



## Sensational Kids

### Occupational Therapist Competencies

April 2021

#### **Competence**

Bossers et al (2002:11) describe professional competency as “the behavioural definition of the knowledge, skills, values and personal qualities that underlie the adequate performance of professional activities”.

The *Professional Competencies for Occupational Therapists in Ireland* outlines both the professional and generic competencies at each of the three grades. The entry level competencies represent the knowledge, skills and abilities that a graduate Occupational Therapist will have attained on completion of an educational programme and on entry to the workforce. The competencies for Senior and Clinical Specialist therapists are presented as a continuum from the entry level competencies with an expectation of greater depth and complexity of responsibility at each of the grades. Taken together, the overall sets of competencies offer Occupational Therapists a developmental framework which can be built on through learning and experience after graduation as it is acknowledged that ‘initial competence does not assure continuing competence’ (Youngstrom, 1998:717). Competence taken as the overall integration of knowledge, skills and abilities into professional practice is not static but dynamic and demands that therapists ‘keep abreast with change’ in order to maintain and continually develop competencies (Alsop & Ryan, 1996:187). In this respect, the framework offers guidance and structure for continuing professional development over the varied stages and changing demands of one’s career.

This document outlines a set of competencies that have been developed for Occupational Therapists in Ireland at each of the three grades of

- 1) Graduate/Entry level Therapist
- 2) Senior Therapist
- 3) Clinical Specialist Therapist

The competencies are the outcome of one of the projects undertaken by the 2008 HSE Therapy Project Office which aimed to develop a framework identifying professional competencies of therapists across the three professions of Occupational Therapy, Physiotherapy and Speech and Language Therapy.

#### **The OT Competency Framework**

The purpose of this framework is to provide therapists with a reference for

- Identifying learning and development needs
- Guiding continuing professional development
- Assisting in career progression and personal development



At each professional grade there may be additional competencies specific to the context of individual work settings. These should be identified by individual therapists in conjunction with their line managers and considered in addition to these competencies.

While there are commonalities across the three grades in areas of competence expected, it is accepted that the balance between the different elements of a therapist's workload will vary considerably from one grade to another.

Evidence of the development and achievement of competence should be recorded within a personal portfolio such as the AOTI Continuing Professional Development Portfolio.

The purpose of the graduate/ entry level competencies includes the following:

- To present a common set of competencies for all Occupational Therapy graduates across the four university courses
- To clarify for service providers and students what are the common areas of competence of an Irish graduate Occupational Therapist.

Although competencies at Senior and Clinical Specialist level have broadly the same headings, it is accepted that at a Clinical Specialist level there would be a greater level of proficiency and there would be greater depth and complexity as to how these competencies are demonstrated.

NB: The competencies within this framework are developmental competencies and are NOT considered to be baseline competencies at the indicated level. This competency framework was NOT devised as an audit or appraisal tool.

## Navigation

This competency framework is comprised of sets of competencies at each of the three clinical grades for Occupational Therapy. The competencies for each of the grades have been clustered under three broad categories:

- 1) Professional Practice
- 2) Providing a Quality Service
- 3) Education & Development

Therapists may use this framework to develop their skills at the appropriate grade.

Competencies at Senior and Clinical Specialist grade are divided into two groups;

- *Core competencies* which are considered essential for therapists at senior/clinical specialist grade and which can be applied, regardless of the area of work/speciality.
- *Additional competencies* which a Senior/Clinical Specialist therapist may need time and support to develop to a proficient level or Competencies which may not apply to all senior/clinical therapists depending on their work context.

Although competencies at Senior and Clinical Specialist level have the same headings, it is accepted that at a Clinical Specialist level there would be a greater level of proficiency and greater depth and complexity as to how these competencies are demonstrated.



## Occupational Therapist Graduate/ Entry Level Competencies

### **A: Professional Practice**

#### 1. Occupation

On graduation an entry level therapist will be able to:

- 1.1. Describe the meaning of occupation for each service user, group or community
- 1.2. Describe the person-occupationenvironment relationship.
- 1.3. Analyse the use and adaptation of occupations related to self care, productivity and leisure.
- 1.4. Apply the therapeutic use of occupation to positively influence health and well being.
- 1.5. Demonstrate an understanding of the concepts of occupational deprivation and occupational justice.

