, problem solving and reflective learning, essential for ongoing personal growth and professional development.

2.2 Upon completion of clinical education, students will be able to:

- Integrate and apply knowledge and skills learned at The Hong Kong Polytechnic University to occupational therapy settings.
- Apply communication skills, assessment and treatment planning, treatment implementation and programme documentation skills in occupational therapy practice;
- Conduct regular review and evaluation of occupational therapy practice;
- Demonstrate an ability to liaise and to work collaboratively with other members of a health care team, patients/clients and care-givers;
- Demonstrate professional values and behaviour, including taking initiative, having a sense of responsibility, accountability, clinical problem solving and critical thinking skills; and
- Demonstrate attitudes and behaviours in accordance with the Supplementary Medical Professions Ordinance Code of Ethics.

2.3 The clinical education programme consists of 5 independent subjects, Clinical Education 1A and 1B (RS22401 and RS22402), Clinical Education II (RS32500), Clinical Education III (RS42500) and Clinical Education IV (RS42600) (**Appendix I**, the syllabus for the specific aims and learning outcomes of each clinical education subject).

3 INTEGRATION OF THEORY AND PRACTICE

3.1 Educational philosophy for Clinical Education

- Occupational therapy has relied on clinical education (fieldwork) as one of the important components of professional preparation to acculturate occupational therapy students to the profession ever since its inception. Clinical education for students intends to integrate knowledge, professional reasoning and professional behaviour within practice, and to develop knowledge, skills and attitudes to the level of competence required of qualifying occupational therapists (WFOT, 2016). Through clinical education, occupational therapy students learn to integrate and apply their professional knowledge and skills in a controlled practice setting under supervision (Ash, Walters, Prideaux, and Wilson, 2012). To reflect such belief, both academic study and clinical education are integral parts of the BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy Programme at The Hong Kong Polytechnic University with appropriate allocation of academic credits.

- Occupational therapy values are embedded in the following themes including a) the development of human potential, b) self-determination/autonomy, c) meaningful activities, d) role fulfilment, e) adaptation, f) meeting the challenges of daily living, and g) humanism (Opacich, 1995, p.162). The BSc (Hons) Scheme in Rehabilitation Sciences in Occupational Therapy Programme at The Hong Kong Polytechnic University has incorporated these values into its curriculum such that students are not only acculturated to, but also have the opportunities to experience and practice them throughout the academic and clinical education processes. Within the academic components, teachers will use different teaching-learning approaches and strategies to accommodate differences in students' learning needs and styles. In the clinical education arena, the traditional mentor-protégé approach is recognized and other ways of clinical teaching and learning are also explored and encouraged.
- To achieve the goal of training competent entry-level occupational therapy practitioners, academic faculty and clinical educators work closely together to ensure the best integration of academic teaching and clinical education. It is mandatory that a student needs to achieve a satisfactory result in both specified academic and clinical objectives at each level before progressing to the next higher level of study (**horizontal integration**). The granting of the final award of the programme is based on the achievement of the overall academic and clinical objectives of the programme (**vertical integration**). The integration between various subjects' content areas also focuses on and forms the basis for the student assessment throughout different levels of clinical studies.

3.2 Levels of the integration process

The integration between academic teaching and clinical studies incorporates the following three basic levels of the integration process (Reay, 1986):

- *Knowledge integration*
Students acquire factual knowledge, e.g. anatomy, psychology and occupational therapy process, in the PolyU, which needs to be reinforced in clinical settings.
- *Conceptual integration*
In the PolyU, students learn how to gather knowledge from several sources and put them together to form a coherent framework for professional practice, for example, the concept of selecting an appropriate treatment approach for a certain client group. Students then have the chance to see apply their conceptual understanding of treatment approaches in the clinical setting.
- *Practice integration*
In PolyU, students learn how to translate knowledge, attitudes and skills into appropriate professional behaviours and practice in clinical settings.

3.3 Integration between Academic Subjects and Clinical Education Subjects

3.3.1 Allocation of academic subjects and clinical education subjects

	Year I – Semester I	Year I – Semester II	<u>Summer Period</u>
SUBJECT	1. GUR (CAR) 2. GUR (LCR) – Chinese (either Sem1/2) 3. GUR (LCR) – English 4. Human Physiology 5. AI and Data Analytics 6. Innovation and Entrepreneurship 7. Human Anatomy 8. Foundation Psychology for Rehabilitation Professionals	1. Healthy Lifestyle 2. GUR (CAR) 3. GUR (LCR) – Chinese (either Sem 1/2) 4. GUR (LCR) - English 5. Leadership Education and Development 6. Functional Anatomy 7. OT Theory & Process I 8. Research Methods and Statistics	Clinical Education 1A*

	Year II - Semester I	Year II - Semester II	<u>Summer Period</u>
SUBJECT	1. GUR (CAR) (either Sem 1/2) 2. Pharmacology in Rehabilitation 3. Human Occupations 4. OT Foundations in Human Performance 5. Clinical Sciences in Musculoskeletal Conditions 6. Service Learning/Free Elective	1. Rehabilitation Psychology 2. Clinical Neurology & Neuroscience 3. Clinical Sciences in Psychiatric Conditions 4. Enabling Occupation: Musculoskeletal Rehabilitation 5. (Minor Options/Free Electives)	(Minor Options/Free Electives) Clinical Education 1B*

	Year III – Semester I	Year III – Semester II	<u>Summer Period</u>
SUBJECT	1. GUR (CAR) (either Sem 1/2) 2. Clinical Sciences for Medical & Neurological Conditions 3. Clinical Sciences in Developmental Dysfunction 4. Enabling Occupation: Psychosocial Practice 5. Foundation in Traditional Chinese Medicine for Occupational Therapy 6. (Minor Options/Free Electives)	1. Enabling Occupation: Environmental Issues and Assistive Technology 2. Enabling Occupation: Developmental Conditions 3. Enabling Occupation: Medical & Neuro-Rehabilitation 4. OT Theory & Process II 5. Capstone Project 6. (Minor Options/Free Electives)	Clinical Education II *

	Year IV – Semester I	Year IV – Semester II	<u>Summer Period</u>
SUBJECT	1. Capstone Project 2. Enabling Occupation: Ageing and Geriatric Practice 3. Enabling Occupation: Home and Community Practice 4. Occupational Therapy in Vocational Rehabilitation 5. (Minor Options/Free Electives)	1. Clinical Education III 2. Clinical Education IV	(Minor Options/Free Electives)

**tentative schedules subject to change*

3.3.2 Level I Subjects

Students will take the following academic subjects before Clinical Education I:

- In “Human Anatomy” “Functional Anatomy”, “Human Physiology”, “Foundation Psychology for Rehabilitation Professionals”, and “Pharmacology in Rehabilitation”, students acquire the foundation for understanding a person from the biological, and psychosocial perspectives, and gain the key blocks of clinical knowledge and skills. This forms the basis for the development of a holistic approach to patients/clients care.
- In “Occupational Therapy Theory & Process I”, students study the historical development, philosophical beliefs, and ethical considerations of the profession; occupational therapists' roles and functions in local clinical settings; the development of occupational therapy theories, different models and guidelines for practice, techniques and culturally relevant activities commonly employed by occupational therapists in Hong Kong.
- Through the "Human Occupations" subject, students learn about occupations (daily living tasks, work and leisure), tasks, activity analysis, the occupational therapy intervention process, and knowledge in developmental psychology and role development throughout the lifespan.
- In “Rehabilitation Psychology” subject, students learn about the psychological processes of adjustment to trauma, disability, and illness which prepare the students to examine their values of helping, to develop basic communication skills needed in building a helping relationship with clients.
- In “OT Foundations in Human Performance” subject, students gain knowledge on the nature and functions of sensor-motor skills, cognitive-perceptual skills, and psychosocial functioning in human beings. It prepares the students to assess human performance in terms of motor, sensory-perceptual, cognitive, and psychosocial functioning and to appreciate the clinical application of assessments for clients with injuries or disabilities interpret and analyze assessment results essential for occupational therapy practice.
- Through “Clinical Sciences in Musculoskeletal Conditions”, students learn the clinical conditions of a major client group and start to integrate what they may have observe in the subsequent clinical placements with the knowledge they have learnt in this subject.

- In the subject “Research Methods and Statistics”, students gain the concept and methodology for scientific enquiry and its application to health care research, which forms the basis for the development of problem solving abilities in occupational therapy practice. The subject also equips students with specific techniques in scientific enquiry for application to various health care research designs. This subject provides a lead for the “Capstone Project and forms the basis for the further development of critical thinking ability.
- Before the commencement of Clinical Education IB, we expect students to complete the first aid course offered by recognized organizations and obtain the certificate. The students are expected to arrange or join such course in their own time.

Clinical Education IA (35 hours) and IB (140 hours)

- The academic subjects in Level I prepare students for the acquisition of applied and clinical knowledge in key areas, as well as enable students to gain orientation to the delivery of OT service. Students are not yet competent to plan a complete assessment or a rehabilitation programme, though they would be given some opportunities to observe, reflect, and try out assessment and treatment techniques under close supervision.
- Clinical Education I consists of CE 1A and CE 1B. The two subjects would be graded separately. CE 1A takes place during summer semester of Year I whilst CE 1B takes place during summer semester of Year II. This subjects provides students with the opportunity to identify functional problems encountered by people with disabilities, and the roles and functions of an occupational therapist, as well as to observe the occupational therapy intervention process within various clinical settings.
- More importantly, students will be guided to develop appropriate professional attitude and behaviours, especially toward establishing rapport with patients/clients and staff of the occupational therapy unit, which form the basis for more advanced studies in Level II and III.

3.3.3 Level II subjects

- We expect students to develop competence in assessing, planning, implementing and evaluating occupational therapy interventions for clients with musculoskeletal conditions, psychiatric or psychosocial conditions, conditions on developmental disabilities, and medical or neurological conditions through subjects “Clinical Sciences in Psychiatric Conditions”, “Clinical Sciences in Developmental Dysfunction”, “Clinical Sciences for Medical & Neurological Conditions”, “Enabling Occupation: Musculoskeletal Rehabilitation”, “Enabling Occupation: Psychosocial Practice”, “Enabling Occupation: Medical & Neuro-Rehabilitation” and “Enabling Occupation: Developmental Conditions”. They also start to develop better understanding of neurological conditions through the subject: “Clinical Neurology & Neuroscience”.
- The subject “Enabling Occupation: Environmental Issues and Assistive Technology” facilitates students to gain knowledge and skills in understanding and addressing issues in the physical environment that impact on patient’s/client’s reintegration into the community.
- The “OT Theory and Process II” guides students to critically evaluate the application of various occupational therapy theories and practice models in clinical practice. This enhances students’ professional competency in assessing, planning, implementing and evaluating occupational therapy intervention programmes for clients. It also guides students to critically evaluate the service focus of occupational therapy and to contribute to the promotions of its service status in Hong Kong.

Clinical Education II (280 hours)

- Level II academic subjects facilitate students to acquire knowledge and skills to for application in clinical placements. Following the integrating concepts, students will be given more opportunities to treat various types of patients/clients as well as to reflect on their clinical practice. They will also be encouraged to assume responsibility for tasks related to negotiated objectives and develop the autonomy they will need as qualified practitioners.
- The subject "Clinical Education II" takes place during Year III summer term. This 7-week clinical placement block provides students with the opportunity to participate as contributing members of a multidisciplinary/rehabilitation team and to enhance their experience in adopting a holistic approach to client care.

- This placement provides students with the opportunity to consolidate and apply occupational therapy knowledge, attitudes and skills learned in The Hong Kong Polytechnic University to assess, plan, and implement occupational therapy intervention programmes for patients/clients suffering from common conditions in the fields of developmental dysfunction, physical disability, psychosocial dysfunction and/or the ageing process. We guide students to evaluate and/ or modify their rehabilitation programmes as appropriate.

