



**Work Order Intellectual Output O1 Comparative Study -
Database VOCATIONAL TRAINING (Work Order 2)**

Project number: 201-1-DE02-KA202-005085

Project partner: University of Ruse

Authors:

Petya Mincheva, Elitsa Velikova

Content:

N	Topic	p.
I.	INTELLECTUAL OUTPUT 01 GERMANY "DATA BASIS VOCATIONAL TRAINING"	
I.1	Presentation of occupational training of occupational therapists in Germany	4
I.1.1	Curriculum for the practical training of occupational therapists in Germany	4
I.1.2	Substance distribution plan using the example of the state of Thuringia	8
I.1.2.1	Overall hours overview of theoretical and practical lessons	8
I.1.2.2	Overview of work experience - goals, content, competences	10
I.2	Legal requirements for the occupational training of occupational therapists in Germany	32
I.2.1	Legal Requirements for Vocational Training - Vocational schools, colleges, universities	32
I.2.2	Legal requirements for vocational training - employment agencies	32
I.2.2.1	Recommendation DVE	33
I.2.2.2	Requirements of the State Administration Office Thuringia - Minimum requirement	34
I.3	Bibliography for the database Germany	35
II.	INTELLECTUAL OUTPUT 01 BULGARIA "DATA BASIS VOCATIONAL TRAINING"	
II.1	Presentation of occupational training of occupational therapists in Bulgaria	36
II.1.1	Curriculum on occupational training of occupational therapists in Bulgaria	36
II.1.2	Substance distribution plan	39
II.1.2.1	Total hours overview of theoretical and practical lessons	41
II.1.2.2	Overview of on-the-job training - objectives, content, competences	44
II.2	Legal requirements for the occupational training of occupational therapists in Bulgaria	46
II.2.1	Legal Requirements for Vocational Training - Vocational schools, colleges, universities	46
II.2.2	Legal requirements for vocational training - employment	46
II.3	Bibliography for the database Bulgaria	47

III.	INTELLECTUAL OUTPUT 01 POLAND "DATA BASIS VOCATIONAL TRAINING"	
III.1	Presentation of occupational training of occupational therapists in Poland	48
III.1.1	Curriculum on occupational training of occupational therapists in Poland	48
III.1.2	Substance distribution plan	48
III.1.2.1	Overall hours overview of theoretical and practical lessons	48
III.1.2.2	Overview of on-the-job training - objectives, content, competences	48
III.2	Legal requirements for the occupational training of occupational therapists in Poland	52
III.2.1	Legal Requirements for Vocational Training - Vocational schools, colleges, universities	52
III.2.2	Legal Requirements for Vocational Training - Wards	57
III.3	Bibliography for the database Poland	58
IV.	SUMMARY COMPARISON OF COUNTRY SPECIFIC DATA TO WORK ORDER 2	
IV.1	Presentation of occupational training of occupational therapists in the participating countries	60
IV.1.1	Curriculum on occupational training of occupational therapists in the participating countries	60
IV.1.2	Substance distribution plans in the participating countries	60
IV.1.2.1	Total hours overview of theoretical and practical lessons	60
IV.1.2.2	Overview of Vocational Education - Objectives, Content, Competences	65
IV.2	Legal requirements for the occupational training of occupational therapists in the participating countries	69
IV.2.1	Legal Requirements for Vocational Training - Vocational schools, colleges, universities	69
IV.2.2	Legal requirements for vocational training - employment	70

I. INTELLECTUAL OUTPUT O1 GERMANY "DATA BASIS VOCATIONAL TRAINING"

I.1 Presentation of occupational training of occupational therapists in Germany

I.1.1 Curriculum of the practical training of occupational therapists in Germany^{1,2}

The Training and Examination Ordinance (APrV) for occupational therapists provides practical training in three areas:

- Psychosocial (psychiatric - psychosomatic) area
- Motor - functional or neurophysiological or neuropsychological area
- Working Therapeutic Area

As a recommendation, the APrV also states that a practical use should refer to children / adolescents, one to adults and one to older people.

The three internship areas are equal in terms of their time and include a minimum of 400 hours. The legislator has prescribed 120 additional hours, which are available for free distribution in the areas 1-3. In total, the practical training covers 1720 hours.

The aim of the practical training is to use the acquired knowledge and skills in the theoretical and practical teaching purposeful and patient-related and to give the students the opportunity to develop their own identity and competence. Students should be empowered to respond flexibly to treatment situations and deal constructively with criticism, as well as to participate in an interdisciplinary team. The focus is on the step-by-step learning of self-responsible therapeutic action, independent preparation of a treatment plan with regard to assessment, implementation of treatments, reflection, evaluation and documentation of patient-related data as well as organization and administrative tasks.

The practical training during the respective internships in the psychosocial area, in the motor-functional, neurophysiological or neuropsychological area and in the work-therapeutic area is divided into learning phases, which can be characterized in content and time as follows:

	Matter	Period of time	Content
Phase 1	Orientation and induction	Max. 2 weeks	Includes an observational participation in therapy sessions and subsequent reflection with the practitioner, familiarization with the institution-specific disease and disorder pictures, means and therapy concepts and should fill approximately the first fifth of the internship period.
Phase 2	Treatment under supervision	Max. 4 weeks	Builds on the first phase and includes a partially independent activity after instruction and under the direct supervision of the practitioner, such as: For example, the planning and execution of therapy sessions together with the practitioner and the guidance of individual clients should include the second and third fifths of the placement period.
Phase 3	Dependent work	Min. 6 weeks	Builds on the first two phases and includes a largely independent activity in the planning and implementation of therapy units and their documentation under supervision and reflection of the practical guide and should the last two Include one-fifth of the internship period.

¹Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

² Höhere Berufsfachschule für Ergotherapie. (). Handlungsrichtlinien für die praktische Aus bildung. S. 3 –11.Verfügbarunter:https://bs-heldrungen.ibkm-schulen.de/fileadmin/user_upload/pdf/Praktikumsunterlagen_ET.pdf

table 1: 3 Phase of internship

"From the involvement of the health care providers in the safety order of the health insurance companies (§ 2 Abs. 2 SGB V) shows that an approval can be granted only if the practice of remedies significantly for the treatment of the GKV insured person's available stands. The relevance is given if the treatment is open for at least 30 hours per week for eligible GKV insured. This does not apply to temporary absences during opening hours due to the performance of medically prescribed home visits and the provision of services in facilities according to § 11 Abs.2 HeilM-RL." ³

1.1 Overview of formulated guidelines and curricula based on the ErgThAPrV in Germany, sorted by federal states ⁴

Germany coun- try	Competent authority	Syllabus for occupational therapy
Baden – Württemberg	Ministry of Labor and Social Order, Family, Women and Seniors Baden- Württemberg Referat 34 (Nursing professions, professions in health care) Tel: 0711/ 123-3635 Fax: 0711/ 123-3927	Syllabi are not available; The schools have their own curricula, which are based on the Training and Examination Regulations for Occupational Therapy Education.
Bavaria	Ministry of Education, and Culture, Science and Art Salvatorstraße 2 80333 Munich direkt@bayern.de bayern.de www.km.bayern.de	http://www.isb.bayern.de/download/8697/lp-bfs-ergotherapie.pdf - Syllabus for vocational college - Substance distribution plan for theoretical and practical training - Created in 2001
Berlin	State Office for Health and Social Affairs Berlin I A 312 post office box 310929 10639 Berlin Frau Schüller Tel.: 030/ 90229-2139 Mail: iris.schueller@lageso.berlin.de	http://www.berlin.de/imperia/md/content/sen-gesundheit/gesundheits-berufe/lehrplan_ergotherapie.pdf?start&ts=1243253346&file=lehrplan_ergotherapie.pdf - Syllabus for vocational college - Substance distribution plan for theoretical and practical training - Created in 2003