#### 2. Therapeutic & Professional Relationships

On graduation an entry level therapist will be able to:

- 2.1. Engage in therapeutic and professional relationships with service users, carers, colleagues and other services.
- 2.2. Treat individuals in a fair, equitable and inclusive manner, in all therapeutic and professional relationships.

#### 3. Communication

On graduation an entry level therapist will be able to:

- 3.1. Use effective listening, verbal & non-verbal communication skills, both informally and formally.
- 3.2. Give and receive feedback in an open and honest manner.
- 3.3. Modify language and/or education for the listener, which is accessible and appropriate.
- 3.4. Present oral and written information in a clear, concise and well structured manner

#### 4. Teamwork

On graduation an entry level therapist will be able to:

- 4.1. Communicate effectively as a member of a team.
- 4.2. Facilitate the inclusion of the service user in the team.
- 4.3. Form collaborate working relationships within multidisciplinary and inter-professional teams.



4.4. Demonstrate an understanding of roles and responsibilities within group and team structures.

4.5. Respect diversity within the team

4.6. Demonstrate a working knowledge of group dynamics as appropriate to therapeutic and professional level of responsibility.

4.7. Deal constructively with obstacles and conflict within teams to ensure service user focused interventions.

4.8. Contribute to the creation and maintenance of a positive team spirit.

## 5. The Occupational Therapy Process

On graduation an entry level therapist will be able to:

5.1. Integrate Occupational Therapy skills with current Occupational Therapy theory and relevant supporting evidence based knowledge.

5.2. Facilitate a client centred approach

5.3. Apply the principle of informed consent prior to and throughout interventions

5.4. Facilitate the service user (or person(s) acting on his/her behalf) to make informed decisions re Occupational Therapy interventions.

5.5. Use observation and interviewing to gather information

5.6. Select appropriate standardised and non-standardised assessment tools to identify occupational and functional needs in the areas of self care, productivity and leisure.

5.7. Collaboratively identify goals for intervention with the service user (or people acting on his/her behalf)

5.8. Plan, grade, implement and modify interventions that are outcome based and relevant to person's goals.

5.9. Facilitate effective individual and group work interventions.

5.10. Evaluate outcomes in collaboration with all parties.

5.11. Make onward referrals to other agencies or professionals to optimise responses to service user needs

5.12. Plan and implement discharge and follow-up with all parties.

## 6. Manage a Caseload

On graduation an entry level therapist will be able to:

6.1. Prioritise and manage a caseload under supervision in accordance with local policy.



6.2. Demonstrate effective team working as a component of efficient case management.

6.3. Assess and recommend for assistive technology/equipment in accordance with service user's needs.

## 7. Professional Reasoning

On graduation an entry level therapist will be able to:

7.1. Engage in reflection and evaluation on practice.

7.2. Demonstrate a logical and systematic approach to problem solving and decision making.

7.3. Engage in clinical reasoning based on Occupational Therapy practice and supporting evidence

## 8. Professional Behaviour

On graduation an entry level therapist will be able to:

8.1. Adhere to the ethical, legal and professional requirements that inform safe and ethical Occupational Therapy practice.

8.2. Respect confidentiality

8.3. Exercise a professional duty of care to service users.

8.4. Recognise own limitations and when it is appropriate to refer decisions to a higher level of authority.

8.5. Recognise when it is appropriate to make decisions in collaboration with others.

8.6. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements.

8.7. Represent self and the profession at a local level, in a competent and confident manner.

8.8. Act as an advocate for the profession.

## **B. Providing a Quality Service**

### 9. Quality

On graduation an entry level therapist will be able to:

9.1. Provide flexible interventions to meet the varied needs of individual service users.

9.2. Demonstrate effective time management.

9.3. Utilize resources effectively.

9.4. Review and evaluate service delivery in response to changing need and opportunities in collaboration with team.



9.5. Identify and address potential risk factors in practice for self and others.

9.6. Advocate for the promotion of Occupational Therapy to the benefit of the service user.

## 10. Evidence Based Practice & Research

On graduation an entry level therapist will be able to:

10.1. Demonstrate and apply contemporary evidence based practice principles to Occupational Therapy.

10.2. Integrate evidence based practice principles into occupational therapy to ensure quality standards of practice.

10.3. Source, analyse and critique literature and research findings relating to practice.

10.4. Understand principles and methodology of research applicable to Occupational Therapy practice.

10.5. Apply research skills as applicable to Occupational Therapy practice.

## 11. The Context of Professional Practice

On graduation an entry level therapist will be able to:

11.1. Practice within professional boundaries as defined in current job specifications in Ireland.

11.2. Acknowledge and respect the specific local context of practice, including the socio-cultural diversity.

11.3. Demonstrate understanding and application of relevant legislation and policies.

11.4. Recognise the impact of inequality, poverty, exclusion and diversity on occupational performance.

11.5. Analyse and adapt environments to increase function, social participation and quality of life.

## **C. Education and Development**

### 12. Continuing Professional Development

On graduation an entry level therapist will be able to:

12.1. Take responsibility for personal and professional development.

12.2. Actively engage in supervision and utilise professional support.

12.3. Demonstrate awareness of own personal and professional strengths and limitations.

12.4. Maintain and develop personal and professional competencies through ongoing learning.



12.5. Maintain a record of professional development. 12.6. Contribute to the learning and education of others including students.

## Occupational Therapist Senior Level Competencies

### **A: Professional Practice**

#### 1. Occupation

A Senior Therapist is able to:

##### Core

- 1.1. Articulate the meaning of occupation for each service user, group or community.
- 1.2. Apply an understanding of the relationship between the person, occupation and the environment into Occupational Therapy practice.
- 1.3. Skilfully analyse the use and adaptation of occupations related to self care, productivity and leisure.
- 1.4. Apply at an in-depth level, the therapeutic use of occupation to positively influence health and well being.
- 1.5. Demonstrate an understanding of the concepts of occupational deprivation and occupational justice.

#### 2. Therapeutic & Professional Relationships

A Senior Therapist is able to:

##### Core

- 2.1. Actively engage in effective therapeutic and professional relationships with service users, carers, colleagues and other services.
- 2.2. Treat individuals in a fair, equitable and inclusive manner, in all therapeutic and professional relationships.

#### 3. Communication

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A Senior Therapist is able to:

## Core

- 3.1. Actively engage in effective listening, verbal & non-verbal communication, both informally and formally.
- 3.2. Give and receive feedback in an open, honest and constructive manner.
- 3.3. Modify language and/or education for the listener, which is accessible and appropriate.
- 3.4. Present oral and written information in a clear, concise and well structured manner
- 3.5. Communicate complex information in terms that meet the needs of the target audience.

## Additional

- 3.6. Use skills and ability to put structures in place to promote and improve communications.
- 3.7. Negotiate effectively with others.

## 4. Teamwork

A Senior Therapist is able to:

### Core

- 4.1. Communicate effectively as a member of a team.
- 4.2. Facilitate the inclusion of the service user in the team.
- 4.3. Actively promote collaborative working relationships within multidisciplinary and inter-professional teams.
- 4.4. Take on active roles and responsibilities within group and team structures.
- 4.5. Respect diversity within the team.
- 4.6. Apply a working knowledge of group dynamics as appropriate to therapeutic and professional level of responsibility.
- 4.7. Deal constructively with obstacles and conflict within teams to ensure service user focused interventions.
- 4.8. Contribute to the creation and maintenance of a positive team spirit.
- 4.9. Demonstrate leadership within a team, keeping the rights and needs of the service user central to the leadership of integrated services.

## 5. The Occupational Therapy Process

A Senior Therapist is able to:



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## Core

- 5.1. Skilfully integrate Occupational Therapy skills with current Occupational Therapy theory and relevant supporting evidence based knowledge.
- 5.2. Facilitate a user centred approach
- 5.3. Adhere to the principle of informed consent prior to and throughout interventions.
- 5.4. Facilitate the service user (or person(s) acting on his/her behalf) to make informed decisions re Occupational Therapy interventions.
- 5.5. Use skilled observation and interviewing, including in complex situations.
- 5.6. Select, implement and analyse the outcomes of standardised and non-standardised assessments that identify occupational and functional needs in the areas of self care, productivity and leisure, including in complex situations.
- 5.7. Collaborate skilfully with the service user (or person(s) acting on his/her behalf) to identify goals, including in complex situations.
- 5.8. Apply skilled clinical reasoning to plan, grade, implement and modify interventions that are outcome based and relevant to person's goals.
- 5.9. Facilitate individual and group interventions in a skilled manner.
- 5.10. Evaluate and apply outcomes of intervention in collaboration with all parties.
- 5.11. Make onward referrals to other agencies or professionals to optimise responses to user focused needs.
- 5.12. Plan and implement discharge and follow-up with all parties, including in complex situations.