3.3.4 Level III Subjects

- In the subject “Foundation in Traditional Chinese Medicine for Occupational Therapy Practice”, students learn about the key theoretical concepts of Traditional Chinese Medicine (TCM) and gain an understanding of the applications of TCM within the Occupational Therapy context.
- The subject “Occupational Therapy in Vocational Rehabilitation” provides students with knowledge and skills of vocational rehabilitation to specific populations, as well as guides students to evaluate practice of vocational rehabilitation in terms of its evidence base.
- The subject “Enabling Occupation: Ageing and Geriatric Practice” equips students with professional knowledge and the latest therapeutic interventions in the management of common geriatric conditions such as stroke, dementia, and falls. We expect students to develop clinical reasoning skills in addressing the needs of geriatric clients from a holistic perspective.
- The subject “Enabling Occupation: Home and Community Practice” equips the students with the following core skills that contribute to success in community practice: time management, creativity, autonomy, conflict resolution, cultural awareness, and personal safety. Upon the completion of the course, the students will acquire a positive attitude and the confidence to face the challenges in the ever-changing environment in home and community practice.
- In “Capstone Project”, we expect students to conduct a group project, which integrates their knowledge in professional practice and research, under supervision of faculty members. This capstone experience also helps prepare students for further academic pursuits, for future lifelong learning, and for developing their generic competencies. The nature, format and content of the project may vary across groups to meet student’s learning needs and interest.

Clinical Education III (280 hours) & IV (280 hours)

- Level III of the clinical studies programme consists of subjects "Clinical Education III" and "Clinical Education IV" which takes place in the second semester of Year IV. These two subjects provide students with the opportunity to consolidate, integrate, and apply knowledge, skills and attitudes learned at The Hong Kong Polytechnic University to occupational therapy practice. We expect students to take responsibilities to seek guidance, to update their knowledge and skills, and to develop independent problem solving skills, as well as to evaluate their own practice and the rehabilitation programmes independently.
- At this stage, we will guide students to evaluate, with respect to management theories and techniques learned, the appropriateness of basic managerial functions for managing independent occupational therapy practice and day-to-day administration of the occupational therapy unit.
- Upon the completion of their Clinical Education III & IV, students will become competent and reflective occupational therapists who are self-motivated and have positive attitudes towards continuing personal growth and professional development.

3.3.5 Mechanisms to enhance integration

- New academic staff and clinical educators should be fully oriented to the course syllabus, academic regulations, and expectations in academic performance and clinical education.
- Before the commencement of each clinical block, students are required to attend a pre-clinical seminar to gain an understanding of the expectations and learning areas of each clinical education block. Through attending pre-clinical seminars and workshops, students could consolidate and practice clinical skills required for their assigned clinical settings and sub-specialities.
- During clinical placements, clinical educators, in collaboration with visiting faculty members, should assist students to relate theory to practice, to reflect on their clinical experience, and to evaluate the knowledge and skills learned at The Hong Kong Polytechnic University and clinical settings.
- At the end of each clinical block, we conduct post-clinical seminar to receive student feedback and allow students to share and exchange about their placement experience.

- We schedule clinical placement experience and university-based learning so that they are blended to facilitate an integrated and progressive approach to the development of practice competence. The collaboration between academic and clinical personnel is encouraged to enhance the exchange of knowledge and skills. From time to time, we invite Clinical Educators to conduct lectures, tutorials and practical or joint research seminars at The Hong Kong Polytechnic University, whilst academic staff members are also encouraged to conduct clinical teaching or case studies in clinical educational settings. Exchange and circulation of teaching material, case studies, and research findings are encouraged. Such a joint approach aims to enhance theory to practice, link and aid standardization of marking within clinical/fieldwork learning.

4. BASIC PRINCIPLES OF ASSESSMENT

- 4.1 Assessment is an important component of the teaching-learning process. It is used to measure learning outcomes.
- 4.2 Feedback about students' performance must be immediate and continuous.
- 4.3 The students' learning during clinical education should mirror the students' progression through the course, to the stage at which their practical and clinical reasoning skills are consistent with the achievement of honours degree standard.
- 4.4 CE1A and CE1B are regarded as two subjects. CE1A is a pass/fail assessment that students should demonstrate appropriate professional attitudes and behaviours. CE1B would be graded separately. An overall grade for CE1B is awarded to the student based on his/her performance in the areas of professional attitudes and behaviours, professional knowledge and professional skills. Although the BSc (Hons) OT Programme Requirement Document (see A26 of the document) has stipulated the grading system for all subjects, in order to: (1) ensure the professional competency, and (2) to fulfil the requirement for professional registration of our graduates, and that the BSc (Hons) OT programme has adopted grade "C" as the passing grade for clinical education since 2001, the university has approved the department to set the "pass" grade for clinical education subjects at grade "C", i.e. students will fail the clinical education subject if they could not get grade "C", and they need to retake the clinical placement.
- 4.5 For CE II, III, IV, other than the generic objectives as stipulated in the curriculum, students are encouraged to develop their individual learning plan before the beginning of each placement together with the visiting faculty members and the clinical education team. This plan acts as a reference to the students and clinical educators to facilitate students' preparation before the placement starts and enhance students' learning during the placement.
- 4.6 The above principles should apply to each period of clinical placement for all settings providing clinical education to occupational therapy students.

CHAPTER THREE
CLINICAL EDUCATION IA & B

1. PROGRAMME CONTENT OF CLINICAL EDUCATION I (CE1A & CE1B)

The detailed programme content varies according to the different types of settings. The following are the general elements, which will be included in CE1A and CE1B:

- 1.1 Observation of various roles and functions of occupational therapists in a variety of clinical settings and different primary health care related activities;
- 1.2 Observation of clients' occupational performance in daily living tasks, work and leisure;
- 1.3 Observation of holistic approach to occupational therapy intervention process and team work approach;
- 1.4 Planning and implementation of activity analyses and therapeutic activities, under close supervision; and,
- 1.5 Demonstration of appropriate professional attitudes and manners in establishing rapport with clients, communication with staff and assuming responsibility.

2. ASSESSMENT METHODS

- 2.1 Assessment is based on coursework and continuous assessment. CE1 begins with CE1A (including pre-clinical and post-clinical seminars). 1 credit will be given at the end of CE1A.
- 2.2 The structure and content of the coursework vary according to the setting and the stage of student learning. The components may consist of a student's observation report on a client, an assessment report on identification of function vs. dysfunction of patients/clients, an activity analysis and/or a reflective journal. Details will be discussed at the pre-clinical session.
- 2.3 The continuous assessment of students' performance includes professional attitude and behaviour, professional knowledge and skills (see **Table 1**, p.35, for expected behaviour of CE 1A and 1B).
- 2.4 At the end of the CE1A placement, the overall performance will be commented on the coursework completed and the professional attitude and behaviour demonstrated. Clinical Educators are encouraged to offer comments on students' performance, using the report form as shown in the **Appendix II**, p.51.

3. GRADING

- 3.1 At the end of the CE1B placement, an overall grade is awarded to the student based on his/her performance in the areas of professional attitudes and behaviours, professional knowledge and professional skills. The overall performance of CE1B will be rated using an assessment form. A sample of the assessment report is shown in the **Appendix III**.
- 3.2 The students' performance in CE1A and CE1B will be grade separately. CE1A would be marked with a Pass or Fail grade. CE1B would be marked with an overall grade.
- 3.3 The student has to achieve a grade **C** or above in order to pass the overall CE1 placement.
- 3.4 The final overall grade has to be approved by the Board of Examiners (BOE). If a student fails in the clinical placement, a retake placement may be granted by the BOE. This is to be read together with section 11.64-11.68 of the *BSc (Hons) OT Programme Requirement Document*.

4. STUDENTS HAVING DIFFICULTY IN CLINICAL EDUCATION

4.1 Policy

The following measures are in place such that adequate assistance will be offered to students who experience learning difficulties in order to maximize his/her chance of reaching the pass standard of a specific period of the clinical placement:

- The student should be made aware of his/her learning difficulties as soon as such problem is identified.
- The clinical education coordinator/representative must be notified regarding the learning difficulties of the student by the clinical educator or the visiting faculty member as early as possible.
- A full spectrum of remedial strategies should be offered to the student (see section 4.2 for details).
- The whole process should be kept confidential. Information should only be released to parties concerned.

4.2 Procedure

When a student expresses or is noted to experience difficulties in learning during the period of clinical education, the clinical co-ordinator or his/her representative should form a group to offer help to the student.

The group will consist of:

- the student;
- the visiting faculty member;
- the clinical educator; and
- the clinical co-ordinator or his/her representative (the convenor) of The Hong Kong Polytechnic University.

The team should meet/discuss once as early as possible after the learning difficulties are noted in order to formulate remedial strategies.

The remedial strategies ensure that the student is encouraged to, for examples:

- A plan, formulated by the student with the assistance of the concerned parties, to note down clearly on the strategies that can help to solve the learning difficulties;
- Seek help from subject leader concerned;
- Revise related textbooks and lecture notes;
- Meet with his/her personal tutor;
- Consult a Student Counsellor at The Hong Kong Polytechnic University;
- Seek help from related professionals (e.g. medical doctor, etc.); and
- Any other resources that would facilitate the remediation.

The role of the convenor is to ensure that the remedial strategies have been properly implemented.

5. STUDENTS RETAKING THE CLINICAL PLACEMENT (CE1A and CE1B)

5.1 Students failing CE1A may be granted a retake CE1A. Passing CE1A is a prerequisite for CE1B placement. Students failing CE1B may also be granted a retake CE1B.

- 5.2 Students may not be granted with retake placement (de-registration) if:
- (i) the student has exceeded the normal period of registration as specified in the *BSc (Hons) OT Programme Requirement Document*, unless approval has been given for extension; OR
 - (ii) the student's Grade Point Average (GPA) is lower than 1.7 for two consecutive semesters and his Semester GPA in the 2nd semester is also lower than 1.7; OR
 - (iii) the student's GPA is lower than 1.7 for three consecutive semesters.

The Board of Examiners has the flexibility of not granting the students with retake placement if the students have extremely poor academic and/or clinical performance before the time specified in the (ii) or (iii) stated above, or to allow students who fall into categories (ii) or (iii) to stay on the programme and grant with a retake placement, despite their satisfying the conditions of not granting a retake placement, if there are good reasons.

- 5.3 The time of offering the retake placement may depend on the availability of placement.
- 5.4 If allowed to remain in the programme, the student failing in the clinical placement will be required to retake the clinical placement. If the student passes the retake placement, the final grade for the placement block will be the grade of the retake.
- 5.5 A clinical education subject may only be retaken once. A student failing in a retake subject may be required to withdraw from the programme.
- 5.6 Before commencing the retake placement, the student should be given the opportunity to discuss and draw up a list of his/her own strengths and weaknesses together with the clinical co-ordinator or his/her representative of The Hong Kong Polytechnic University.
- 5.7 At the beginning of the retake placement, the student should be encouraged to discuss with the clinical educator his/her strengths and weaknesses. Together with the clinical educator, they should develop specific learning objectives for the student.
- 5.8 The visiting faculty member and the clinical education coordinator/representative should monitor the student's progress during the clinical placement in order to enhance the achievement of learning outcomes.

CHAPTER FOUR
CLINICAL EDUCATION II, III and IV

1. CLINICAL EDUCATION II, III, IV:

The progression in clinical education through the course programme is clearly identified within the objectives for each level: from knowledge acquisition and demonstration of basic skills in basic levels; to the assessment, planning, implementation and evaluation of occupational therapy intervention under supervision, in advanced levels (see Chapter II and Course Syllabus).