³ GKV-Spitzenverband. (2018). Zulassungsempfehlung nach § 124 Abs. 4 SGB V für Heilmittelerbringer. S. 7. Verfügbar über: https://www.gkvspitzenverband.de/media/dokumente/krankenversicherung_1/ambulante_leistungen/heilmittel/heilmittel_zulassungsempfehlungen/20181102_Heilmittel_Zulassungsempfehlungen_Endfassung.pdf

⁴ Deutscher Verband der Ergotherapeuten (DVE). (2018). Anforderungen an Lehrkräfte in den einzelnen Bundesländern. Verfügbar über: https://dve.info/attachments/article/1366/2018_Voraussetzungen%20f%C3%BCr%20Lehr-%20und%20Leitungskr%C3%A4fte%20an%20Berufsfachschulen.xlsx

Brandenburg	Department of Health, Unit G1 Academic Health Professions and Health Professions, State Office for the Environment, Health and Consumer Protection, mailing address: post office box 60 10 61, 14410	The curricula are created by the respective schools. A syllabus must be used to demonstrate that the theoretical and practical instruction listed in Appendix 1 ErgThAPrV is carried out.
Bremen	Senator for Science, Health and Consumer protection Contrescarpe 7228195 Bremen http://www.gesundheit.bremen.de/office@gesundheit.bremen.de	Oriented on the "Berlin Curriculum for Occupational Therapy Education"
Hamburg	Department of Health and Consumer Protection Department of Health Professionals / G1140 Billstraße 80, 20539 Hamburg Tel.: +49-40-428 37 - 3787 Fax: +49-40-427-3-10108, E-Fax: +49-40-4 279 48 - 379 http://www.hamburg.de/gesundheitsfachberufe/	A syllabus must be used to demonstrate that the theoretical and practical instruction listed in Appendix 1 ErgThAPrV is carried out.
Hessen	regional council of Darmstadt Department II 24 - Occupational Therapy, Speech Therapy, Rescue Luisenplatz 2 64283 Darmstadt Tel.: +49 (6151) 12 5210 Fax: +49 (6151) 12 5722	A syllabus must be used to demonstrate that the theoretical and practical instruction listed in Appendix 1 ErgThAPrV is carried out.
Mecklenburg – Vorpommern	State Office for Health and Social Affairs Mecklenburg-Vorpommern Department 3 State Examination Office for Health Professions Erich-Schlesinger-Straße 35 18059 Rostock Tel. 0381 331-59115 Fax 0381 331-59045	A syllabus must be used to demonstrate that the theoretical and practical instruction listed in Appendix 1 ErgThAPrV is carried out.
Lower Saxony	Lower Saxony provincial school authority - authority management Auf der Hude 221311 Lüneburg post office box 2120 21311 Nüneburg, Tel. 04131 15-0 Regional Departments in Braunschweig, Hannover, Osnabrück http://www.landesschulbehoerdeniedersachsen.de/	http://www.nibis.de/nli1/bbs/archiv/rahmenrichtlinien/ergo.pdf - Setting Policies - Learning field description with assignment to ErgThAPrV - Created 2002

North Rhine Westphalia	District Government Dusseldorf Department 24 (Public Health, Medical and Pharmaceutical Affairs, Social Welfare, Hospital Funding, State Examination Office for Medicine, Psychotherapy and Pharmacy) Am Bonneshof 35 40474 Düsseldorf	A syllabus must be used to demonstrate that the theoretical and practical instruction listed in Appendix 1 ErgThAPrV is carried out.
Rhineland Palatinate	State Office for Social Affairs, Youth and Supply Baedekerstraße 2-20 56073 Koblenz	There is no fixed syllabus, the schools develop self-responsibility curricula, taking into account the legal requirements
Saarland	State Office for Social Affairs Central office for health professionals Hochstraße 67 66115 Saarbrücken Telefon: 0681/9978-4304 Fax: 681/9978 399	A syllabus must be used to demonstrate that the theoretical and practical instruction listed in Appendix 1 ErgThAPrV is carried out.
Saxon	Saxon State Ministry of Culture Carolaplatz 1, 01097 Dresden, Postanschrift: post office box 10 09 10, 01079 Dresden Tel.:+49 351 564-0 Fax: 0351 564- 2554 Saxon Education Agency Chemnitz Annaberger Straße 119 09120 Chemnitz, post office box 13 34, 09072 Chemnitz Tel.: +49 371 5366-159 Fax: +49 3715366491	http://www.schule.sachsen.de/lpdb/web/downloads/lp_bfs_ergotherapeut_2004_2012.pdf?v2 - Syllabus for vocational college - Substance distribution plan for theoretical and practical training - Created in 2012
Saxony-Anhalt	Ministry of Education of Saxony-Anhalt Turmschanzenstraße 32 39114 Magdeburg	https://www.bildung-lsa.de/files/58acf136c9cfe4ae0ba13b3c2f7bcb58/rrlbf-sergoges.pdf - Framework guidelines occupational therapy vocational school - Breakdown of content and objectives of training - Created 2009
Schleswig – Holstein	Ministry of Social Affairs, Health, Family and Equality Adolf-Westphalstr. 4 24143 Kiel	Syllabi are not available; The schools have their own curricula, which are based on the Training and Examination Regulations for Occupational Therapy Education.

Thuringia	Thuringian Ministry of Education, Science and Culture as well Thuringian Institute for Teacher Training, Curriculum Development and Media	https://www.schulportal-thueringen.de/lehrplaene <ul style="list-style-type: none"> - Syllabus for vocational college - Substance distribution plan for theoretical and practical training - Created in 2015
------------------	---	--

