

Role emerging placements

Jude Mitchell

Plan for today

Me:

- ◆ Background
- ◆ Structure
- ◆ Experience

You:

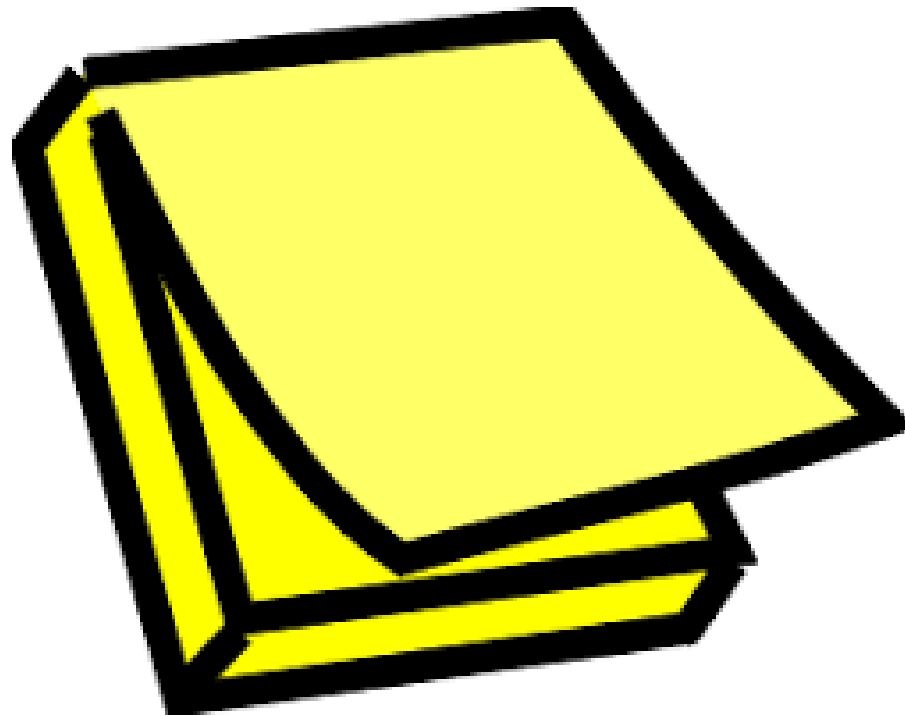
- ◆ Questions
- ◆ Ideas

‘What’s your name and where do you come from?’



You!

◆ What do you
want to know?



Background

- ◇ MSc -> BSc
- ◇ Health and social care changes
- ◇ Level 6 placement feedback prior to placement
- ◇ Placement in the context of other placements
- ◇ Placement in the context of other modules





What do we
do?

The detail....

- ◆ Onsite supervisor – induction, day to day management, contributes to reports
 - ◆ Long arm supervisor – fortnightly supervision (arrangements flexible), observation, writes report
 - ◆ Group supervision – fortnightly at university, doesn't feed into the assessment
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- ◆ Intervention – Flexible but MUST be based on the needs of the service user / service

THE RESCUER

Poor you! Let me help.

Enabler, pain reliever,
keeps victim dependent



THE PERSECUTOR

It's all your fault!

Critical, blaming,
controlling, superior

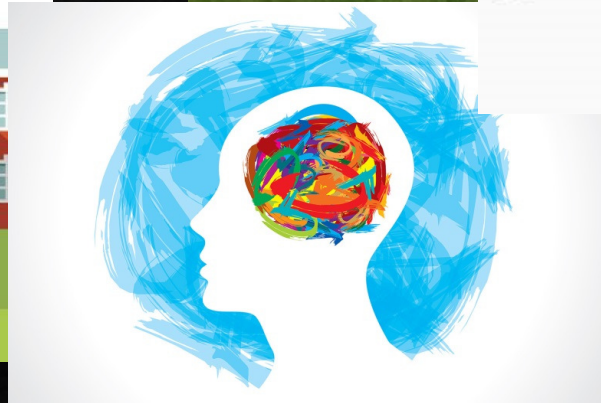
THE VICTIM

Poor me! Powerless, hopeless, stuck

Karpman's Drama Triangle



learning VOLUNTEERING





onsite supervisor

- This is going to look great on our next inspection / Great - another pair of hands
- Blimey, don't they spend a lot of time thinking / typing!
- I don't know what they are doing which is so special
- The service users seem to be getting something from this
- We could do with some of this but can't afford it - is there a cheaper way of doing it?
- Best. Students. Ever. / That's a shame, they really didn't make the most of the opportunities available to them

long arm educator

- Not really sure how this is going to work?
- Hope they are going to be OK.
- Actually, that sounds really interesting
- How can I get them to see / tell me what they are doing?
- Shame, they could have got more out of that...
- I wish I'd done a placement like this
- My skills are transferable

students

- Scary and exciting
- Going back to our roots
- Having more autonomy / less structure
- Feeling that I don't know what I'm doing
- Realising that I do know what I am doing
- Realising the value of OT

Graduate

'I work in an extended scope type of gaff now and am constantly explaining it justifying my role. I find using PEO model helps me articulate it. Staying in touch with other OTs is important, I use supervision and social media ie Twitter LinkedIn etc. You really have to know yourself to justify your role! Without close supervision you have to think on your feet and the placement gave me opportunity to trust my learning and really get it straight in my head.'

Deb, Graduate

Graduate

‘I work in education now and majority of my job is working outside the box and being creative. The "outside the box" bit definitely came from placement as I now call it "guided winging it". It feels like winging it at the time but there's definitely some clinical reasoning in there somewhere and I think the extended scope helped me pull the reasoning out’

Charlotte, Graduate