1.1 Learning plan (OPTIONAL)

In order to facilitate the progress of the student through the learning continuum from knowledge acquisition, through reflective evaluation and critical analysis, to proactive practitioner; students are encouraged to adopt an active and student-centred approach to learning. For CEIB, II, III and IV, students may develop a learning plan facilitate their preparation and development of self-directed learning skills and professional accountability in practice during the clinical placement. If the CE requests students to prepare a learning plan prior to the placement block, the CE would comment on the plan and provide feedback to students.

1.1.1 Purposes of the learning plan are:

- To encourage students to take responsibility for his/her learning;
- To encourage students to plan and prepare the clinical learning prior to clinical education
- To assist him/her to integrate own learning experience within the field of practice of the setting;
- To facilitate him/her to tailor the preparation work of clinical experience for learning; and

For the Clinical Educator and Visiting Faculty Member:

- To support and guide the students' learning.

1.1.2 Components of the learning plan:

- **Learning areas:** The student will list his/her own learning tasks, taking into account the field of practice within the setting, his/her previous clinical experience and own needs.
- **Strategies, resources and actions:** The student will list the preparation and actual works of performing the learning tasks.

1.1.3 Other learning tool

- Students are encouraged to develop an observation log and/or a learning portfolio to record supervised observation/clinical experience as part of reflective learning to organize their learning experience.

1.2 Learning schedule

Within the programme in each placement, the student will write the learning schedule for the tasks that he/she will be participating in.

1.2.1 The student-learning schedule:

- With the particular clinical learning programme of the setting, the student will be arranged and allocated for different learning tasks. With each learning task, the student will outline the schedule of work which leads to the accomplishment of the task. It includes the preparation and the actual works.
- The learning schedule aims to help the student to take an active role in preparing for the learning tasks during the clinical placement.
- The learning schedule will fit into the student's own time table of work for the placement within the programme offered by the particular setting.

1.2.2 The aims of the learning schedule are:

For the student:

- To encourage him/her to take responsibility for his/her learning;
- To facilitate him/her to tailor the preparation work and management his/her own time that is specific to each of the learning tasks; and

For the Clinical Educator:

- To help in guiding the students' preparation and actual work for their learning.

1.2.3 Format of the learning schedule:

- The format of the learning schedule is flexible to suit the best of the individual student's learning style. It can be a time table, a plan or a mental picture to prepare for a particular task.

2. ASSESSMENT METHODS

- 2.1 The assessment is based on a continuous and qualitative assessment approach.
- 2.2 Clinical educators, in consultation with the visiting faculty members, will assess the performance of the students through structured observation of students' performance in *professional attitude and behaviour, professional knowledge, and professional skills* during each clinical placement. Besides midway and final evaluation, CEs will provide structured regular feedback to the students at regular intervals (preferably on weekly basis).
- 2.3 Professional attitude and behaviour, professional knowledge, and professional skills required should increase in both quantity and quality as the student's progress to higher levels (see **Table 3**, p.37, for the expected behaviours of CEII; and **Table 4**, p.38, for the expected behaviours of CEIII and IV).

3. GRADING

- 3.1 At the end of each period of clinical placement (EXCLUDING CE1A), the clinical educator awards a grade to the students. Although the BSc (Hons) OT Programme Requirement Document (see A26 of the document) has stipulated the grading system for all subjects, in order to: (1) ensure the professional competency, and (2) to fulfil the requirement for professional registration of our graduates, and that the BSc (Hons) OT programme has adopted grade "C" as the passing grade for clinical education since 2001 i.e. students will fail the clinical education subject if they could not achieve grade "C" or above, and they need to retake the clinical placement.
- 3.2 The guidelines for grading student are stipulated in **Table 5**, p.39-40.
- 3.3 The student has to achieve a grade C or above in order to pass each period of clinical placement.
- 3.4 The following elements should be considered by the clinical educators before awarding the final overall grade to the student:
 - Performance of the student in professional attitude and behaviour, professional knowledge, and professional skills; and
 - Comments from the visiting faculty member.
- 3.5 The Board of Examiners (BOE) will endorse the final overall grade of students. If a student fails the clinical placement, a retake placement may be granted by the BOE. This is to be read together with section 11.64-11.68 of the *BSc (Hons) OT Programme Requirement Document*.

4. STUDENTS HAVING DIFFICULTY IN CLINICAL EDUCATION

Please refer to p.14-15 for details.

5. STUDENTS RETAKING THE CLINICAL PLACEMENTS (CEII, III, IV)

- 5.1 If under the stated level of guidance for a clinical placement, the student fails to 1) practice in a safe manner that minimizes risk to clients, self, and others, or 2) adhere to ethical and/or legal practice standards, or 3) achieve a satisfactory level of performance, he/she will be awarded a grade 'F'.
- 5.2 Students may not be granted with retake placement (de-registration) if:
- (i) The student has exceeded the normal period of registration as specified in the *BSc (Hons) OT Programme Requirement Document*, unless approval has been given for extension; OR
 - (ii) The student's Grade Point Average (GPA) is lower than 1.7 for two consecutive semesters and his Semester GPA in the 2nd semester is also lower than 1.7; OR
 - (iii) The student's GPA is lower than 1.7 for three consecutive semesters.

The Board of Examiners has the flexibility of not granting the students with retake placement if the students have extremely poor academic and/or clinical performance before the time specified in the (ii) or (iii) stated above, or to allow students who fall into categories (ii) or (iii) to stay on the programme and grant with a retake placement, despite their satisfying the conditions of not granting a retake placement, if there are good reasons.

- 5.3 If allowed to remain in the programme, the student failing in clinical placement will be required to retake the clinical placement (same focus of practice/different clinical setting of a similar nature). If the student pass the retake placement, the final grade for the placement block will be awarded a grade "C" or above according to the student's performance.
- 5.4 A student can only retake a clinical education subject once. A student failing a retake subject may be required to withdraw from the programme.
- 5.5 Before commencing the retake placement, the student should be given the opportunity to discuss with and draw up a list of his/her own strengths and weaknesses together with the clinical co-ordinator or his/her representative of The Hong Kong Polytechnic University.
- 5.6 At the beginning of the retake placement, the student should be encouraged to discuss with the clinical educator his/her strengths and weaknesses. Together with the clinical educator, they should develop specific learning objectives for the student.
- 5.7 The visiting faculty member and the clinical education coordinator/ representative should monitor the student's progress during the clinical placement in order to enhance the achievement of learning outcomes.
- 5.8 In accordance with The Hong Kong Polytechnic University academic regulations, only the grade obtained in the final attempt of retaking will be included in the calculation of the Grade Point Average (GPA). The grades obtained in previous attempts will only be reflected in transcript of studies.

- 5.9 In Year III/IV, if a student's clinical performance is unsatisfactory or if the clinical placement is incomplete, he/she may be permitted to enter the final examination, but the degree will not be awarded until all clinical placements have been satisfactorily completed.

6. RESPONSIBILITIES OF RELEVANT PARTIES IN CLINICAL EDUCATION

6.1 Responsibilities of students:

Students should assume the following responsibilities when undertaking clinical education:

- Attend the pre-clinical seminar (all CE blocks) and the pre-clinical workshop (CEII, III & IV); attendance hours will be counted into clinical hours.
- Revise knowledge and practice skills that have been acquired as specified in the syllabus prior to the clinical placement;
- Draft & submit the learning plan (if applicable);
- Review and update knowledge of infection control;
- Contact the placement settings and clinical educators to whom students have been assigned prior to the placement to:
 - introduce oneself and clarify with clinical educators the expectations uniform expectation and hours of work; and
 - organize further background reading preparation in relation to the client groups to be met
- Contact visiting faculty member to discuss and formulate the learning plan (if applicable);
- Prepare a log book to keep the record of clinical training hours, learning plan and schedule and any other relevant materials for reference;
- Participate actively in the learning process and seek advice from both the clinical educator and visiting faculty member when encountering problems in meeting the learning objectives during the clinical placement;
- Adhere to the administrative procedures and regulations of the facility;
- Maintain appropriate professional manner and presentation;

For example:

- be punctual
 - maintain confidentiality
 - keep accurate records of treatment
- Attend and give feedback during the post-clinical seminar (it will be counted into clinical hour).

6.2 Responsibilities and duties of visiting faculty member (VFM)

The responsibilities and duties of the VFM include the following:

Before clinical placement:

- Liaise closely with the clinical education team, the clinical educator and students in formulating the student learning plan, including the following (if applicable):
 - assist students to set individual learning plan;
 - assist students to identify strategies, resources and actions necessary for the learning plan;
 - plan together with the student and the clinical educator teaching-learning activities (e.g. tutorial, seminar, case discussion, etc.) and resources that need to be provided based on the learning plan.

During clinical placement:

- Pay visits to clinical settings and meet with students (*) during the entire block of clinical placement;
- Provide support and suggestions to facilitate student learning;
- If necessary, VFM will discuss with students the linking of theory with practice, issues concerning clinical problems, case management and progress; and contribute to the teaching-learning activities as set in the learning plan.

(* Regular visits: The VFM is, under usual circumstance, expected to pay visits to and/or meet with the student at the beginning, the midway and the final part of the placement. The timeline for visits may vary according to the needs and progress of the students. CE1A, 1 visit per placement block; CE1B, 2 visits per placement block; CEII, III & IV, 3 visits per placement block.)

After the clinical placement:

- Provide feedback to the clinical education team for further enhancement of clinical education.

6.3 Responsibilities and duties of clinical educators

(Clinical) supervision refers to the process of overseeing the student's implementation of an occupational therapy process, where the clinical educator is responsible for the quality of the student's practice and the safety of the recipient of occupational therapy (WFOT, 2002). The responsibilities and duties of the clinical educator include the following:

Before clinical placement:

- Plan and explain to students general objectives appropriate to the level of clinical education in a specific clinical setting;
- Liaise closely with the clinical education team and the visiting faculty member and provide information and support that helps the students to formulate the student learning plan (if applicable); and
- Plan and implement the clinical education subject in collaboration with the visiting faculty member and clinical education team.

During clinical placement:

- Guide students to apply skills of collecting and integrating relevant information about clients for the purpose of formulating, implementing, evaluating and modifying treatment plans;
- Discuss with students towards client performance, progress, clinical interventions, and issues related to clinical reasoning ;
- Design and implement teaching-learning strategies (e.g. demonstration, observation, peer review, case discussion, recommendation to review relevant references and resources etc.);
- Guide and develop students' learning abilities in clinical settings, in collaboration with VFM. In CE1A and CE1B, clinical educator should provide more structured teaching and guidance. When students progress to CEII, III and IV, clinical educators should allow more autonomy in order to facilitate a self-directed approach for active learning;
- Discuss students' progress regularly with the visiting faculty member to monitor the performance of the students;
- Provide ongoing feedback, e.g. structured weekly feedback and midway evaluation, to students on their performance, paying particular attention to their strengths and weaknesses;
- Use the Student Assessment Report to assess students' performance in the final evaluation; and

- Complete the student report (see **Appendix IV**, *p.59*, for a sample for CEII and **Appendix V**, *p.64*, for a sample for CEIII and CEIV) and send it to respective Visiting Faculty Member of the Hong Kong Polytechnic University upon completion of the subject.

After clinical placement:

- Provide feedback to the Clinical Education Team and VFM for further improvement of clinical education.

CHAPTER FIVE POLICY AND PROCEDURES

1. ALLOCATION POLICY

In compliance with the standard set by the World Federation of Occupational Therapists, students in the Occupational Therapy programme must complete a **minimum of 1,000 hours** of guided experience in working with clients in occupational therapy settings (WFOT, 2016).