## 6. Manage a Caseload

A Senior Therapist is able to:

### Core

- 6.1. Apply and develop caseload management procedures including prioritization.
- 6.2. Allocate caseload responsibilities to therapy staff, support personnel and students.
- 6.3. Recognise the personal and professional competencies of assigned staff and students when allocating caseload responsibilities.
- 6.4. Co-ordinate interventions with other members of the team and with other agencies to ensure an optimum service is provided for all service users.
- 6.5. Manage the evaluation of the service user's assistive technology/equipment needs, as appropriate.



6.6. Evaluate effectiveness of current caseload management procedures in collaboration with manager and team.

### Additional

6.7. Identify current and future development needs for Occupational Therapy to meet the needs of the service user, community or population, including those in complex situations

### 7. Professional Reasoning

A Senior Therapist is able to:

#### Core

7.1. Engage in and articulate reflection and evaluation on practice.

7.2. Demonstrate a logical and systematic approach to problem solving and decision making.

7.3. Engage in clinical reasoning based on Occupational Therapy practice and supporting evidence.

7.4. Critically evaluate the impact of contemporary issues relating to the Profession

### 8. Professional Behaviour

A Senior Therapist is able to:

#### Core

8.1. Adhere to the ethical, legal and professional requirements that inform safe and ethical Occupational Therapy practice.

8.2. Respect confidentiality.

8.3. Exercise a professional duty of care to clients.

8.4. Recognise own scope of practice, knowledge and competencies.

8.5. Balance clinical work with other responsibilities.

8.6. Recognise when it is appropriate to refer decisions to a higher level of authority.

8.7. Recognise when it is appropriate to make decisions in collaboration with others.

8.8. Recognise the relevance of one's work/ life balance needs.

8.9. Demonstrate awareness of personal strengths and limitations.

8.10. Write and maintain accurate, clear, contemporaneous records in accordance with legal and professional requirements.

8.11. Represent self and the profession at a local level, in a competent and confident manner.



8.12. Act as an advocate for the profession.

Additional

8.13. Represent the profession at a national level in a competent and confident manner.

## **B. Providing a Quality Service**

### 9. A Quality Service

A Senior Therapist is able to:

Core

9.1. Be accountable for standards of practice in service area.

9.2. Provide flexible interventions to meet the varied needs of individual service users.

9.3. Demonstrate effective time management.

9.4. Optimize the use of available resources to achieve effective outcomes.

9.5. Implement quality improvement mechanisms at service level.

9.6. Identify and address potential risk factors in practice for self and others.

9.7. Value and include service users as active participants in the monitoring, evaluation and systematic development of service delivery.

9.8. Apply an awareness of the need for equality, value for money and accountability to all areas of practice.

9.9. Review and evaluate service delivery in response to changing needs and opportunities in collaboration with team and line management.

9.10. Identify and prioritise the requirements of change within service area.

9.11. Advocate for the promotion of Occupational Therapy to the benefit of the service user and the organisation.

Additional

9.12. Design and develop new and non-traditional service delivery models which aim to promote a comprehensive and integrated service within evolving healthcare structures.

9.13. Lead or support activities that contribute to the improved effectiveness of the service and the organisation.



## 10. Manage People

A Senior Therapist is able to:

### Core

- 10.1. Provide support, mentoring and supervision for assigned staff and students.
- 10.2. Identify performance issues for self and assigned others and deal with same in collaboration with manager.
- 10.3. Use adaptable and flexible approaches in managing assigned staff and students.
- 10.4. Delegate responsibility to assigned staff and students.
- 10.5. Provide clinical leadership within own service and organisation.
- 10.6. Recognise and respond to workplace stressors for self and others.

### Additional

- 10.7. Develop and operate systems to support the supervision of assigned staff in collaboration with service manager.

## 11. Evidence Based Practice & Research

A Senior Therapist is able to:

### Core

- 11.1. Demonstrate a working knowledge of contemporary Occupational Therapy evidence based practice.
- 11.2. Integrate evidence based practice into the service to ensure quality and improve standards.
- 11.3. Source, appraise and apply relevant literature and research findings to practice.
- 11.4. Understand principles and methodology of research applicable to Occupational Therapy practice.
- 11.5. Demonstrate research skills as applicable to Occupational Therapy practice.

