

## **Competency development from role-emerging placements: A synthesis of the qualitative literature on students' perspectives**

Michelle Bissett, Lizzy Bagnall, Jacqueline Broadbridge  
*Griffith University, Queensland, Australia*

**Introduction:** Practice education is an integral aspect of pre-registration student curriculum. In recent times, role-emerging placements have been implemented internationally. In this model, students work in settings where there is not an established occupational therapy role and are supported by employees of the service with off-site occupational therapy supervision. The value of these placements in relation to student development has been questioned. To date, there has been no synthesis of the student experience against existing professional standards for student education.

**Objectives:** This review examined students' perceptions of competency development from role-emerging placements against the World Federation of Occupational Therapists' Minimum Standards for the Education of Occupational Therapists.

**Method:** A computerised search strategy was conducted in MEDLINE, CINAHL and ProQuest. Studies were included if they provided data from students about their experiences on a role-emerging placement, were published in English and in a peer-reviewed journal. Included papers were analysed using thematic analysis.

**Results:** A total of 54 articles were identified of which 15 articles were retained. Themes were built within the categories of 'knowledge', 'skills' and 'attitudes'. Students perceived competency development in all three categories. Students perceived enhanced professional identity as a key outcome arising from their role-emerging experiences.

**Conclusion:** Existing literature indicates that students develop professionally-valued knowledge, skills and attitudes from role-emerging placements. Findings from this review will be useful to occupational therapy educators in the consideration of the role emerging placements within occupational therapy curriculum.