The students must have at least a minimum of five weeks' clinical experience in:

- a physical setting; and
- a psychiatry/mental health service setting.

The clinical hour is normally calculated as 8 hours per day.

2. ALLOCATION CRITERIA

Other than CE1A and CE1B, students will be allocated to placements according to the following criteria:

- Students must attend at least one psychiatric/mental health placement and one placement in a physical rehabilitation setting.
- We will not place students under the supervision of same clinical educator twice as they progress through the programme (not including CE1A and CE1B).
- We will not place students in the same clinical setting as they progress through the programme.
- We will try our best to place students in as many fields of OT practice as possible during the 7-week placements (CEII, III, IV).

3. PLACEMENT OUTSIDE HONG KONG

The Occupational Therapy Programme recognizes that it is beneficial for students to receive clinical education in overseas clinical settings to gain global perspectives of OT practice (both overseas and the Mainland China). The clinical education team will assist in soliciting overseas clinical placements. Students are also encouraged to initiate and organize such placement with the assistance of the clinical coordinator or his/her delegate. The overseas clinical placements are usually arranged during CEIII and CEIV. The selection process is usually arranged towards the end of year 3. Students are responsible for related costs incurred, including accommodation, travel and meal expenses.

4. LEAVE WHILE ON CLINICAL EDUCATION

- 4.1 A total of 1,000 hours of supervised clinical practice is the minimum requirement of the World Federation of Occupational Therapists for all occupational therapy students. These training hours are arranged across the 4-year of study in block clinical placements. It is essential that students have completed the specified minimum number of hours for each block.
- 4.2 In cases of absence, students must make up the non-attendance hours to fulfil the requirement of individual block and the minimum number of 1000 hours in total. At the end of each clinical education period, the total hours of placement should be stated on the report form, which is signed by the clinical educator, student and visiting faculty member.
- 4.3 Students may be granted special leave for the following reasons during placement, but they would be required to make up the time if the total number of leave dates (including sick leave) is two days or more:
- Illness;
 - Death of an immediate family member;
 - Court appearance;
 - Job interviews during the final year placements; or
 - Urgent personal matters with relevant supporting documents for evidence.
- 4.4 **Full attendance** at every component of the Clinical Education Series is compulsory. If for any reason the student cannot attend his/her placement, the student must inform the Clinical Educator, Visiting Faculty or/and any PolyU clinical team member and PolyU Secretary for clinical education (2766 6730 / 2766 6719) by telephone **BEFORE 8:30 a.m.** of that day (or leave messages, if you cannot find the Clinical Educator/PolyU secretary for clinical education at the time). Clinical Educator then informs Clinical Education Team for follow up of administrative procedure.
- 4.5 In case if the student takes one day leave or more during the placement, the visiting faculty member should be notified as soon as possible. If taking leaves for two consecutive days or more, the Clinical Education coordinator/representative should be notified via the visiting faculty member.
- 4.6 Students who are absent due to illness for one day or more will be required to produce a doctor's certificate. If the student must be absent from his/her placement for any other legitimate reason (one day or more) he/she must submit a request, in writing to his/her Clinical Educator, requesting permission for the absence, stating legitimate reasons.
- 4.7 If a student is absent, with legitimate reasons, and does not fulfil the required clinical hours of any one placement, he/she will have to make up for the missed hours (or equivalent as endorsed by the Subject Assessment Review Panel) at a later date subject to the availability of placement and the academic curriculum. After completion of the make-up hours, the grade associated to the student's performance will be finalized. A student, who does not achieve

the clinical hours required in clinical placement without legitimate reasons, will be awarded a grade 'F'.

- 4.8 Students may be required to roster or allocate days off to coincide with their clinical educators, providing the total hour requirements of each block and of the whole programme are met. If students have not completed sufficient hours, they will be required to work the roster day off under the supervision of another staff member in the same clinical setting. If this is not possible, they should have the roster day off and make up the time later, within that clinical education block.
- 4.9 Flexi-time may be used to provide extra hours if clinical educators consider that such learning experience is beneficial.

5. BAD WEATHER ARRANGEMENT

Suggested arrangement of clinical placement during bad weather*#

Tropical Cyclone Warning Signal No. 1 or 3 Amber or Red Rainstorm Warning	Clinical placement will be held as scheduled		
Tropical Cyclone Warning Signal No. 8 or above	When the Hong Kong Observatory announces during the time/period specified that Signal no. 8 or above is likely to be hoisted within the next two hours OR when the signal is hoisted during the period OR an 'extreme condition' announcement issued by the Government is in force:	Between 6:30 am and 12:00 noon	The morning session will be cancelled
		Between 12:00 noon and 2:00 PM	The PM session will be cancelled. If the student has already reported duty in AM, the CE should release student as soon as practical
	When the Hong Kong Observatory announces during the time/period specified that Signal No. 8 or above is lowered to No.3 or below OR 'extreme condition' is cancelled by the Government	Before 9:00 am	Depends on the weather conditions and the availability of public transport, students should report duty as soon as practicable
		Before or at 12:00 noon	PM session will be continued as scheduled
		Between 12:00 noon and 2:00 pm	Depends on the weather conditions and the availability of public transport, students should report duty as soon as practicable
		After 2:00 pm	Students do not need to report duty
Black Rainstorm Warning	When Black Rainstorm Warning is hoisted during the period:	Before 8:30	Students have to stay at home to wait for update weather news
		From 8:30 am to 12:00 noon	The PM session will be continued as scheduled
		From 8:30 am to 2:00 PM	Students no need to report duty
		After students have reported duty	Students have to stay in their clinical settings
	When the Black Rainstorm Warning is lowered or cancelled	Between 8:30 am to 2:00 PM	Depends on the weather conditions and the availability of public transport, students should report duty as soon as practicable
		After 2:00 PM	Students do not need to report duty

1. with reference to the Student Handbook 2022-2023
2. # subject to change according to the operational needs of clinical settings, students are encouraged to discuss with CEs in advance if they have to work irregular hours)

6. DEFERMENT OF CLINICAL EDUCATION SUBJECTS

- 6.1 Students are not allowed to drop subjects after the 'add/drop' period. If student have a need to defer a clinical education subject after the add/drop period due to medical, family and/or other personal reasons, students should submit a written request for deferment of subject to the Department through email to Clinical Coordinator. Such request will only be considered if there are strong justifications and subject to the approval by the BSc OT Programme Leader and the Head of Department.
- 6.2 For any request to defer the clinical education subject after the commencement of the clinical placement, students should continue their clinical education at the clinical settings until they receive formal approval of their application.
- 6.3 In case where deferment is approved, students are required to continue the fieldwork in the same setting where they are originally assigned when resuming from the deferment. Student is required to make up the outstanding fieldwork hours that they have not fulfilled in the last clinical education block. The time for continuing with the subject after deferment is subject to the availability of clinical placement places, as well as the discretion of the Clinical Educator, BSc OT Programme Leader, and Head of Department.
- 6.4 Students are not allowed to apply for deferment of a given clinical education subject twice without a strong justification. Further approval is subject to the approval by the BSc OT Programme Leader and Head of Department.

7. PLACEMENT EXPENSES AND FINANCIAL COMMITMENT

Students are responsible for all expenses incurred during placement including travelling expenses, accommodation and other associated expenses. There is no commitment for clinical settings in terms of payment to students or payment of subsistence allowance.

In case of students who attend community-based rehabilitation placement requiring travelling to clients' home/community setting for two times or more during a week, or are required to acquire the sexual conviction record check, students can claim expenses used for using public transportation to commute between clinical setting and client's home/community setting, subject to the maximum amount of HK\$ 500 for each block of placement. Students will be required to submit the reimbursement form (available on Blackboard of Clinical Education) to the Clinical Education Team within three weeks after completion of the clinical placement block.

8. INSURANCE

8.1 Medical malpractice liability insurance

The university provides medical malpractice liability insurance for potential claims for compensation arising from malpractice because of any negligent act, error or omission committed or alleged to have been committed in connection with students' professional activities.

For students going for overseas placement, they may have to purchase the insurance as requested by the institutions.

8.2 Personal accident and incident

The University has Employees' Compensation Insurance, which protects the students suffering incapacity (injury or death) caused by accidents arising out of and in the course of clinical placement.

For students going for overseas placement, they may have to purchase the insurance or top-up insurance as requested by the institutions.

8.3 Procedures for reporting of accident/incident relating to personal injury occurred during clinical placement

8.3.1 When an accident/incident occurred during clinical placement, the student should report the accident/incident to the Clinical Educator and Clinical Education team (or General Office of the Department of Rehabilitation Sciences, when the team is unable to be contacted at the time) **immediately** after the event.

8.3.2 Such report must reach the Head of Department via the clinical education team, and with endorsement of the BSc OT Programme Leader (or delegate), within 72 hours from the happening of the event.

8.3.3 To report the accident/incident, *Accident/Incident Report Form* (HSE Form 2 from Health, Safety and Environment Office, the Hong Kong Polytechnic University): (available on website of Clinical Education or download from website: <https://www.polyu.edu.hk/hseo/>) should be completed by student with the assistance from Visiting Faculty Member), the original copy of sick leave certificate (where applicable) should be attached.

8.3.4 In case medical attention is necessary, we advised the student to attend the nearby emergency rooms, hospital or clinic; or the University Health Service of the Hong Kong Polytechnic University.

8.4 Procedures for making insurance claim after reporting of accident/incident occurred during clinical placement

8.4.1 Insurance claim has to be submitted to the Insurance Company as soon as possible but in any case within 90 days from the happening of the event, and students should submit their claims together with the scanned

copies of medical receipts & other necessary documents related to the medical consultation to the Insurance Company with claim form via their Online Insurance Claim platform (<https://claims.qbe.com/claims/>) directly.

- 8.4.2 For claim procedure, student has to follow the *Claim Procedures for Group Personal Accident Insurance for Students*. Students can get the claim procedures from General Office.

9. INFECTION CONTROL AND HEALTH ISSUES

- 9.1 The clinical education team and the clinical educators would keep close monitoring relating to measure(s) when there is an outbreak of infectious disease in the setting(s). Such measures may include relocation or suspension of clinical placement. The clinical education team and the clinical educators would formulate remedial plan(s).
- 9.2 Students are required to comply with the infection control policy and procedure. One certificate-bearing course is offered by HA in the first year of study. Students are required to join a refresher course during pre-clinical seminar of CEII and CEIII.
- i. As part of the pre-requisites for clinical placements, students are required to attend the Infection Control Seminar organized by Hospital Authority. This infection control training is conducted within the first year of study before the first placement starts. It is mandatory for students to attend the training before the commencement of their clinical placements in settings of Hospital Authority. Copy of certificate of attendance should be submitted to General Office for record.
 - ii. Information relating to infection control and universal precautions is reinforced during the pre-clinical seminar of each clinical education subject. This is also compulsory as part of in-house infection control review
 - iii. Students will be given specific orientation to the infection control policy & procedure of the setting allocated as part of the orientation programme of the clinical education subject.
- 9.3 Students are also required to complete the Mask Fit Test within the first year of study. After the test, the proper size of N95 will be printed at the back of each student ID badge for reference.
- 9.4 We would make arrangements with the University Health Service to conduct immunization and vaccination screening for students, e.g. immunization & vaccination against Hepatitis B (when & where appropriate). It is also the student's responsibility to ensure up-to-date immunization and vaccination practice when & where appropriate.

- 9.5 As part of the pre-requisites for clinical education subject CE IB and above, students have to obtain First Aid Certificate. It is the student's responsibility to ensure up-to-date certification on first aid throughout his/ her clinical placement. Copy of valid certificate should be sent to General Office for record purpose.