### Additional

- 11.6. Engage in and/or collaborate in research to inform evidence based Occupational Therapy practice.
- 11.7. Collaborate with all relevant stakeholders in respect of research issues, e.g. Ethics, Funding.
- 11.8. Disseminate research e.g. presentations, publication.



11.9. Participate in interdisciplinary research.

## **12. The Context of Professional Practice**

A Senior Therapist is able to:

### Core

12.1. Practice within the professional boundaries of practice in Ireland.

12.2. Apply knowledge of relevant legislation and policies and implement legislation as it applies to practice.

12.3. Understand the role of the therapy service within the context of the larger organisation.

12.4. Recognise the specific local context of practice, including the socio-cultural diversity.

12.5. Recognise and respond to the impact of inequality, poverty, exclusion and diversity on occupational performance.

12.6. Analyse and adapt the environment to increase function, social participation and quality of life.

### Additional

12.7. Demonstrate knowledge of contemporary developments within the Irish Health Care System.

## **C. Education and Development**

### 13. Acting as a Clinical Resource to Colleagues, Service Users and Carers

A Senior Therapist is able to:

### Core

13.1. Provide professional advice to service users, carers, colleagues, and students.

13.2. Facilitate collaborative consultations with service users, carers, colleagues and students.

### Additional

13.3. Demonstrate advanced knowledge and skills in area of practice.

13.4. Act as an advanced clinical resource in own organisation and respond to queries from internal and external resources.

## **14. Continuing Professional Development**

A Senior Therapist is able to:

### Core



- 14.1. Maintain and develop personal and professional competencies through ongoing learning.
- 14.2. Engage in supervision and utilise professional support.
- 14.3. Maintain a record of professional development.
- 14.4. Appraise and learn from experience gained through participation in practice education with students.

Additional

- 14.5. Develop and/or implement systems to support and to record continuing professional development within the service.

## **15. Education and Development of Others**

A Senior Therapist is able to:

Core

- 15.1. Contribute to the learning and education of others including students and Occupational Therapy assistants, as applicable.
- 15.2. Enable staff and students to identify future learning needs and development goals.
- 15.3. Collaborate with service manager, the Higher Education Institute, practice tutors and regional facilitators to provide practice education opportunities for students.

Additional

- 15.4. Use creative and flexible teaching and learning approaches.
- 15.5. Present at conferences and courses relevant to practice in competent and confident manner



## Occupational Therapist Clinical Specialist Level Competencies

### **A: Professional Practice**

#### 1. Occupation

A Clinical Specialist is able to:

##### Core

- 1.1. Analyse and articulate the meaning of occupation for each service user, group or community.
- 1.2. Articulate the relationship between the person, occupation and the environment.
- 1.3. Skilfully analyse the use and adaptation of occupations related to self care, productivity and leisure.
- 1.4. Apply and articulate an in-depth understanding of the therapeutic use of occupation to positively influence health and well being.
- 1.5. Demonstrate an understanding of the concepts of occupational deprivation and occupational justice.

#### 2. Therapeutic & Professional Relationships

A Clinical Specialist is able to:

##### Core

- 2.1. Actively engage in effective therapeutic and professional relationships with the service user, carer, colleagues and other services
- 2.2. Treat individuals in a fair, equitable and inclusive manner, in all therapeutic and professional relationships.

#### 3. Communication

A Clinical Specialist is able to:

##### Core

- 3.1. Actively engage in effective listening, verbal & non-verbal communication, both informally and formally.
- 3.2. Give and receive feedback in an honest, open and constructive manner.
- 3.3. Modify language and/or education for the listener, which is accessible and appropriate.
- 3.4. Present oral and written information in a clear, concise and well structured manner.
- 3.5. Communicate complex information in terms that meet the needs of the target audience.



3.6. Use skills and ability to put structures in place to promote and improve communication in all areas of service.

3.7. Negotiate effectively at individual, team and organisational level.

#### 4. Teamwork

A Clinical Specialist is able to:

##### Core

4.1. Communicate effectively as a member of a team.

4.2. Facilitate the inclusion of the service user in the team.

4.3. Demonstrate and promote collaborate working relationships within multidisciplinary and inter-professional teams in the delivery of integrated, service user centred services.