I.1.2 Substance distribution plan using the example of the state of Thuringia

I.1.2.1 Overall hours overview of theoretical and practical lessons

Learning area	Total hours paid	More practical classes
Professional, law and state	50	
Technical language, scientific work, Technical English	100	
Medical basics		
Foundations of Health Education and Hygiene	30	
Biology, anatomy, physiology	220	
General Disease	30	
Special disease teaching	280	
Medica	20	
Fundamentals of occupational medicine	30	
First aid	20	
Social science basics		
Psychology and education	210	
special education	50	
Medical sociology and gerontology	70	
Occupational Therapeutic Agents		
Craft and design techniques	500	400
Games, tools, tracks and technical media	200	170
Basics of occupational therapy	160	60
Motor-functional treatment methods	140	60
Neurophysiological treatment procedures	140	60
Neuropsychological treatment procedures	140	60
Psychosocial treatment procedures	140	60
Working therapy procedures	100	
Adaptive procedures in OT	50	
Prevention and rehabilitation	40	
For distribution to the learning areas of the theoretical and practical lessons	60	

total hours	2780	870
Practical training		
psychosocial (psychiatric / psychosomatic) area		400
motor-functional, neurophysiological or neuropsychological Area		800
Working therapy area		400
For distribution to the areas of practical training		120
Total hours		1720

table 2: Theoretical and practical lessons Thuringia

Theory and practice Lessons Theoretic lesson = TU; Practical lessons= PU

Learning area	Total hours		1. year of training		2. year of training		3. year of training	
	TU	PU	TU	PU	TU	PU	TU	PU
Professional, law and state customer	50		30		20			
Jargon, scientific Work	100		60		20		20	
Foundations of Health Education and hygiene	30		30					
Biology, Anatomy, physiology	220		200				20	
General Disease	30		30					
Special disease teaching	280		40		160		80	
Medica	20		20					
Fundamentals of occupational medicine	30				30			
First aid	20		20					
Psychology and education	210		120		60		30	
Disabled pedagogy	50				30		20	
Medical sociology and gerontology	70						70	
Craft and design techniques	100	400	60	200	20	100	20	100
Games, Tools, Rails and technical media	30	170	30	40		65		65
Basics of occupational	100	60	80		20	30		30

therapy								
motor-functional treatment methods	80	60	40	30	20	20	20	10
Neurophysiological treatment methods	80	60	30	20	30	20	20	20
Neuropsychological treatment methods	80	60	30	20	30	20	20	20
Psychosocial treatment procedures	80	60	40	30	20	20	20	10
Working therapy methods	100		100					
Adapting methods in occupational therapy	50		50					
Prevention and rehabilitation	40						40	
Total TU + PU	1850	870	1030	340	450	275	380	255
Distribution hours on TU and PU	50							
Total TU + PU for individual training years	2770		1370		725		635	

table 3: Learning areas divided into theoretical and practical lessons

I.1.2.2 Overview of work experience - goals, content, competences

Objectives of competence development in the field of craft and design techniques⁵

The field of craft and design techniques aims at the acquisition of competencies in the application, execution, analysis and reflection of various craft and design techniques. The future occupational therapists deal with the techniques, media and means of this learning area and evaluate their importance in occupational therapy.

hour distribution	Theory	Methodical instruction
specialist knowledge	40	
clay	8	52
wood	8	52
rattan	8	52
Paper / Cardboard / Creative Design	8	52
Other materials	28	192

table 4: Schedule of hours of manual tuition

⁵ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 88 – 93. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

Expertise

The competence in the field of craft and design techniques includes u. a.

- the ability to thoroughly discuss the importance of crafting occupational therapy
- Knowledge of the selection and application of various craft techniques in OT context
- Knowledge of materials, work techniques and products of various craft and design techniques, especially clay, wood, rattan, paper/cardboard/artistic design **methodological skills**. The methodological competence in the field of craft and design techniques includes

u. a.

- the selection of materials, work techniques and tasks, taking into account occupational therapy aspects
- The correct execution and guidance of various craft and design techniques including workplace design, ergonomics and work safety
- The adaptation of the techniques and tasks to the individual resources or impairments of the activities and participation of the client

Self-competence

The self-competence in the field of craft and design techniques includes u. a.

- The willingness to appropriate self-awareness in dealing with all the techniques and materials mentioned
- the ability to realistically assess your own craft and design skills
- the responsible and economical use of materials **social skills**

The social competence in the field of craft and design techniques includes u. a.

- the willingness to partner and group work in the testing of selected plant techniques and materials
- the ability to critically reflect on work processes and outcomes
- Sovereignty in dealing with conflicts

Content-related skills

Importance of handicraft in occupational therapy (about 6 hours)	
topic	The student can
Craft - a means in	<ul style="list-style-type: none"> - reflect and evaluate craft as a therapeutic medium, as well as activity and purposeful activity. - characterize the significance of handicraft in occupational therapy over the course of time.
Working techniques (about 24 hours)	

Constructive and structured and creative design elements	<ul style="list-style-type: none"> - Describe the characteristics and framework conditions of a structurally structuring technique with regard to planning and work flow. - name and justify associated occupational therapy goals and indications. - characterize the creativity process and the theory of object relations. - Describe the characteristics and framework conditions of a creative and creative technique. - re-reflect the process of dealing with material and theme in the context of spontaneity, feelings and intentions. - name and justify associated occupational therapy goals and indications.
Therapeutic application of technique and patient guidance, criteria for the therapeutic relevance of a technique (about 50 hours)	
Criteria for	<ul style="list-style-type: none"> - Analyse which content-related focal points of a craft technique can be used therapeutically or to what extent they can serve a goal implementation. - Assess which motor, cognitive, perceptual and socio-emotional requirements make the implementation of a manual technique to the client. - Name tools and adaptations when using the different crafting techniques. - Identify and justify indications and contraindications of the use of the various craft techniques.
Basics of patient guidance	<p>different possibilities and methods of learning new techniques, such. B.</p> <p>Learning on the model (4-step action planning)</p> <p>Learning as instructed (text-based work)</p> <p>self-discovery / experimental learning</p> <p>describe and apply explain and implement feedback options.</p>

table 5: Theoretical instruction - skilled crafts

The following structuring is to be transferred to the craft areas (clay, wood, rattan, paper / cardboard / visual design, other materials):

Material and Tooling (about 60 hours)	
material Science	<ul style="list-style-type: none"> - typical materials regarding <ul style="list-style-type: none"> • Origin or production • Properties • Processing way • Storage / Preparation describe - properly handle the materials

tools Teaching	<ul style="list-style-type: none"> – correctly name typical tools for the respective manual technique. – Describe the functions and properties of these tools. – use these tools properly and professionally. – assess the risks associated with using the tools and avoid accidents. – name selected adaptations for tools and assess their suitability for specific tasks.
Work processes (about 300 hours)	
Simple and complex tasks	<ul style="list-style-type: none"> – specify various factors that affect the difficulty level of a task (e.g. time factor). – master simple tasks and then increasingly complex tasks / manufacture work pieces while adhering to dimensional, time and planning requirements. – Realistically estimate their own abilities and skills with regard to the respective craft technique. – with the respective craft techniques different topics, such as: <ul style="list-style-type: none"> • abstract or concrete topics • Subject-related or sentimental topics • edit subject-related or interaction-related topics.
Individual work and group work	<ul style="list-style-type: none"> – Produce an individual work piece after independent planning in individual work. – plan and produce a common piece of work with other students. – reflect the manufacturing process of the work piece.
Working according to instructions and free planning	<ul style="list-style-type: none"> – Initially, according to the instructions, later on self-standing, according to own planning, to create techniques or work pieces. – Assign tasks first after instruction, then increasingly independently on own planning. – guide other people in selected techniques. – There are different instruction variants (e.g. oral / written instructions)
Independent development of a technology	<ul style="list-style-type: none"> – Selected techniques regarding <ul style="list-style-type: none"> • Materials Science • Tool Customer • Processes • Work planning independently (e.g. based on a lead text).
Manual and machine work	<ul style="list-style-type: none"> – describe and clarify framework conditions for manual and Machinery work. – Use selected machines properly and taking into account occupational safety.