10. PROTECTION OF PATIENT/CLIENT INFORMATION

In accordance with Data Protection Principle of the Personal Data (Privacy) Ordinance, students should follow the following guidelines closely when handling personal data:

- i. Access to confidential or sensitive information should be granted on a restricted or, if required, a need-to-know basis.
- ii. Student should avoid unnecessarily accessing, downloading or making copies of confidential or sensitive information from electronic administrative systems to his/her personal computer or electronic storage devices or for hard-copy printing. If such action is necessary, student should delete the information from his/her personal computer or electronic storage devices or destroy the papers immediately after use. Do not recycle the papers.
- iii. Avoid moving confidential or sensitive information out of clinical units unless it is necessary, approved and related to the authorised staff member's/student's work. It is recommended that logs be kept of the details of such movement of information for tracking purposes. For hard copies containing confidential or sensitive information, please ensure that the transporting of the papers and their destination are secure and safe.
- iv. Password security methods be used to protect all computers and electronic storage devices, and password/encryption methods be used for important electronic files, especially those that contain confidential or sensitive information.
- v. Student should use a password-protected screen saver to prevent unauthorised access to his/her personal computer.
- vi. If the student plans to be away from his/her work area for even a second, student must not leave confidential or sensitive information out in the open or where it can be easily accessed by others electronically. All electronic files containing confidential or sensitive information should be closed, and student should log off his/her access to all electronic administrative systems. All electronic storage devices, hard-copy documents and other formats that contain such information should be secured in a safe place.
- vii. All confidential or sensitive information should be deleted/destroyed when no longer required for the purpose of usage or legitimate records management.

11. UNIFORM and WINDBREAKS

Students are required to wear uniform in most of the clinical settings. They should prepare their uniforms prior to their first placement. In some circumstances, students should wear their own clothes if the settings, especially in non-government organizations have such preference.

See the picture and description on the Blackboard of Clinical Education for the specifications.

12. IDENTIFICATION BADGES

Personal identification badges must be worn at all times if required by the clinical setting. We would provide the badges for the students prior to their first placement.

13. STUDENT CLINICAL REPORTS

As endorsed by Faculty Learning and Teaching Committee of Faculty of Health and Social Sciences (FHSS), students can obtain copies of their clinical education performance reports after the subject results are finalized by Board of Examination upon submitting a request. The rationale for releasing the performance report is to promote effective learning and professional development of students. For details of the departmental guidelines, procedures and application form, please refer to the Blackboard of Clinical Education.

14. APPEAL MECHANISMS

14.1 Against placement allocation

Students may appeal in writing against a placement allocation if any one of the allocation criteria is violated. The Clinical Education Coordinator should be the first point of contact for student appeals, followed by the Programme Leader, and Head of Department.

14.2 Against decisions of Subject Assessment Review Panel/Boards of Examiners

Students are advised to follow the procedures as stipulated in the *Student Handbook* published by the University.

REFERENCES

Ash, J.K., Walters, L.K., Prideaux, D.J. and Wilson, I.G. (2012). The context of clinical teaching and learning in Australia. *Medical Journal of Australia*, 196(7), 1-4.

Jackson, D. (2015). Employability skill development in work-integrated learning: Barriers and best practice, *Studies in Higher Education*, 40:2, 350-367.

McBrien, B. (2006). Clinical teaching and support for learners in practice environment. *British Journal of Nursing*, 15, 672-677.

Opacich, K.J. (1995). Is an educational philosophy missing from the fieldwork solution? *American Journal of Occupational Therapy*, 49, 160-164.

Reay, R. (1986). Bridging the Gap: a Model for Integrating Theory and Practice, *The British Journal of Social Work*, Vol.16 (1), p.49-64.

World Federation of Occupational Therapists WFOT (2016). *Minimum Standards for the Education of Occupational Therapists 2016*. The Council of the World Federation of Occupational Therapists. Retrieved from <https://www.wfot.org/resources/new-minimum-standards-for-the-education-of-occupational-therapists-2016-e-copy>

Table 1

Expected professional attitude, knowledge and skills (CE1A and CE1B)

Professional attitude and behaviour	Professional knowledge	Professional skills
<ul style="list-style-type: none">• Demonstrate motivation and effort to upgrade and expand professional knowledge and skills• Accomplish duties in a responsible and reliable manner• Abide by professional ethics• Observe safety procedures and ensure safety of clients• Achieve improvement by critically evaluating own performance• Evaluate criticism and suggestions and make appropriate change if necessary• Communicate effectively with Clinical Educator and OT staff• Organize time, tasks and treatment areas for maximum efficiency	<ul style="list-style-type: none">• Understand the roles and functions of occupational therapist• Understand the occupational therapy process• Understand functional problems of selected clinical conditions	<ul style="list-style-type: none">• Develop rapport with patients/clients• Conduct activity analyses• Conduct selected assessments and therapeutic activities• Conduct simple interview

Grading (Subject to change)

A numeral grade point is assigned to each letter grade, as follows:

<u>Grade</u>	<u>Grade Point</u>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0

Table 3

Expected professional attitude, knowledge and skills (CEII)

Professional attitude and behaviour	Professional knowledge	Professional skills
<ul style="list-style-type: none"> • Demonstrate motivation and effort to upgrade and expand professional knowledge and skills • Accomplish duties in a responsible and reliable manner • Abide by professional ethics • Observe safety procedures and ensure safety of clients • Achieve improvement by critically evaluating own performance • Evaluate criticism and suggestions and make appropriate change if necessary • Communicate competently in a professional capacity with clients and OT staff members • Establish effective professional relationships • Organize time, tasks and treatment areas for maximum efficiency 	<ul style="list-style-type: none"> • Understand pathological conditions and related dysfunctions • Understand the occupational therapy process and be able to integrate theory with clinical practice • Demonstrate knowledge regarding selection of assessment methods • Demonstrate knowledge regarding selection of treatment media and techniques 	<p>Assessment</p> <ul style="list-style-type: none"> • Gather necessary information on patient/client before assessment • Conduct assessments • Select appropriate assessments for patient/client • Interpret assessment results in terms of areas of function and dysfunction <p>Treatment planning</p> <ul style="list-style-type: none"> • Identify client’s problems and needs in order of priority • Plan treatment objectives • Formulate individualized treatment plans • Use correct medical terminology to document accurate and logical treatment plans <p>Treatment implementation</p> <ul style="list-style-type: none"> • Carry out effective treatment • Apply appropriate treatment techniques • Use correct medical terminology to document accurate and logical treatment progress • Observe safety procedures and ensure safety of patients/clients • Offer feedback on clients’ performance <p>Treatment evaluation</p> <ul style="list-style-type: none"> • Use correct medical terminology to document accurate and logical discharge plan • Refer patients/clients to other services if necessary • Upgrade/downgrade treatment appropriately

Table 4

Expected professional attitude, knowledge and skills (CEIII & IV)

At this level of the education continuum, the student is expected to build on previous studies. Those attitudes, behaviour, professional knowledge and skills are therefore additional to those in Table 2. The main emphasis is, therefore, on the ability of the student to demonstrate critical analysis and to evaluate and justify planned programmes of intervention and their outcome.

Professional attitude and behaviour	Professional knowledge	Professional skills
<ul style="list-style-type: none"> • Communicate competently in a professional capacity with families/caregivers • Communicate competently in a professional capacity with multidisciplinary rehabilitation team members • Demonstrate flexibility in response to work demands and changes • Contribute ideas and consider different perspectives towards professional issues in daily practice • Demonstrate leadership skills in specific projects/activities 	<ul style="list-style-type: none"> • Select appropriate frame of reference/practice models • Demonstrate an awareness of the health care delivery system in Hong Kong and community integration issues • Demonstrate an awareness of quality of life issues 	<p>Assessment</p> <ul style="list-style-type: none"> • Gather necessary information on patient/client assessment • Assess present patient/client functional ability • Set realistic priorities for treatment/intervention • Evaluate the effect of secondary factors on primary problems <p>Treatment planning</p> <ul style="list-style-type: none"> • Articulate treatment goals/objectives • Document treatment plans which are based on sound theoretical frames of references <p>Treatment implementation</p> <ul style="list-style-type: none"> • Effectively involve family/caregiver in treatment when appropriate <p>Treatment evaluation</p> <ul style="list-style-type: none"> • Critically evaluate the effectiveness of treatment and suggest ways to modify treatment plans • Terminate treatment appropriately • Demonstrate an awareness of quality assurance issues • Refer patients/clients to other services if necessary

Table 5

Guidelines for grading student
(The main features of the grades are bolded)

<i>Level</i>	<i>Performance</i>	<i>Grading</i>	<i>Professional Knowledge and Skills in Clinical Practice</i>	<i>Professional Attitude</i>
A	Excellent Demonstrates proficiency, efficiency, quality, initiative and adaptability	A+	Exceptional performance. Persistently exceed standards of practice in knowledge, practice skills, and clinical reasoning.	Demonstrate professional attitude persistently at the level of a competent beginning therapist. A reflective practitioner and continue to self-improve.
		A	Excellent Performance in most criteria under knowledge, practice skills, and clinical reasoning.	Demonstrate professional attitude at the level of a competent beginning therapist. Very high potential to become a reflective practitioner and very likely to continue to self-improve.
		A-	Excellent performance under most criteria under knowledge, practice skills, and clinical reasoning most of the time .	Demonstrate professional attitude very close to the level of a competent beginning therapist. Very good potential to become a reflective practitioner.
B	Good Needs minimal supervision in performing clinical duties safely and efficiently.	B+	Very good performance in all criteria under knowledge and skills, and clinical reasoning. Able to maintain safe and independent practice.	Above satisfactory performance in most criteria under professional attitude. Good reflection of one's practice and make improvement most of the time .
		B	Very good performance in most criteria under knowledge and skills, and clinical reasoning. Able to maintain safe and independent practice most of the time .	Above satisfactory performance in most criteria under professional attitude. Often able to reflect on one's practice and make improvement.
		B-	Good performance in most areas of knowledge and skills, and clinical reasoning. Able to maintain safe and independent practice most of the time .	Satisfactory performance in most criteria under professional attitude. Often able to reflect on one's practice.
C	Satisfactory Needs supervision and coaching to perform clinical duties safely, and	C+	Satisfactory performance in most criteria of knowledge and skills, and clinical reasoning. Requires supervision and guidance in some areas to meet standards.	Satisfactory performance in most criteria under professional attitude. Often able to reflect on one's practice with some reminders .

<i>Level</i>	<i>Performance</i>	<i>Grading</i>	<i>Professional Knowledge and Skills in Clinical Practice</i>	<i>Professional Attitude</i>
	meeting minimum standards of practice	C	Satisfactory performance in close to half of the criteria under knowledge, skills, and clinical reasoning. Requires support in some areas to meet standards.	Less than satisfactory performance in close to half of criteria under professional attitude. Often able to reflect on one's practice with reminders .
Fail	Fail Requires instruction and close supervision for clinical practice Performance is inconsistent	F	Requires instruction and close supervision , but still not meeting minimum standards of performance in many criteria. Fail to improve knowledge, skills and clinical reasoning adequately to meet minimum standards, even after reminder and coaching are provided.	Great difficulty in reflecting on one's professional attitude and performance, or respond to recommendations for improvement. Fail to adhere to ethical and safety guidelines , or improve to meet practice standards, even after guidance and coaching are provided repeatedly .

