

Supporting learners in a public health setting

Reflective Scenario

About this learning resource

This reflective scenario is designed to help you explore becoming a practice educator within public health. It takes you through a structured process that supports you to clarify your thoughts, deepen your understanding, and plan your next steps.

This resource relates to Principle 2 of the [AHP principles of practice-based learning](#) (CSP 2023):

Practice-based learning takes place across all areas, pillars and levels of practice and change image

This resource supports the Facilitation of Learning pillar of our [Career Development Framework](#). It is for occupational therapists working at career levels 5-8.



You can use this resource in a way that suits you. You might work through it on your own, use it in supervision or explore it as part of a group. You could also take a blended approach – starting with your own reflection and then coming together to share ideas and learn from others.

As you work through the reflective scenario, remember there are no right or wrong answers. The aim is to support you to reflect, learn and apply your learning in your own professional context. For this reason, we haven't provided set answers.

Take your time. You don't need to complete everything in one go, and you may find it helpful to revisit sections more than once. Work at a pace that supports your learning.

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Scenario

You have a strategic role in an emerging area in public health which involves lots of meetings rather than lots of clinical contact. You believe your scope of practice is interesting and important to occupational therapy learners. You want to offer support but have some concerns because there is no clear practice education roadmap to follow and no other occupational therapists in the immediate working environment.

You ask yourself: “How can I deliver an excellent placement despite the circumstances?”

Initial thoughts

Capture your initial thoughts on this scenario. What is your first reaction? Do you have ideas about what you should do? Remember, there are no right or wrong answers, just record what occurs to you.

Reflective questions

Consider the following questions and record your answers.

Refer to the resources listed at the end of the document if you need to.

You might want to come back to these questions more than once before going to the next stage.

Remember that the list is not exhaustive.

1. How can you access support and reassurance from your local university?
2. How can you test the level of interest amongst learners and practice placement tutors in this emerging field?
3. The RCOT Learning and Development Standards for Pre-registration Education (2026) state: All practice-based learning provides an opportunity for the learner to implement an occupational therapy process, or an aspect of an occupational therapy process, involving human interaction with people (individual, family, group or community to business, institution, agency or government).

How will you identify what practice-based learning possibilities are for you and for learners?
4. What risk assessments need to be completed?
5. What resources will you need to have in place to offer the placement?

6. Who inside and outside your organisation can support you with delivery of your practice-based learning opportunity?
7. How will you support your learners to understand the evidence for your occupational therapy scope of practice, its relevance to occupational therapy more broadly, and its relationship to public health and health inequalities?
8. In what ways could learners explore and understand the emerging area and learn about the wider system?
9. How can you prepare prior to your learners' start dates for them to feel supported and in charge of their learning without frequent contact from you, and with equity and inclusion embedded in your preparations?
10. In what ways might occupational therapy and AHP colleagues support learners and help assess their progress?
11. How might occupational therapy learners in other contemporary placements connect with and support each other?
12. How can learners contribute to guidance in this contemporary area of occupational therapy practice during their placement?

My answers

Revisiting your initial thoughts

**Now look at your initial response in relation to your answers to the reflective questions.
What gaps have you identified?
Have your thoughts changed on what you feel are the priorities?
What have you learned through reflection about your practice?**

Action planning

What are your next steps?

Plan your learning

As a result of your reflection, have you identified any knowledge gaps? How will you go on developing your knowledge and skills? When will you do it? What support will you need?

See end pages for suggestions on further information and support.

Use this section if you have further thoughts/actions or to take discussion notes.

Review your learning

Set a date when you will come back to this resource and think about the impact it has had on your practice.

Set enough time to allow you to engage in any further learning you have identified that you want to take, and to give you time to apply your reflections into your practice.

Add this learning to your [CPD portfolio](#).

Date that I will review my learning:

Further learning I engaged in to deepen my skills and knowledge on this professional topic:

Situations and ways in which I have applied my learning in practice:

Further information

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