Work organization including planning, preparation, Workplace design, ergonomics (about 60 hours)	
Planning and preparation	<ul style="list-style-type: none"> - plan the necessary work steps for the execution of a task in a meaningful order and present this planning orally or record it in writing. - Select suitable materials for given tasks and collect material requirements. - store and prepare the required materials and resources correctly.
Workplace design and ergonomics	<ul style="list-style-type: none"> - create suitable framework conditions for the respective task. - independently set up the workplace according to the crafting technique and task setting. - make his workplace ergonomic. - Implement the basics of ergonomic workmanship in the implementation.

Table 6: Methodical teaching - craft and design techniques with different materials

Objectives of competence development in the learning area Games, aids, rails and technical media⁶

In the learning area of games, aids, rails and technical media, the teaching of competences takes place with regard to the analysis and application of games, aids, tracks and technical media. The future occupational therapists deal with the media of this learning area and evaluate their importance as a means and method in occupational therapy.

Expertise

The competence in the field of games, aids, rails and technical media includes u. a.

- to demarcate the terms play, aids, rails, technical media from each other and to characterize their meaning for occupational therapy
- knowledge of various types of tools and rails and their applications
- the critical reflection of possibilities and limitations with regard to the production of splints and aids in occupational therapy
- Knowledge of standard and therapeutic software and their occupational therapy application

Methodological skills

The method competence in the learning area games, aids, rails and technical media includes u. a.

- the production, testing and evaluation of games and aids according to the occupational therapy measures
- the experimental handling of thermoplastic material for rail production
- the exemplary analysis and application of selected technical media
-

- Self-competence

The self-competence in the learning area games, aids, rails and technical media in-

⁶ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 88 – 93. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

cludes u. a.

- the willingness to appropriate self
- awareness in dealing with all the media mentioned
- the ability to handle critical and self
- critical media

-

- **Social skills**

The social competence in the field of games, aids, rails and technical media includes u. a.

- the willingness to partner and group work on the testing of selected media and resources
- the ability to communicate in the group and with clients in the practice facilities regarding the possibilities and limits of the use of selected media

Content-related skills

Topic	The student is in the position
Games and their therapeutic use (approximately 80 hours)	
Introduction	<ul style="list-style-type: none"> - To characterize the term games and understand it as elementary part of humans activities. - To display the meaning of the game to adults and children alike. - To state the cultural, historical and social influences regarding the game - To give an overview about different varieties of games (board games, strategy games u. a.).
	<ul style="list-style-type: none"> - To explain application possibilities of the medium game in accordance to the occupational therapy <ul style="list-style-type: none"> • motoric-functional treatment • sensomotoric -perceptive treatment • brain-performance training/ neuropsychological oriented treatment • psychological-functional treatment
game development	<ul style="list-style-type: none"> - to characterize the game development - to explain the different varieties of games (e.g. subsequent to the Piaget: practice game, symbol game, non-simulation game). Games, that correlate to the measures of occupational therapy - to analyse certain games (e.g. connect four, solitaire) with regard to the motoric demands - to critically evaluate games based on the relevancy in regards to occupational therapy, as well as discuss modification possibilities
sensomotoric-perceptive treatment	<ul style="list-style-type: none"> - selected games for every age group (e.g. movement games, sports games, rhythm games, games of perception) to analyse regarding the sensomotoric-perceptive requirements - to critically evaluate games in regard to the relevancy of the occupational therapy - to guide through certain games

brain-performance chological oriented treatment	<ul style="list-style-type: none"> – to analyse certain games (e.g. concentration games, tangram, puzzles, read-, write and arithmetic games) regarding cognitive requirements – to critically evaluate games based on the relevancy in regards to occupational therapy, as well as discuss modification possibilities
psychological- functional treatment	<ul style="list-style-type: none"> – to analyse certain games (e.g. pedagogic games, role play) regarding the interactional needs and the emotional effects – to critically evaluate games regarding the relevancy of occupational therapy – to guide through certain games
Create a game	– to design, create, test, guide and evaluate a game
Celebrations and public holidays	<ul style="list-style-type: none"> – to give an overview about all celebrations and public holidays – to characterize the historical meaning behind certain holidays – to determine fundamental basic conditions for the creation of a certain ceremony – to organize and carry out a ceremony in the course of a venture (u.U. in conjunction with a praxis)
Wheelchairs, tools and splints (approximately 60 hours)	
Introduction	– to comprehend the interfaces of this learning area to the adapting procedure
Basic knowledge about tools and wheelchairs	<ul style="list-style-type: none"> – to define and distinguish the terms tools and care aids in accordance with the social security statute book – to characterize the aid register of the umbrella organisations of health insurance – to determine, if a certain tool is listed in the aid register – to name sources of supply of wheelchairs and tools – to give an overview about tools in the various ADL areas – to characterize the structure and the handling of wheelchairs – to compose and describe tools for certain clinical pictures (e.g. Parkinson's disease)
Personal experience with tools and wheelchairs	<ul style="list-style-type: none"> – to test wheelchairs and tools in accordance with the special-material circumstances – to reflect on the advantages and disadvantages of chosen tools to develop understanding for special situations of wheelchair users and recognize their problems to plan and carry out the project "paramedical home service"

Manufacturing and adaptation of tools	<ul style="list-style-type: none"> - to create tools in accordance with the special-material circumstances (e.g. stocking puller) - to create a tool for occupational therapy due to individual case examples (e.g. counting tools) - to adapt chosen tools (e.g. rollator) - splint studies - to characterize different materials, implements and component parts for the creation of splints - to explain indications for the splints provision - to categorize support- and function splints
Splint production	<ul style="list-style-type: none"> - to set up a workplace for splint production - to create an individual cutting pattern considering anatomic basics - to produce an exemplary support splints under qualified supervision - to create a finger splint - to explain the necessary work steps and reflect the specific material features
Adjustment standardized splints	<ul style="list-style-type: none"> - to customize a selected standardized splint and explain the handling to the patient
Technical Media and their use (approximately 60 hours)	
Audio-visual media and their therapeutic meaning	<ul style="list-style-type: none"> - to present the meaning of technical media and PC in today's living- and working environment - to deal safely with chosen audio-visual media (e.g. beamer, overhead projector, video camera) - to describe the meaning of audio-visual media in a variety of departments <p>to illustrate potential applications of the PC in the occupational therapy (e.g. regarding therapy preparation, documentation, PC as a way of treatment) -</p>
Basics of computer technology	<ul style="list-style-type: none"> - to use the standard programs Word, Excel, Paint & PowerPoint. - to evaluate standard programs regarding their therapeutic relevancy - to research relevant technical literature of occupational therapy
EDV and documentation of occupational therapy	<ul style="list-style-type: none"> - to create an institution-specific documentation (e.g. internship report) - to give an overview about software suitable for practice management