SUBJECT DESCRIPTION FORMS

Subject Code	RS22401
Subject Title	CLINICAL EDUCATION 1A
Credit Value	1
Level	2, Year 1 - Summer Semester
Pre-requisite/ Co-requisite/ Exclusion	
Objectives	Through clinical placement, this subject provides students with the opportunity to observe, explore, and identify the roles, functions, and process of occupational therapy in clinical practice. During this one-week observation placement, the students are expected to develop appropriate professional behavior and understanding the work of occupational therapists.
Intended Learning Outcomes <i>(Note 1)</i>	<p><i>Upon completion of the subject, students will be able to:</i></p> <p><u><i>Professional/academic knowledge and skills</i></u></p> <ol style="list-style-type: none"> a. demonstrate a professional and caring approach in communication relating with clients, relatives and health care workers b. identify roles and functions of occupational therapists in different clinical settings c. identify the structure, process, and outcomes of occupational therapy in clinical practice <p><u><i>Attributes for all-roundedness</i></u></p> <ol style="list-style-type: none"> d. search for relevant knowledge and reference materials to enhance learning e. reflect on one's values of helping f. communicate effectively with patients and supervisor g. present written and verbal reports effectively h. work with group mates in the learning activities
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Roles and functions of occupational therapists in the clinical setting 2. Structure, process, and outcomes of occupational therapy practice at the clinical setting 3. Therapeutic value of selected activities used in the clinical setting. 4. Professional values, ethics, and behavior in clinical practice
Teaching/Learning Methodology <i>(Note 3)</i>	<ol style="list-style-type: none"> 1. Structured observations and report about OT practice, which enable students to identify the work of the therapist, operation of the clinical setting, and clients' occupational performance 2. Tutorials enable students to clarify and discuss issues related to the OT practice in the clinical setting 3. Formal or informal interview clients under the guidance of Clinical Educators

	4. Feedback sessions by Clinical Educator facilitate students to reflect on own performance									
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							
			a	b	c	d	e	f	g	h
	Professional attitude & behavior	70	✓	✓	✓	✓	✓	✓		
	Professional knowledge & skills	30		✓	✓	✓	✓	✓	✓	✓
	Total	100 %								
<p>We expect students to have full attendance to this one-week placement. Students will be given a Pass or Fail grade only upon continuous assessment during the week of clinical training. Passing this subject is a pre-requisite for the 4-week CE1B.</p>										
Student Study Effort Expected	Class contact:									
	Fieldwork practice through observations and visits. Students will be guided to identify roles and functions of occupational therapists in different clinical practices.								35 Hrs.	
	Other student study effort:								(10 Hrs.)	
	▪ Pre-and post-clinical seminars								6 Hrs.	
	▪ Self study								4 Hrs.	
	Total student study effort								<u>45 Hrs.</u>	
Reading List and References	<p>Jacobs, MacRae, Sladyk, Jacobs, Karen, MacRae, Nancy, & Sladyk, Karen. (2014). <i>Occupational therapy essentials for clinical competence</i> (Second ed.). Thorofare, NJ: Slack Incorporated.</p> <p>Lamport, N.K. (2001). <i>Activity Analysis and Application</i> (4th Ed.). Thorofare, N.J.: SLACK Inc</p> <p>Thomas, H. (2015). <i>Occupation-based activity analysis</i> (Second ed.). Thorofare, NJ: SLACK Incorporated.</p>									

Subject Code	RS22402
Subject Title	CLINICAL EDUCATION 1B
Credit Value	2
Level	2, Year 2 – Summer Semester
Pre-requisite	RS2200 OT Theory and Process I RS22401 Clinical Education 1A RS2260 Human Occupations RS2470 OT Foundations in Human Performance Certificate of First Aid Course (Self-arranged by students)
Objectives	Through clinical placement, the subject provides opportunities for students to observe, explore, and identify the roles, functions, and process of occupational therapy in clinical practice. Students are expected to develop professional behaviour. Under the guidance of clinical educators, students are expected to conduct activity analyses, interviews, commonly used assessments and therapeutic activities. By the end of the placement, students are expected to describe the occupational performance and problems of at least one selected client.
Intended Learning Outcomes (Note 1)	<i>Upon completion of the subject, students will be able to:</i> <u>Professional/academic knowledge and skills</u> a. demonstrate professional attitude and behavior b. conduct activity / task analyses of therapeutic activities c. conduct commonly used assessment tool used in the clinical setting d. describe client's occupational performance and problems e. implement therapeutic activities under guidance of clinical educators <u>Attributes for all-roundedness</u> f. search for relevant knowledge and reference materials to enhance learning g. communicate effectively with clients, co-workers, and supervisor h. present written and verbal reports effectively i. collaborate with and contribute to work teams j. initiate to learn, re-evaluate and scrutinize own learning experiences and reflect regularly for further improvement
Subject Synopsis/ Indicative Syllabus (Note 2)	1. Professional values, ethics, and behaviour in clinical practice 2. Roles and functions of occupational therapists in the clinical setting 3. Structure, process, and outcomes of occupational therapy practice at the clinical setting 4. Clients' occupational performance in daily living tasks, work and leisure/play 5. Therapeutic value of selected activities used in the clinical setting. 6. Implementation of commonly used assessments and therapeutic activities 7. Reporting one's work to supervisor
Teaching/Learning Methodology	1. Observation of demonstrations and clinical practice 2. Experiential learning: implementing assessments and interventions under the guidance of clinical educators 3. Feedback sessions on students' performance

<i>(Note 3)</i>	<p>4. Tutorials enable students to clarify and discuss clinical practice issues, and consolidate the integration of knowledge and practice</p> <p>5. Verbal or written reports: e.g. activity analysis, assessment reports, activity plans & evaluation, reflective journal.</p>																																																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="584 340 1528 882"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="10">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> <th>i</th> <th>J</th> </tr> </thead> <tbody> <tr> <td>Professional attitude & behavior</td> <td>60</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Professional knowledge & skills</td> <td>30</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Reflective journal</td> <td>10</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="10"></td> </tr> </tbody> </table> <p><u>Continuous assessment</u></p> <p>Students’ professional competence in terms of attitude, knowledge and skills which are developed and evaluated continuously throughout the clinical training period in order to achieve the intended learning outcomes. Before the final evaluation, students are required to hand-in their reflective journals to show their critical thinking about their learning experiences. A short guide to reflective journal writing for students and an assessment rubrics for Clinical Educators will be updated in the clinical education manual.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)										a	b	c	d	e	f	g	h	i	J	Professional attitude & behavior	60	✓	✓	✓	✓	✓		✓			✓	Professional knowledge & skills	30		✓	✓	✓	✓	✓	✓	✓	✓	✓	Reflective journal	10		✓	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %										
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																						
		a	b	c	d	e	f	g	h	i	J																																																													
Professional attitude & behavior	60	✓	✓	✓	✓	✓		✓			✓																																																													
Professional knowledge & skills	30		✓	✓	✓	✓	✓	✓	✓	✓	✓																																																													
Reflective journal	10		✓	✓	✓	✓	✓	✓	✓	✓	✓																																																													
Total	100 %																																																																							
<p>Student Study Effort Expected</p>	<table border="1" data-bbox="584 1218 1528 1585"> <tr> <td><i>Clinical contact:</i></td> <td style="text-align: right;"><i>(140Hrs.)</i></td> </tr> <tr> <td>▪ Fieldwork practice</td> <td style="text-align: right;">140 Hrs.</td> </tr> <tr> <td><i>Other student study effort:</i></td> <td style="text-align: right;"><i>(50 Hrs.)</i></td> </tr> <tr> <td>▪ Pre-and post-clinical seminars</td> <td style="text-align: right;">8 Hrs.</td> </tr> <tr> <td>▪ Self study</td> <td style="text-align: right;">42 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td style="text-align: right;"><u>190 Hrs.</u></td> </tr> </table>		<i>Clinical contact:</i>	<i>(140Hrs.)</i>	▪ Fieldwork practice	140 Hrs.	<i>Other student study effort:</i>	<i>(50 Hrs.)</i>	▪ Pre-and post-clinical seminars	8 Hrs.	▪ Self study	42 Hrs.	Total student study effort	<u>190 Hrs.</u>																																																										
<i>Clinical contact:</i>	<i>(140Hrs.)</i>																																																																							
▪ Fieldwork practice	140 Hrs.																																																																							
<i>Other student study effort:</i>	<i>(50 Hrs.)</i>																																																																							
▪ Pre-and post-clinical seminars	8 Hrs.																																																																							
▪ Self study	42 Hrs.																																																																							
Total student study effort	<u>190 Hrs.</u>																																																																							
<p>Reading List and References</p>	<p>Crepeau, E. B., Cohn, E. S., & Schell, B. A. B. (2014). <i>Willard & Spackman's occupational therapy</i> (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.</p> <p>Sladyk, K., Jacobs, K., & MacRae, N. (2010). <i>Occupational therapy essentials for clinical competence</i>. Thorofare, NJ: SLACK Inc.</p> <p>Söderback, I. (2015). <i>International Handbook of Occupational Therapy Interventions</i> (Second ed.). Cham: Springer International Publishing: Imprint: Springer.</p>																																																																							

Subject Code	RS32500
Subject Title	CLINICAL EDUCATION II
Credit Value	7
Level	3, Year 3 – Summer Period
Pre-requisites	RS22401 Clinical Education 1A RS22402 Clinical Education 1B RS3200 Enabling Occupation: Environmental Issues and Assistive Technology RS3430 Enabling Occupation: Developmental Conditions RS3450 Enabling Occupation: Psychosocial Practice RS3410 Enabling Occupation: Musculoskeletal Rehabilitation RS3460 Enabling Occupation: Medical & Neuro-Rehabilitation RS3480 OT Theory & Process II
Objectives	This subject provides students with the opportunity to consolidate and apply occupational therapy knowledge, attitudes and skills learned in school to assess, plan, implement, evaluate, and modify occupational therapy interventions for clients suffering from common conditions in Hong Kong, under the guidance of clinical educators. It also provides students with the opportunity to communicate and function appropriately as a member of the health care team, and prepares students for the study of advanced studies in Year IV.
Intended Learning Outcomes	<i>Upon completion of the subject, students will be able to:</i> <u>Professional/academic knowledge and skills</u> a. abide by the professional code of ethics stipulated in the Supplementary Medical Professions Ordinance b. identify clients' problems in occupational performance resulting from developmental deficits, physical disabilities, mental illness or ageing c. apply occupational therapy knowledge and skills to assist clients to develop an adaptive cycle of occupational functions d. modify occupational therapy intervention programme designed for clients as required e. interact with clients and health care team member appropriate to the professional standard f. identify occupational therapy related problems encountered in the clinical field to prepare for further in-depth enquires and studies g. present verbal and written occupational therapy reports as one of the effective means of professional communications <u>Attributes for all-roundedness</u> h. search for and review relevant reference materials to enhance learning i. develop independent and active learning j. work with group mates and other members in the team in the learning activities k. present both written and verbal reports
Subject Synopsis/ Indicative Syllabus	1. Professional code of ethics and expectations of students' behaviours in clinical setting 2. Assessment of clients' occupational performance in daily living tasks, work and leisure, e.g. role checklist, checklist of daily living task, developmental checklist, interest checklist 3. Planning of intervention programme according to the problem identified 4. Implementation of occupational therapy activities and skills to improve the occupational performance of clients e.g. splint-making skill, pressure therapy, training of daily living task, group work and sensory integration therapy