4.4. Take on active roles and responsibilities within group and team structures.

4.5. Respect diversity within the team.

4.6. Apply a working knowledge of group dynamics as appropriate to therapeutic and professional level of responsibility.

4.7. Deal positively and constructively with obstacles and conflict within teams to ensure service user focused interventions.

4.8. Contribute to the creation and maintenance of a positive team spirit.

4.9. Demonstrate team leadership, in both single and interdisciplinary settings, keeping the rights and needs of the service user central to the leadership of integrated services.

#### 5. The Occupational Therapy Process

A Clinical Specialist is able to

##### Core

5.1. Integration of Occupational Therapy skills with current Occupational Therapy theory and relevant supporting evidence based knowledge.

5.2. Facilitate a client centred approach

5.3. Adhere to the principle of informed consent prior to and throughout interventions.

5.4. Facilitate the service user (or person(s) acting on his/her behalf) to make informed decisions re Occupational Therapy interventions.

5.5. Use skilled observation and interviewing in complex situations.

5.6. Select, implement and synthesise the outcomes of standardised and non-standardised assessments that identify occupational and functional needs in the areas of self care, productivity





and leisure, in complex situations.

5.7. Collaborate skilfully with the service user (or person(s) acting on his/her behalf) to identify goals, in complex situations.

5.8. Apply advanced clinical reasoning to plan, grade, implement and modify interventions that are outcome based and relevant to person's goals.

5.9. Facilitate both individual and group work interventions in a skilled manner.

5.10. Evaluate and apply outcomes in skilful collaboration with all parties.

5.11. Make onward referrals to other agencies or professionals to optimize responses to service user needs.

5.12. Plan and implement discharge and follow-up with all parties, in complex situations.

## 6. Manage a Caseload

A Clinical Specialist is able to:

### Core

6.1. Apply advanced knowledge, skills and experience within area of practice.

6.2. Apply and develop caseload management procedures, including the management of complex cases.

6.3. Exercise a high degree of professional autonomy, in the analysis of highly complex facts or situations that contribute to the implementation of a treatment or management strategy for the service user.

6.4. Co-ordinate interventions with other members of the team and with other agencies to ensure an optimum service is provided for all service users.

6.5. Design patient care pathways with the aim of providing best practice examples.

6.6. Create and develop protocols of care.

6.7. Identify current and future development needs for Occupational Therapy to meet the needs of the service user, community or population, including those in complex situations.

## 7. Professional Reasoning

A Clinical Specialist is able to:

### Core

7.1. Engage in and articulate reflection and evaluation on practice.

7.2. Process complex, sensitive or contentious information.



- 7.3. Demonstrate a high level of clinical reasoning and analytical skills.
- 7.4. Critically evaluate the impact of the contemporary issues relating to the Profession.
- 7.5. Plan strategically to drive change both within the profession and the broader health care context.

## 8. Professional Behaviour

A Clinical Specialist is able to:

### Core

- 8.1. Adhere to the ethical, legal and professional requirements that inform safe and ethical Occupational Therapy practice.
- 8.2. Respect confidentiality.
- 8.3. Exercise a professional duty of care to service users.
- 8.4. Recognise own scope of practice, knowledge and competencies.
- 8.5. Recognise when it is appropriate to refer decisions to a higher level of authority.
- 8.6. Recognise when it is appropriate to make decisions in collaboration with others.
- 8.7. Recognise the relevance of one's work/ life balance needs.
- 8.8. Demonstrate awareness of personal strengths and limitations.
- 8.9. Write accurate, clear, contemporaneous records in accordance with legal and professional requirements.
- 8.10. Represent self and the profession in a competent and confident manner at a local, national and international level.

## **B. Providing a Quality Service**

### 9. A Quality Service

A Clinical Specialist is able to:

### Core

- 9.1. Balance clinical work with other research and educational responsibilities.
- 9.2. Demonstrate effective time management.
- 9.3. Provide flexible interventions to meet the varied needs of individual service users
- 9.4. Optimize the use of available resources to achieve effective outcomes.
- 9.5. Contribute to the design and implementation of quality improvement mechanisms at both a practice and organisational level.



- 9.6. Identify and address potential risk factors in practice for self and others.
- 9.7. Value and include service users as active participants in the monitoring, evaluation and systematic development of service delivery.
- 9.8. Apply an awareness of the need for equality, value for money and accountability to all areas of practice.
- 9.9. Promote quality by evaluating the overall effectiveness of day to day clinical practice and recommend changes as appropriate.
- 9.10. Review and evaluate service delivery in response to changing needs and opportunities in collaboration with team and line management.