Relevant software therapy and it's use	<ul style="list-style-type: none"> – to describe and use chosen curative programmes (e.g. Cogpack, Re- hacom, Rigling-Programmes, exer- cise- and digital modulation pro- grammes for children, relevant soft- ware for occupational therapy) with regard to the area of application, development & fundamental han- dling – to analyse curative programmes and customary programmes with regard to different requirements (e. g. neu- ropsychological) – to choose and maybe even adapt programmes or exercises corre- sponding to the abilities of the pa- tient – to create different kinds of thera- peutic material with the assistance of the PC (e.g. picture cards, puz- zles, worksheets)
Bio-/Neurofeedback	<ul style="list-style-type: none"> – to explain the basics of Neurofeed-back – to describe applications of occupational therapy
Present developments	<ul style="list-style-type: none"> – to discuss and follow present devel- opments in the work area „technical media in occupational therapy“ (e.g. use of game consoles)
Adaption of electronic aids for working with the Computer and their therapeutic use	<ul style="list-style-type: none"> – to indicate therapy relevant tech- nical assistance to give an overview about accessi- bility features for the mentally and physically handicapped (e.g. special keyboards, mouse variation, acces- sibility support)

table 7: Learning area Games, tools, tracks and technical media

Objectives of competence development in the learning area Basics of occupational therapy ⁷

Professional Concept for Acquisition of Competences The field of Basic Therapy encompasses a broad theoretical area, which represents specific knowledge and justifies practice. The specific perspective on the basic assumptions and processes of occupational therapy, which is anchored in this subject, is based on sources of knowledge in reference sciences. Occupational theory and practice include a multitude of recurring situations and topics that are dealt with and discussed in the learning area of occupational therapy in an interdisciplinary or subject-integrating manner. The learning area thus has a guiding and integration function.

Expertise

The competence in the field of learning in the basics of occupational therapy includes u. a.

- to understand the perspectives of the natural and social sciences and to recognize and act on possible problems resulting therefrom for occupational therapy, in particular using conceptual models of occupational therapy
- The presentation and description of common aspects of the occupational therapy theory and practice, the identity and occupational therapy role as well as the treatment procedures
- The perception and explanation of the meaning and content or goals of reference sciences, occupational therapy models and quality management in occupational therapy- the understanding and application of essential theories of communication, self and other perceptions, theories of action and the therapeutic process

⁷ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 141 - 144. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

- the awareness that occupational therapy does not place the disease at its very center but deals with its effects on the lifeworld of the individual, and consequently requires adequate mediation and guidance in the therapeutic procedure

methodological skills

The methodological competence in the learning area basics of occupational therapy includes u. a.

- the ability to conduct a client - centered conversation
- The ability to plan, perform, evaluate and document the occupational therapy process independently and client-centered
- The ability to inform, advise and guide clients and relatives properly and professionally

Self-competence

The self-competence in the learning area basics of occupational therapy includes u. a.

- the ability to reflect on one's own role as a therapist and self-critically assess and evaluate them
- offer the client solution strategies
- the knowledge of the need to work with relatives as an important factor in the success of a therapy
- The ability to action-oriented and client-centered therapeutic action
- the ability to plan, guide and reflect group processes
- Understanding the importance of one's role in therapy as the decisive factor in therapy
- the ability to perceive and reflect one's own feelings and related behaviour
- the ability to analyse and critically question one's own professional competence

social skills

The self-competence in the learning area basics of occupational therapy includes u. a.

- The ability to independently handle occurring problems, to discuss in a team and to

Objectives of competence development in the psychosocial (psychiatric / psychosomatic) field ⁸

Practical training in the psychosocial (psychiatric / psychosomatic) field seeks to acquire skills in the planning, execution, analysis and reflection of various psychosocial treatment methods as well as client-centered interviewing. The future occupational therapists deal with the knowledge and skills acquired in theoretical education in this field of study and transfer this to the practical work with the clients. Professional conception for competence acquisition

Expertise

Competencies in the practical training in the psychosocial (psychiatric / psychosomatic) area include u. a.

- the ability to develop the facility-specific treatment concept and organizational processes
- the understanding of the functions and tasks of the respective occupational groups as well as the importance of interdisciplinary co-operation
- The independent transfer of theoretical knowledge into practice or the independent development of new subject-specific knowledge by means of literature and Internet research

⁸ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 141- 44. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

- the ability to create a client-centered goal setting and therapy planning as well as reflecting, analysing and documenting therapy sessions

methodological skills

The methodological competence in the practical training in the psychosocial (psychopsychiatric / psychosomatic) area includes u. a.

- The independent acquisition of client data as well as the collection of a psychosocial finding- by questioning, observation and if necessary testing
- The ability to communicate empathically, authentically and without prejudice with the Clients as well as the analysis and avoidance of communication problems
- the adequate, client-centered selection and implementation of psychosocial methods and
- Media taking into account the clinical picture
- the correct planning, execution and guidance of different psychosocial treatment methods- including their reflection
- the adaptation of the framework conditions and tasks to the individual resources- or
- impairments of activities and participation of the client

self-competence

The self-competence in the practical training in the psychosocial (psychiatric / psychosomatic) area includes u. a.

- The willingness to appropriate self-awareness in dealing with mentally ill people
- the self-critical assessment of one's own therapeutic skills
- the perception and acceptance of personal limits and the use of measures for mental hygiene

social skills

The social competence in the practical training in the psychosocial (psychiatric / psychosomatic) area includes u. a.

- the ability to build a therapist-client relationship
- the empathetic and appreciative treatment of the various climates
- the clear and structured guidance of clients as well as appropriate assistance
- the adequate management of group therapies including client support
- group conflicts- developing problem-solving strategies for dealing with difficult climates

Content-related skills

Introductory or observation phase (about 80 hours)

Topic	The student is in the position
Basic conditions of the practice facility and tasks of the individual	– to characterize and include premises, organisation, structure, concept of the “total facility” and the department of occupational therapy
occupational groups	– to explore and differentiate tasks and functions of professional groups of the multi professional teams – to measure the meaning of the expertise in multi professional teams

Psychosocial expertise as well as re- sources and methods	<ul style="list-style-type: none"> – to communicate the in theoretical instructions acquired expertise and transfer it to the practical work – Gaps in knowledge through self-con- tained, goal-oriented literature studies or Internet research close. – in the context of internships with practical trainers a criteria-oriented – Observation, log these and considering the distinction to interpretation, evaluate. – Try out important media and resources yourself and them – Analyse possible applications. – Possibilities of patient care and use of the different psychosocial treatment methods – Observe and re-reflect observations.
Therapist-client relationship	– establish first cooperative contacts with the clients and record their individual situation.

Table 8: Phase 1 - psychosocial (psychiatric / psychosomatic) area

Phase of guided activities (about 160 hours)

Topic Coping with occupational therapy Process in psychosocialArea under assistance the practice leader

The student is in the position create a systematic occupational therapy anamnesis using medical records, client interviews and inter- views with the therapeutic team.

- to draw up a specific psychosocial finding and to document and evaluate it in a suitable jargon.
- to try out specialist and / or institution-specific psychosocial assessments in subject-specific lessons.
- carry out the process of goal setting and goal definition in cooperation with the client under guidance.
- Structure and hierarchize treat- ment goals.
- create a targeted therapy plan and formulate hypotheses on the effec- tiveness of the chosen therapy methods and media and social form.
- Systematically reflect, document and evaluate the course of treat- ment.
- comment on and evaluate the cli- ent's own actions and reactions.
- adapt the course of therapy with the help of the practical guide.
- Develop the therapist-client relationship through adequate interaction and communication.
- name and discuss learning progress and difficulties in a reflexive way with the practical instructor and / or the supervising teacher.