	5. Evaluation of clients' occupational performance 6. Recording and reporting on clients' occupational performance in case conferences, ward rounds, patients' record etc. 7. Students are given with the following to provide feedback for improvement <ul style="list-style-type: none"> • Discussion time • Opportunities for peer / group learning • Continuous assessment / feedback to students • Monitoring and evaluation of program 													
Teaching/Learning Methodology	<u>Clinical Practice in Clinical Settings Supervised by Clinical Educator</u> a. Clinical observations enable students to understand and clarify functional problems of clients with disability and the use of occupational therapy assessments and interventions in clinical practice b. Hands-on practice provides students with structured opportunities to plan and implement occupational therapy assessments and interventions under the guidance of clinical educators c. Tutorials enable students to clarify questions, discuss topics of clinical interest, and consolidate the integration of clinical knowledge and practice													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th>Specific assessment methods/tasks</th> <th>% weighting</th> <th>Intended subject learning outcomes to be assessed</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>A - K</td> </tr> <tr> <td>Continuous assessments</td> <td>100</td> <td>As a whole</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> </tr> </tbody> </table> <p><u>Continuous assessments</u> Continuous assessments towards overall grade (100%) – are appropriate as students' professional competence in terms of attitude, knowledge and skills are continuously developed and evaluated throughout the period of clinical education.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			A - K	Continuous assessments	100	As a whole	Total	100 %	
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed												
		A - K												
Continuous assessments	100	As a whole												
Total	100 %													
Student Study Effort Expected	<table border="1"> <tr> <td><i>Clinical contact:</i></td> <td><i>(280 Hrs.)</i></td> </tr> <tr> <td>▪ Clinical practice</td> <td>280 Hrs.</td> </tr> <tr> <td><i>Other student study effort:</i></td> <td><i>(127 Hrs.)</i></td> </tr> <tr> <td>▪ Pre-and post-clinical seminars</td> <td>7 Hrs.</td> </tr> <tr> <td>▪ Self study</td> <td>120 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td><u>407 Hrs.</u></td> </tr> </table>		<i>Clinical contact:</i>	<i>(280 Hrs.)</i>	▪ Clinical practice	280 Hrs.	<i>Other student study effort:</i>	<i>(127 Hrs.)</i>	▪ Pre-and post-clinical seminars	7 Hrs.	▪ Self study	120 Hrs.	Total student study effort	<u>407 Hrs.</u>
<i>Clinical contact:</i>	<i>(280 Hrs.)</i>													
▪ Clinical practice	280 Hrs.													
<i>Other student study effort:</i>	<i>(127 Hrs.)</i>													
▪ Pre-and post-clinical seminars	7 Hrs.													
▪ Self study	120 Hrs.													
Total student study effort	<u>407 Hrs.</u>													
Reading List and References	Nil													

Subject Code	RS42500
Subject Title	CLINICAL EDUCATION III
Credit Value	7
Level	4, Year 4 – Semester 2
Pre-requisite	RS32500 Clinical Education II
Objectives	This subject provides students with the opportunity to integrate and consolidate knowledge, skills and attitudes learned in school to occupational therapy practice in a common or a particular clinical specialty. It provides students with the opportunity to practice basic clinical management functions for independent occupational therapy practice and day-to-day operation of an occupational therapy department. The subject also prepares students to evaluate the application of occupational therapy models of practice to common clinical specialties of occupational therapy practice.
Intended Learning Outcomes	<p><i>Upon completion of the subject, students will be able to:</i></p> <p><u>Professional/academic knowledge and skills</u></p> <ol style="list-style-type: none"> gather relevant information to facilitate the selection, conduction and evaluation of assessment select, plan, conduct, and evaluate appropriate treatment modalities/programmes for specific clients both in a clinical setting and in an appropriate rehabilitation environment evaluate the effectiveness of treatment conduct preliminary evaluation on different treatment approaches to prepare for further in-depth evaluation and studies in the Hong Kong Polytechnic University present verbal and written occupational therapy reports as an effective means of professional communication account professionally in accordance with the Code of Ethics of Supplementary Medical Profession Ordinance <p><u>Attributes for all-roundedness</u></p> <ol style="list-style-type: none"> search for and review relevant reference materials to enhance learning consolidate skills of problem-solving and critical thinking practice active and independent learning skills practice interpersonal and communication skills with clients and other professionals present both written and verbal reports in a professional manner
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Professional code of ethics and expectations of students' behaviors in clinical setting Case management and clinical reasoning skills Assessment of clients' occupational performance Formulation of clients' treatment plan Implementation of occupational therapy activities and programs Evaluation and documentation of clients' progress and occupational performance Evaluation of selected treatment modality
Teaching/Learning Methodology	<p><u>Clinical Practice in Clinical Settings Supervised by Clinical Educator</u></p> <ol style="list-style-type: none"> Clinical observations enable students to understand and clarify functional problems of clients with disability and the use of occupational therapy assessments and interventions in clinical practice Hands-on practice provides students with structured opportunities to plan and implement occupational therapy assessments and interventions under the guidance of clinical educators

	c. Tutorials and student-led seminars enable students to clarify questions, discuss topics of clinical interest, and consolidate the integration of clinical knowledge and practice		
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed
			A - K
	Continuous assessments	100	As a whole
	Total	100 %	
	<u>Continuous assessments</u> Continuous assessments towards overall grade (100%) – are appropriate as students’ professional competence in terms of attitude, knowledge and skills are continuously developed and evaluated throughout the period of clinical education.		
Student Study Effort Expected	<i>Clinical contact:</i>		(280 Hrs.)
	▪ Clinical practice		280 Hrs.
	<i>Other student study effort:</i>		(127 Hrs.)
	▪ Pre-and post-clinical seminars		7 Hrs.
	▪ Self study		120 Hrs.
	Total student study effort		<u>407 Hrs.</u>
Reading List and References	Alsop, A, & Ryan, S. (1996). Making the Most of Fieldwork Education: A Practical Approach. London: Chapman & Hall.		

Subject Code	RS42600
Subject Title	CLINICAL EDUCATION IV
Credit Value	7
Level	4, Year 4 – Semester 2
Pre-requisite	RS42500 Clinical Education III
Objectives	This subject provides students with the opportunity to integrate and consolidate knowledge, skills and attitudes learned in school to occupational therapy practice in a common or a particular clinical specialty. It provides students with the opportunity to practice basic clinical management functions for independent occupational therapy practice and day-to-day operation of an occupational therapy department. It also prepares students to evaluate the application of occupational therapy models of practice to common clinical specialties of occupational therapy practice.
Intended Learning Outcomes	<p><i>Upon completion of the subject, students will be able to:</i></p> <p><u>Professional/academic knowledge and skills</u></p> <ol style="list-style-type: none"> a. gather relevant information to facilitate the selection, conduction and evaluation of assessment b. select, plan, conduct, and evaluate appropriate treatment modalities/programs for specific clients both in a clinical setting and in an appropriate rehabilitation environment c. evaluate the effectiveness of treatment d. present verbal and written occupational therapy reports as an effective means of professional communication e. account professionally in accordance with the Code of Ethics of Supplementary Medical Profession Ordinance f. practice with the supervision of clinical educators or supervisors selected day-to-day administration of the occupational therapy department g. conduct preliminary evaluation on different treatment approaches to prepare for further in-depth evaluation and studies in the Hong Kong Polytechnic University h. identify interested areas for future personal and professional development i. search for relevant reference materials to enhance learning j. work with group mates and other members in the team in the learning activities <p><u>Attributes for all-roundedness</u></p> <ol style="list-style-type: none"> k. search for and review relevant reference materials to enhance learning l. practice active and independent learning skills m. consolidate skills of problem-solving and critical thinking n. practice interpersonal and communication skills with clients and other professionals o. present both written and verbal reports in a professional manner.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Professional code of ethics and expectations of students' behaviors in clinical setting 2. Case management and clinical reasoning skills 3. Assessment of clients' occupational performance 4. Formulation of clients' treatment plan 5. Implementation of occupational therapy activities and programs 6. Evaluation and documentation of clients' progress and occupational performance 7. Evaluation of selected treatment modality

	8. Participation in selected day-to-day departmental administration procedures												
Teaching/Learning Methodology	<p><u>Clinical Practice in Clinical Settings Supervised by Clinical Educator</u></p> <p>a. Clinical observations enable students to understand and clarify functional problems of clients with disability and the use of occupational therapy assessments and interventions in clinical practice</p> <p>b. Hands-on practice provides students with structured opportunities to plan and implement occupational therapy assessments and interventions under the guidance of clinical educators</p> <p>c. Tutorials and student-led seminars enable students to clarify questions, discuss topics of clinical interest, and consolidate the integration of clinical knowledge and practice</p>												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th>Specific assessment methods/tasks</th> <th>% weighting</th> <th>Intended subject learning outcomes to be assessed</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>A - O</td> </tr> <tr> <td>Continuous assessments</td> <td>100</td> <td>As a whole</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> </tr> </tbody> </table> <p><u>Continuous assessments</u> Continuous assessments towards overall grade (100%) – are appropriate as students’ professional competence in terms of attitude, knowledge and skills are continuously developed and evaluated throughout the period of clinical education.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			A - O	Continuous assessments	100	As a whole	Total	100 %	
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed											
		A - O											
Continuous assessments	100	As a whole											
Total	100 %												
Student Study Effort Expected	<table border="1"> <tbody> <tr> <td><i>Clinical contact:</i></td> <td><i>(280 Hrs.)</i></td> </tr> <tr> <td>▪ Fieldwork practice</td> <td>280 Hrs.</td> </tr> <tr> <td><i>Other student study effort:</i></td> <td><i>(127 Hrs.)</i></td> </tr> <tr> <td>▪ Pre-and post-clinical seminars</td> <td>7 Hrs.</td> </tr> <tr> <td>▪ Self study</td> <td>120 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td><u>407 Hrs.</u></td> </tr> </tbody> </table>	<i>Clinical contact:</i>	<i>(280 Hrs.)</i>	▪ Fieldwork practice	280 Hrs.	<i>Other student study effort:</i>	<i>(127 Hrs.)</i>	▪ Pre-and post-clinical seminars	7 Hrs.	▪ Self study	120 Hrs.	Total student study effort	<u>407 Hrs.</u>
<i>Clinical contact:</i>	<i>(280 Hrs.)</i>												
▪ Fieldwork practice	280 Hrs.												
<i>Other student study effort:</i>	<i>(127 Hrs.)</i>												
▪ Pre-and post-clinical seminars	7 Hrs.												
▪ Self study	120 Hrs.												
Total student study effort	<u>407 Hrs.</u>												
Reading List and References	Alsop, A, & Ryan, S. (1996). Making the Most of Fieldwork Education: A Practical Approach. London: Chapman & Hall.												

Student Assessment Report for CE1A

Name of Student : _____

Setting : _____

Period of Placement : _____

Clinical Educator : _____

Visiting Faculty Member: _____

Hours completed : _____

Overall performance : Pass

Fail

Signatures:

Clinical Educator _____

Visiting Faculty Member _____

Student _____

Date of assessment _____

**NOTES FOR COMPLETION OF THE CLINICAL EDUCATION REPORT FORM
(CEIA):**

This report is divided into three parts including aspects of performance, an overall attendance and comment.

Part I: Aspects of Performance

The purposes of this section are to: i) guide the student to develop appropriate professional behaviour, ii) facilitate the clinical educator (CE) to give feedback to the student such as their strength and weakness as appropriate, iii) ensure that the student has an opportunity to maintain and develop strengths, as well as to correct weaknesses, iv) prepare student for CE1B .

It is therefore of utmost important that the CE should use the space provided in each section to comment on the overall performance of the student at this stage of learning. For instance, the CE may indicate if the student has been given an opportunity to achieve the learning objectives as stated in the curriculum, and highlight the level of guidance and support the student required to fulfil the learning objectives as appropriate.

Guidelines for the CE and student are provided for use when completing this report form (see **Table 1**)

Part II: Overall Performance

In this section, the CE should indicate if the student has achieved a pass grade as this is one of the pre-requisite for CE1B.

Part III: General Comments

In this section, the CE may give further recommendations to the student as appropriate.