#### Additional

- 9.11. Contribute to strategic planning within the profession and organisation.

#### 10. Clinical Leadership

A Clinical Specialist is able to:

##### Core

- 10.1. Provide clinical leadership skills that can influence quality improvements within own clinical service and organisation.
- 10.2. Promote the delivery of a holistic, user-focused approach, which encompasses a multi-professional and interprofessional perspective.
- 10.3. Monitor and develop local standards of practice that reflect current evidence based, good practice.
- 10.4. Lead and collaborate on the development of standards of practice and protocols.
- 10.5. Challenge current structures and identify organisational and professional barriers that inhibit service development.
- 10.6. Design and develop new and non-traditional service delivery models which aim to promote a comprehensive and integrated service within evolving healthcare structures.
- 10.7. Act as an advocate for the profession.

#### 11. Evidence Based Practice

A Clinical Specialist is able to:

##### Core

- 11.1. Demonstrate advanced knowledge of contemporary OT evidence based practice in clinical area.



11.2. Integrate evidence based practice into the service to ensure quality and improve standards.

11.3. Critique and validate current evidence based practice in specialist area.

11.4. Identify potential for future development of evidence based practice.

## 12. Research

A Clinical Specialist is able to:

### Core

12.1. Play a pivotal role in the integration of research evidence into practice.

12.2. Acquire and develop research skills applicable to practice.

12.3. Engage in and/or collaborate in research to inform evidence based Occupational Therapy practice.

12.4. Engage with all relevant stakeholders in respect of research issues, e.g. Ethics, funding.

12.5. Disseminate research e.g. presentations, publication.

12.6. Use research outcome in planning and providing future services.

### Additional

12.7. Participate in collaborative interdisciplinary research.

## 13. The Context of Professional Practice

A Clinical Specialist is able to:

### Core

13.1. Practice within the professional boundaries of practice in Ireland.

13.2. Implement relevant legislation and policies as applicable to practice.

13.3. Understand the role of the therapy service within the context of the larger organisation.

13.4. Recognise the specific local context of practice, including the socio-cultural diversity.

13.5. Recognise and respond to the impact of inequality, poverty, exclusion and diversity on occupational performance.

### Additional

13.6. Identify the need for change in practice within the context of changing demographic, economic and legislative needs.



## **C. Education and Development**

### 14. Act as a Clinical Resource

A Clinical Specialist is able to:

#### Core

- 14.1. Provide and manage an expert clinical advice service to service users, carers, colleagues and students at a local, regional and national level.
- 14.2. Facilitate collaborative consultations with service users, carers and colleagues.
- 14.3. Be an acknowledged source of expertise within the service and organisation.
- 14.4. Be recognized as a national and/ or international expert within field of speciality.

### 15. Continuing Professional Development

A Clinical Specialist is able to:

#### Core

- 15.1. Maintain and develop personal and professional competencies through ongoing learning.
- 15.2. Engage in supervision and utilise professional support.
- 15.3. Maintain a record of professional development.
- 15.4. Appraise and learn from experience gained through educating others, including students.
- 15.5. Develop specialist knowledge and skills in a defined clinical area.
- 15.6. Be involved in professional activities both within the Occupational Therapy profession and beyond the profession.
- 15.7. Engage in postgraduate education.

#### Additional

- 15.8. Demonstrate academic achievement to Master's degree level or higher in relevant area of study

### 16. Education and Development of Others

A Clinical Specialist is able to:

#### Core

- 16.1. Develop and/or implement systems to support a continuing professional development culture within the service.
- 16.2. Facilitate the learning and development of others.

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Realising Potential Together



16.3. Acts as a supervisor or mentor for staff and students.

16.4. Collaborate with service manager, the Higher Education Institute, practice tutors and regional facilitators to provide practice education opportunities for students.

16.5. Demonstrate skilled delivery and development of teaching and learning programmes relevant to area of speciality.

16.6. Deliver effective training and support to ensure the successful implementation of new initiatives.

16.7. Present at conferences and courses relevant to practice in competent and confident manner.

16.8. Contribute to under graduate and post graduate education within area of Occupational Therapy Clinical Specialist Competencies speciality.