Table 9: Phase 2 - psychosocial (psychiatric / psychosomatic) area

Phase of self-employment (about 160 hours)

Topic	The student is in the position
-------	--------------------------------

Independent coping the occupational therapy process in the psychosocial field	<ul style="list-style-type: none"> - independently master the occupational treatment process in the psychosocial area. - safely apply and evaluate psychosocial assessments in subject-specific instruction and / or institution-specific assessment. - Treat clients with different symptoms client-oriented and professionally. - Adapt therapy methods, therapy media and the course of therapy according to the findings. - Critically reflect on your own treatment. - document the course of treatment self-constantly and with the safe use of specialist terminology. - create a psychosocial treatment report as far as possible on its own.
---	--

Table 10: Phase 3 - psychosocial (psychiatric / psychosomatic) area

Objectives of competence development in the motor-functional, neurophysiological or neuropsychological field⁹

Practical training in the motor-functional, neurophysiological or neuropsychological field aims at the acquisition of competences with regard to the planning, execution, analysis and reflection of various specialist treatment methods as well as a patient-oriented discussion. The future occupational therapists deal with the acquired knowledge and skills of this learning area and transfer this to the practical work with the patients.

Professional conception for competence acquisition expertise

The expertise in practical training in the motor-functional, neurophysiological or neuropsychological area includes u. a.

- the ability to develop the facility-specific treatment concept and organizational processes
- the understanding of the functions and tasks of the respective professional groups as well as the importance of interdisciplinary cooperation
- The independent transfer of theoretical knowledge into practice or the independent development of new subject-specific knowledge by means of literature and Internet research
- the ability to create a patient-centered goal setting and treatment planning as well as reflecting, analysing and documenting therapy sessions

methodological skills

The methodological competence in practical training in the motor-functional, neurophysiological or neuropsychological area includes u. a.

- The independent acquisition of client data and the collection of a functional finding ~~by means of observation~~, testing, measurement and survey
- the ability for subject-specific patient-centered communication
- The adequate, patient-centered selection and implementation of appropriate meth-

⁹ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 145 - 148. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

ods and media, taking into account the disease profile

- The correct planning, execution and guidance of various psycho-social treatment methods including their reflection
- The adaptation of the framework conditions and tasks to the individual resources or impairments of the activities and participation of the client

self-competence

Self-competence in practical training in the motor-functional, neurophysiological or neuropsychological area includes u. a.

- The willingness to appropriate self-awareness in dealing with physically and cognitively impaired people
- the self-critical assessment of one's own therapeutic skills
- the perception and acceptance of personal stress limits and use of measures for mental hygiene

social skills

The social competence in practical training in the motor-functional, neurophysiological or neuropsychological area includes u. a.

- the ability to build a therapist-patient relationship
- the empathetic and appreciative treatment of the various climates
- the clear and structured guidance of patients as well as appropriate assistance
- the adequate management of patient groups according to the symptoms

Content-related skills

Introductory or observation phase (about 80 hours)

topic	The student is in the position
Framework conditions of the practice and duties of the individual professions	<ul style="list-style-type: none"> - register and characterize the premises, organization, structure and concept of the entire facility and the occupational therapy department. - explore and distinguish the roles and functions of the professions of the multi-professional team. - grasp the importance of professional skills in the multi-professional team.
Motor-functional, neurophysiological and neuropsychological expertise as well as means and methods	<ul style="list-style-type: none"> - transfer the knowledge acquired in theoretical education to practical work. - Close knowledge gaps by means of independent, goal-oriented literature studies or internet research. - Conduct a criteria-oriented observation in the context of internships with practical trainers, log them and evaluate them for interpretation, taking account of the delimitation. - Try out important media and resources yourself and analyse their possible uses. - Observe and reflect on the possibilities of patient guidance and the use of the various subject-specific treatment methods by means of internships.

Therapist-patient relationship	<ul style="list-style-type: none"> – erste kooperative Kontakte zu den Klienten herstellen und deren individuelle Situation erfassen.
--------------------------------	--

Table 11 Phase 1 - in the motor-functional, neurophysiological or neuropsychological field

Phase of guided activities (about 160 hours)

topic	The student is in the position
Coping with occupational therapy Process in the motor-functional, neurophysiological or neuropsychological area under the guidance of the practitioner	<ul style="list-style-type: none"> – create a systematic occupational therapy history. – Obtain a specific motor functional, neurophysiological or neuropsychological finding and document and evaluate it in a suitable jargon. – rehearse knowledgeable and / or institution-specific assessments in subject-specific lessons. – Conduct the process of goal setting and goal definition in collaboration with the patient under supervision. – Structure and hierarchize treatment goals. – create a targeted therapy plan and formulate hypotheses on the effectiveness of the chosen therapy methods and media and social form. – Systematically reflect, document and evaluate the course of treatment. – Comment on and evaluate the patient's own actions and reactions. – adapt the course of therapy with the help of the practical guide. – to name and discuss learning progress and difficulties in a reflexive way with the practitioner and / or the supervising teacher

Table 12: Phase 2 - in the motor-functional, neurophysiological or neuropsychological field

Phase of self-employment (about 160 hours)

topic	The student is in the position
--------------	---------------------------------------

<p>Independent coping the occupational therapy process in motor-functional, neurophysiological or neuropsychological Area</p>	<ul style="list-style-type: none"> - independently master the occupational therapy treatment process in these specialist areas. - safely apply and evaluate assessments and / or institution-specific assessments in subject-specific lessons. - treat clients with different symptoms patient-oriented and professional. - Adapt therapy methods, therapy media and the course of therapy according to the findings. - Critically reflect on your own treatment. - document the course of treatment self-constantly and with the safe use of specialist terminology. - create a motor-functional, neurophysiological or neuropsychological treatment report as far as possible independently.
---	---

Table 13: Phase 3 - in the motor-functional, neurophysiological or neuropsychological field

Objectives of competence development in the work-therapeutic area ¹⁰

Practical training in occupational therapy aims at acquiring competences in the planning, execution, analysis and reflection of various occupational therapy concepts and intervention strategies as well as client-centered interviewing. The future occupational therapists deal with the acquired knowledge and skills of this learning area and transfer this to the practical work with the clients.

Professional conception for competence acquisition

Expertise

The expertise in practical training in the occupational therapeutic area includes u. a.

- the ability to develop the facility-specific treatment concept and organizational processes
- the understanding of the functions and tasks of the respective professional groups as well as the importance of interdisciplinary cooperation
- The independent transfer of theoretical knowledge into practice or the independent development of new subject-specific knowledge by means of literature and Internet research
- Assessing work behavior and statements to future performance
- the ability to create a client-centered goal and therapy planning as well as
- reflecting, analysing and documenting therapy sessions

- **Methodological skills**

The methodical competence in the practical training in the work-therapeutic area includes u. a.

- the independent acquisition of client data as well as the collection of a work-related medical finding by means of questioning, observation and testing
- the ability to communicate empathically, authentically and unbiasedly with clients,

¹⁰ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 149 - 152. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

and to analyse and avoid communication problems

- The adequate, client-centered selection and implementation of occupational therapy and work
- educational methods and media, taking into account the specific illness or disability.
- The correct planning, execution and guidance of various work-therapeutic and work-educational treatment units, including their reflection
- The adaptation of the framework conditions and tasks to the individual resources or impairments of the activities and participation of the client
- the targeted promotion of instrumental and socio-emotional capabilities as well as the gradual promotion in training groups

self-competence

The self-competence in the practical training in the work-therapeutic area includes

u. a.