Part I: Aspects of Performance

Items	Remarks
Professional attitude and behaviour	
1. Shows motivation and effort to upgrade and expand professional knowledge	
2. Accomplishes duties in a responsible and reliable manner	
3. Abides by professional ethics	
4. Observes safety procedures and ensures safety of clients	
5. Achieves improvement by critically evaluating own performance	
6. Evaluates criticism and suggestions and makes appropriate change if necessary	
7. Communicates effectively with Clinical Educator and OT staff	
8. Organizes time, tasks and treatment areas for maximum efficiency	
Professional knowledge	
9. Understands the roles and functions of occupational therapists	
10. Understands the occupational therapy process	
11. Understands functional problems of selected clinical conditions	
Professional skills	
12. Develops rapport with clients	

Part II: Overall Performance

Put a ✓ in the appropriate box

- Pass
- Fail

Part III: Comments

Student Assessment Report for CE1B

Name of Student : _____

Setting : _____

Period of Placement : _____

Clinical Educator : _____

Visiting Faculty Member: _____

Hours completed : _____

Overall performance : _____

Signatures:

Clinical Educator _____

Visiting Faculty Member _____

Student _____

Date of assessment _____

NOTES FOR COMPLETION OF THE CLINICAL EDUCATION REPORT FORM (CEIB)

This report is divided into three parts including aspects of performance, an overall grade and comment.

Part I: Aspects of Performance

The purposes of this section are to: i) help the student identify strengths and difficulties, ii) facilitate the clinical educator (CE) to give feedback to the student, iii) ensure that the student has an opportunity to maintain and develop strengths, as well as to correct weaknesses.

It is therefore of utmost important that the CE should use the space provided in each section to comment on whether or not the student has achieved a satisfactory standard for each item. For instance, the CE may indicate if the student is able to assume responsibility for tasks related to negotiated learning objectives, and/or highlight the level of guidance and support the student required to fulfil the learning objectives.

Guidelines for the CE and student are provided for use when completing this report form (see **Table 1** and **Table 5**).

Part II: Overall Performance

In this section, the CE should award a grade to the student according to his/her overall performance.

Part III: General Comments

In this section, the CE may give further recommendations to the student as appropriate.

Part I: Aspects of Performance

Items	Remarks
Professional attitude and behaviour	
1. Shows motivation and effort to upgrade and expand professional knowledge	
2. Accomplishes duties in a responsible and reliable manner	
3. Abides by professional ethics	
4. Observes safety procedures and ensures safety of clients	
5. Achieves improvement by critically evaluating own performance	
6. Evaluates criticism and suggestions and makes appropriate change if necessary	
7. Communicates effectively with Clinical Educator and OT staff	
8. Organizes time, tasks and treatment areas for maximum efficiency	
Professional knowledge	
9. Understands the roles and functions of occupational therapists	
10. Understands the occupational therapy process	
11. Understands functional problems of selected clinical conditions	
Professional skills	
12. Applies skills in developing rapport with clients	
13. Conducts simple interview	
14. Conducts activity analyses	
15. Conducts selected assessment and therapeutic activities	
16. Applies skills in observing/associating client's problems and needs	
17. Interprets assessment results #15 in terms of areas of function and dysfunction	
18. Formulates individualized treatment plans	

Part II: Overall performance (put a ✓ in the appropriate box)

<input type="checkbox"/>	A+	Excellent
<input type="checkbox"/>	A	
<input type="checkbox"/>	A-	
<input type="checkbox"/>	B+	Good
<input type="checkbox"/>	B	
<input type="checkbox"/>	B-	
<input type="checkbox"/>	C+	Satisfactory
<input type="checkbox"/>	C	
<input type="checkbox"/>	F	Fail

Part III: Comments

Student Assessment Report for CEII

Name of Student : _____

Setting : _____

Period of Placement : _____

Clinical Educator : _____

Visiting Faculty Member : _____

Hours completed : _____

Overall performance : _____

Signatures:

Clinical Educator _____

Visiting Faculty Member _____

Student _____

Date of assessment _____

**NOTES FOR COMPLETION OF THE CLINICAL EDUCATION REPORT FORM
(CEII):**

This report is divided into three parts including aspects of performance, an overall grade and comment.

Part I: Aspects of Performance

The purposes of this section are to: i) help the student identify strengths and difficulties, ii) facilitate the clinical educator (CE) to give feedback to the student, iii) ensure that the student has an opportunity to maintain and develop strengths, as well as correct weaknesses with reference to the learning objectives set in the learning contract.

It is therefore of utmost important that the CE should use the space provided in each section to comment on whether or not the student has achieved a satisfactory standard for each item. For instance, the CE may indicate if the student has demonstrated the ability to assume responsibility for tasks related to negotiated objectives, as well as highlight the level of guidance and support the student has required in order to fulfill the learning contract. The expected competencies within each section should reflect the learning objectives, which are set in the learning contract.

Guidelines for the CE and student are provided for use when completing this report form (see **Table 3** and **Table 5**).

Part II: Overall Performance

In this section, the CE should award a grade to the student according to his/her overall performance.

Part III: General Comments

In this section, the CE may give further recommendations to student as appropriate.

Part I : Aspects of performance

Items	Remarks
Professional attitude and behaviour	
1. Shows motivation and effort to upgrade and expand own professional knowledge	
2. Accomplishes duties in a responsible and reliable manner	
3. Abides by professional ethics	
4. Observes safety procedures and ensures safety of clients	
5. Achieves improvement by critically evaluating own performance	
6. Evaluates criticism and suggestions and makes appropriate change if necessary	
7. Communicates effectively with Clinical Educator and OT staff	
8. Organizes time, tasks and treatment areas for maximum efficiency	
9. Establishes effective professional relationship	
Professional knowledge	
10. Understands the roles and functions of occupational therapists	
11. Understands the occupational therapy process and be able to integrate theory with clinical practice	
12. Understands pathological conditions and related dysfunctions	
13. Demonstrates knowledge and select assessment methods	
14. Demonstrates knowledge and selects treatment media and techniques	

Professional skills	
15. Gathers necessary information on client before assessment	
16. Conducts assessment	
17. Identifies client's problems and needs	
18. Interprets assessment results in terms of areas of function and dysfunction	
19. Identifies client's problems and needs in order of priority	
20. Formulates individualized treatment plans	
21. Carries out effective treatment	
22. Applies appropriate treatment techniques	
23. Upgrades/downgrades treatment appropriately	
24. Uses correct medical terminology to document accurate and logical discharge plan	
25. Observes safety procedures and ensure safety of patients/clients	
26. Offers feedback on clients' performance	
27. Uses correct medical terminology to document accurate and logical treatment plan and progress	
28. Refers client to other services if necessary	

Part II : Overall performance (put a ✓ in the appropriate box)

<input type="checkbox"/>	A+	Excellent
<input type="checkbox"/>	A	
<input type="checkbox"/>	A-	
<input type="checkbox"/>	B+	Good
<input type="checkbox"/>	B	
<input type="checkbox"/>	B-	
<input type="checkbox"/>	C+	Satisfactory
<input type="checkbox"/>	C	
<input type="checkbox"/>	F	Fail

Part III: General comments

Student Assessment Report for CEIII/CEIV

Name of Student : _____

Setting : _____

Level of placement : _____

Period of Placement : _____

Clinical Educator : _____

Visiting Faculty Member: _____

Completed Hours : _____

Overall performance : _____

Signatures:

Clinical Educator _____

Visiting Faculty Member _____

Student _____

Date of assessment _____

**NOTES FOR COMPLETION OF THE CLINICAL EDUCATION REPORT FORM
(CEIII/IV):**

This report is divided into three parts including aspects of performance, an overall grade and comment.

Part I: Aspects of Performance

The purposes of this section are to: i) help the student identify strengths and difficulties, ii) facilitate the clinical educator (CE) to give feedback to the student, iii) ensure that the student has an opportunity to maintain and develop strengths, as well as to correct weaknesses.

It is therefore of utmost important that the CE should use the space provided in each section to comment on whether or not the student has achieved a satisfactory standard for each item. For instance, the CE may indicate if the student is able to assume responsibility for tasks related to negotiated objectives, as well as highlight the level of guidance and support the student to fulfil his/her learning contract. The expected competencies within each section should reflect the learning objectives set in the learning contract.

Guidelines for the CE and student are provided for use when completing this report form (see **Table 4** and **Table 5**).

Part II: Overall Performance

In this section, the CE should award a grade to the student according to his/her overall performance.

Part III: General Comments

In this section, the CE can give further recommendations to student as appropriate.

Part I : Aspects of performance

Items	Remarks
Professional attitude and behaviour	
1. Shows motivation and effort to upgrade and expanding own professional knowledge	
2. Accomplishes duties in a responsible and reliable manner	
3. Abides by professional ethics	
4. Observes safety procedures and ensures safety of clients	
5. Achieves improvement by critically evaluating own performance	
6. Evaluates criticism and suggestions and makes appropriate change if necessary	
7. Communicates effectively with Clinical Educator and OT staff	
8. Organizes time, tasks and treatment areas for maximum efficiency	
9. Establishes effective professional relationship	
10. Communicates effectively with family/caregiver	
11. Communicates effectively with rehabilitation team members	
12. Demonstrates flexibility in response to work demands and changes	
13. Contributes ideas and consider different perspectives towards professional issues in daily practice	
14. Demonstrates leadership skills in specific projects/activities	

Items	Remarks
Professional Knowledge	
15 Understands the roles and functions of occupational therapists	
16. Understands the occupational therapy process and be able to integrate theory with clinical practice	
17. Understands pathological conditions and related dysfunctions	
18. Demonstrates knowledge and selects assessment methods	
19. Demonstrates knowledge and selects treatment media and techniques	
20. Selects frame of reference/practice models	
21. Be aware of the health care delivery system in Hong Kong and community integration process	
22. Demonstrates an awareness of quality of life issues	
Professional skills	
23. Gathers necessary information on client before assessment	
24. Conducts assessment	
25. Identifies client's problems and needs	
26. Sets realistic priorities for treatment/intervention	
27. Evaluates the effect of secondary factors on primary problems	
28. Articulates clearly treatment goals and objectives in treatment plan	
29. Documents treatment plans which are based on sound theoretical frames of references	
30. Carries out effective treatment	
31. Effectively involves family/caregiver in treatment when appropriate	

32. Uses correct medical terminology to document accurate and logical treatment progress	
33. Uses correct medical terminology to document accurate and logical discharge plan	
34. Re-evaluates and modifies treatment plan as needed	
35. Terminates treatment appropriately	
36. Demonstrates an awareness of quality assurance issues	
37. Refers client to other services if necessary	

Part II : Overall performance (put a ✓ in the appropriate box)

<input type="checkbox"/>	A+	Excellent
<input type="checkbox"/>	A	
<input type="checkbox"/>	A-	
<input type="checkbox"/>	B+	Good
<input type="checkbox"/>	B	
<input type="checkbox"/>	B-	
<input type="checkbox"/>	C+	Satisfactory
<input type="checkbox"/>	C	
<input type="checkbox"/>	F	Fail

Part III: General comments

SEQUENCE OF CLINICAL EDUCATION WITHIN THE UNIVERSITY CALENDAR*

	← September to December (1 st Semester) →			← January to April (2 nd Semester) →			← May to August → (Summer term)		
Year 1	University Teaching	Exam	Exam result processing	University Teaching	Exam	Exam result processing	35 hours CE 1A		
Year 2	University Teaching	Exam	Exam result processing	University Teaching	Exam	Exam result processing	140 hours CE1B	Exam	Exam result processing
Year 3	University Teaching	Exam	Exam result processing	University Teaching	Exam	Exam result processing	280 hours CEII	Exam	Exam result processing
Year 4	University Teaching	Exam	Exam result processing	280 hours CEIII	280 hours CE IV	Exam result processing	"Exam" = Examination "CE" = Clinical Education		