- The willingness to appropriate self-awareness in dealing with mentally ill people, mentally and / or physically disabled people and accident victims.
- the self-critical assessment of one's own therapeutic skills- the perception and acceptance of personal stress limits and use of measures for mental hygiene

Social skills

The social competence in the practical training in the work-therapeutic area includes

u. a.

- the ability to build a therapist-client relationship
- the empathetic and appreciative treatment of the various climates
- the clear and structured guidance of clients as well as adequate assistance
- developing problem-solving strategies for dealing with difficult clients

Content-related skills

Introductory or observation phase (about 80 hours)

topic	The student is in the position
Framework conditions of the practice facility and tasks of the individual occupational groups	<ul style="list-style-type: none"> - record and characterize the premises, organization, structure and concept of the whole facility and the occupational therapy department. - the tasks and functions of the professional groups of the multiprofessional - Explore and differentiate teams. - grasp the importance of professional skills in the multi-professional team.

Working therapeutic expertise's well as means and methods	<ul style="list-style-type: none"> - transfer the knowledge acquired in theoretical education to practical work. - Close knowledge gaps by means of independent, targeted literary studies or internet research. - in the context of internships with practical trainers a criteria- oriented - Carry out observation, log it and evaluate it according to the definition for interpretation. - Try out important job offers, techniques and tools yourself and analyse their possible uses. - observe and re-reflect the possibilities of patient guidance and the use of the various work-therapeutic and pedagogical treatment methods by means of internships.
Therapist-client relationship	<ul style="list-style-type: none"> - establish first cooperative contacts with the clients and record their individual situation.

Table 14: Phase 1 - occupational therapy area

Phase of guided activities (about 160 hours)

<p>Topic Coping with occupational therapy Process in the work-therapeutic Area under the guidance of the practice instructors</p>
<p>The student is in the position</p> <ul style="list-style-type: none"> create a systematic work and work history using medical records, client interviews and interviews with the therapeutic team. - establish a specific occupational- therapeutic finding and document and evaluate it in appropriate jar- gon. - Carry out an individual workplace analysis. - Create requirement and performance profiles. - Test occupational and / or psycho- social assessments that are familiar with or specific to specific sub- jects, as well as standardized re- hearsal and therapy concepts. - perform the process of goal setting and goal definition in cooperation with the client under guidance. - Structure and hierarchize treat- ment goals. - create a targeted therapy plan and formulate hypotheses on the effec- tiveness of the chosen therapy methods and media and social form. - Systematically reflect, document and evaluate the course of treat- ment. - comment on and evaluate the client's own actions and reactions. - adapt the course of therapy with the help of the practical guide. - Develop the therapist-client relationship through adequate interaction and communication. - to name and discuss learning progress and difficulties in a reflexive way with the practitioner and / or the supervising teacher.

Table 15: Phase 2 - occupational therapy area

~~Phase of self-employment (about 160 hours)~~

<p>topic Independent coping the occupational therapy process in the work-therapeutic Area</p>
--

<p>The student is in the position</p> <ul style="list-style-type: none"> - independently manage the occupational therapy treatment process in the occupational therapy area. - apply and evaluate internships-specific or institution-specific occupational therapy and / or psychosocial assessments as well as standardized test and therapy concepts in subject-specific instruction. - Treat clients with different symptoms in a client-oriented and professional way. - Adapt therapy methods, therapy media and the course of therapy in a cognitive-oriented manner. - Critically reflect on your own treatment. - document the course of treatment independently and with the safe use of specialist terminology. - create an occupational therapy report as far as possible independently.

Table 16: Phase 3 - Occupational Therapeutic Area

Objectives of competence development in the field of learning Motor-functional treatment methods¹¹

The study area "Motor-Functional Procedures" aims at the transfer of competencies in terms of finding, setting goals and carrying out treatment for patients with restricted mobility. At the same time special motor-functional symptomatology forms the starting point of occupational therapy process.

Expertise

The expertise in the field of motor-functional treatment includes u. a.

- The knowledge of anatomical-physiological and pathophysiological relationships and processes related to movement restrictions
- Analysing the specific problem of the patient regarding limitations in self-care, productivity and leisure
- the selection and justification of functional therapies and methods
- the targeted evaluation of functional applications

methodological skills

The method competence in the field of motor-functional treatment procedures includes u. a.

- the interpretation of orthopaedic, surgical and neurological findings associated with functional symptoms develop strategies for the assessment according to the symptoms
- the selection and application of special treatment methods to increase / restore motor skills, taking into account a holistic approach

self-competence

Self-competence in the field of motor-functional treatment includes u. a.

- the development of appropriate reflectivity with regard to the adequate use of motor-functional treatment procedures
- Responsible approach in the application of functional treatment methods according to the special patient's symptoms
- the willingness to deal with current findings in the field of motor-functional treatment procedures and critically question them

¹¹ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 104 – 109. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

social skills

The social competence in the field of motor-functional treatment methods includes u. a.

- the willingness to work in a partner and group with regard to the testing of different methods of observation and treatment concepts
- the ability to work in a team- the ability to communicate adequately, including dealing with conflicts related to the use of specialized therapies and methods

Objectives of competence development in the field of neurophysiological

treatment¹² The study area Neurophysiological Treatment aims at the transfer of competences regarding the assessment, goal setting and treatment of patients with sensorimotor disorders. The special neurophysiological symptoms of children and adults form the starting point of the occupational therapy process.

Expertise

The competence in the field of neurophysiological treatment includes u. a.

- the knowledge of neurophysiological and pathophysiological correlations and processes related to sensorimotor disorders of the patient
- Analysing the special problem of the patient regarding sensoric causes and motor appearances
- Recognition of restrictions in the areas of self-sufficiency, productivity and leisure time- the understanding of the manifold treatment methods and special neuro-physiological treatment concepts

methodological skills

The methodological competence in the field of neurophysiological treatment includes u. a.

- understanding and interpreting neurological findings associated with sensorimotor symptoms
- developing strategies for the assessment, goal setting and execution of the treatment
- the selection and application of special treatment methods and concepts taking into account the holistic approach

self-competence

Self-competence in the field of neurophysiological treatment includes u. a.

- the development of appropriate reflection on the adequacy of neurophysiological procedures
- the willingness to engage with and critically examine current neurophysiological findings
- The development of a criticality with regard to the targeted application of neuro-physiological concepts according to the special patient's symptoms

social skills

Social competence in the field of neurophysiological treatment includes u. a.

- a readiness for group work / partner work / self-experience in the testing of methods and concepts
- Teamwork in developing treatment plans

¹² Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 110 – 115. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

- Ability to adequately communicate, including dealing with conflicts concerning the use of special means and methods

Objectives of competence development in the field of neuropsychological treatment¹³

The field of learning neuropsychological treatment aims to acquire competencies in the assessment, treatment planning and treatment in patients with neuropsychological impairment. The specific neuropsychological symptomatology forms the starting point of the occupational therapy process.

Expertise

The expertise in the field of neuropsychological treatment includes u. a.

- the knowledge of neuropsychological and pathophysiological relationships and processes related to neuropsychological disorders
- Analysing the specific problem of the patient in terms of neuropsychological causes, disorders and resulting restrictions in the areas of self-sufficiency, productivity and leisure
- the understanding of diverse neuropsychological treatment approaches and principles

Methodological skills

The method competence in the field of neuropsychological treatment methods includes u. a.

- understanding and interpreting neurological findings associated with neuropsychological symptoms
- the selection and justification of neuropsychological treatment approaches and principles
- Developing and implementing strategies of finding and setting goals
- the selection, justification and application of neuropsychological treatment approaches and principles, taking into account the holistic approach

Self-competence

Self-competence in the field of neuropsychological treatment includes u. a.

- the development of adequate reflection and criticism regarding the adequate use of neuropsychological procedures
- The willingness to deal with current findings in the field of neuropsychology and to question them critically

Social skills

Social competence in the field of neuropsychological treatment includes u. a.

- Teamwork in the development and testing of selected methods and materials
- the ability to adequately communicate the application of neuropsychological procedures, including conflict management
- A basic understanding of the special situation of patients with neuropsychological disorders and a correspondingly adapted communication and interaction

¹³ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 116 – 121. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

Objectives of competence development in the field of psychosocial treatment

14

The Psychosocial Treatment Practices learning area aims to impart competencies in terms of interviewing, assessment, goal setting, intervention planning and delivery to work with clients with mental health limitations and social behavior. This is based on the special psychosocial problems of the patients.

Expertise

The expertise in the field of psychosocial treatment includes u. a.

- the knowledge and understanding of essential models for the description of communication and communication disorders
- the understanding of group dynamics and group impact for the individual in relation to the choice of social form in psychosocial treatment
- The awareness of the interaction between observation and interpretation in the assessment of the behavioral and performance symptoms as well as the mental and emotional symptoms of mentally ill people
- the understanding of the diverse psychosocial treatment methods, with particular emphasis on the results and process-oriented approach

Methodological skills

The methodological competence in the field of psychosocial treatment procedures includes u. a.

- The ability to conduct a client-centered conversation as well as to analyse and handle communication disruptions
- The independent and client-centered planning, implementation and evaluation of the occupational therapy process in the treatment of psychologically impaired clients
- the disorder-specific selection and implementation of the appropriate social form and treatment method
- The ability to reflect the experienced behavior and actions of the client

self-competence

The self-competence in the field of psychosocial treatment methods includes i.a.

- to critically discuss the concept of social norm and to determine one's own position- self-critically assess and evaluate one's own therapeutic role
- the ability to perceive and reflect on one's own feelings and related behavior in relation to different psychopathological symptoms and disorders as well as in the testing of different treatment methods
- the ability to communicate adequately including dealing with conflicts

Social skills

The social competence in the field of psychosocial treatment procedures includes i.a.

- the empathic, unbiased and authentic behavior in dealing with mentally ill people- Action-oriented and client-centered therapeutic action
- the knowledge of the need for cooperation with relatives as an important factor for the success of the therapy

¹⁴ Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. S. 122 – 127. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

I.2 Legal requirements for the occupational training of occupational therapists in Germany

I.2.1 Legal Requirements for Vocational Training - Vocational schools, colleges, universities

Established legal employment guidelines for internships ¹⁵

§ 1 Training

(1) The three-year training for occupational therapists includes at least the 2,700 hours of theoretical and practical instruction listed in Appendix 1 and the 1,700 hours of practical training listed. It is under the overall responsibility of a school for occupational therapists(school). In class, students need to be given sufficient opportunity to develop and practice the necessary practical skills and abilities.

(2) Schools shall provide practical training under an agreement with hospitals or other appropriate institutions. The field of practical training referred to in Annex 1

(B) 3 shall be carried out under the guidance of occupational therapists or occupational therapists; in the other areas listed in Appendix 1B, it must be under the guidance of occupational therapists or occupational therapists.

(3) Regular and successful participation in the training events referred to in paragraph 1 shall be evidenced by a certificate in accordance with Appendix 2.

Practical training in	Hours
1. Psychosocial (psychiatric / psychosomatic) area	400
2. Motor-functional, neuropsychological or neurophysiological area	400
3. Work-therapeutic area	400
For distribution to the areas 1. - 3.	500
Hours in total	1.700
In each case a practical application should cover the occupational therapy work with children or adolescents, with adults and with older people	

Table 17: Appendix 1B: Practical training for occupational therapists

I.2.2 Legal requirements for vocational training - employment agencies

Hospitals, rehabilitation facilities, day centers, nursing homes, sheltered workshops and private practices

Suitable for training in the departments:

- Psychiatry - Neurology - Orthopedics / Traumatology / Surgery - Paediatrics - Geriatrics
- Work Therapy

Clinics and rehabilitation facilities

Training in:- psychosocial area - motor-functional, neuro-physiological, neuro-psychological area

¹⁵ Bundesministeriums der Justiz und für Verbraucherschutz. (1999). Bundesministerium für Gesundheit. (1999). Ausbildungs- und Prüfungsverordnung für Ergotherapeutinnen und Ergotherapeuten (Ergotherapeuten-Ausbildungs- und Prüfungsverordnung – ErgThAPrV). S. 1 & 15. Verfügbar über: <https://www.gesetze-im-internet.de/ergthaprv/ErgThAPrV.pdf>

Requirements:

- at least 1 occupational therapist with a weekly working time of at least 30 hours and a professional experience of at least 2 years (1 therapist = 1 trainee)
- an occupational therapy department
- at least 20 beds in the respective specialist area

Day care

Training in:- psychosocial area - occupational therapy area Requirements:

- at least 1 occupational therapist with a weekly working time of at least 30 hours and a professional experience of at least 2 years (1 therapist = 1 trainee)
- training in occupational therapy: at least 1 specialist with appropriate qualifications

Nursing Homes

Training in:- neuro-physiological, neuro-psychological area - occupational therapy area

Requirements:

- at least 1 occupational therapist with a weekly working time of at least 30 hours and a professional experience of at least 2 years (1 therapist = 1 trainee)
- training in occupational therapy: at least 1 specialist with appropriate qualifications

Protected workshops

Training in:- psychosocial area - occupational therapy area Requirements:

- at least 1 occupational therapist with a weekly working time of at least 30 hours and a professional experience of at least 2 years (1 therapist = 1 trainee)
- training in occupational therapy: at least 1 specialist with appropriate qualifications

Private practices¹⁶

Training in:- motor-functional, neurophysiological, neuropsychological field Requirements:

- At least 2 employees - Practitioner and a specialist with a weekly working time of at least 30 hours (2 therapists = 1 trainee, each additional specialist = 1 trainee)
- The practice owner must have a professional experience of at least 2 years
- appropriate premises
- Usable area at least 40 square meters, therapy area at least 30 square meters (for the owner)- For each additional specialist, a further therapy room of at least 12 square meters is required
- at least 200 treatments a month (of which at least 100 are treatments with children – Paediatrics)
- Contracts with health insurance companies

The practical work (40 hours per week) must be carried out under the supervision of an occupational therapist or a qualified specialist

1.2.2.1 Recommendation DVE

From the point of view of DVE, the conditions for high-quality practical training can be considered as given if

- the legal requirements (ErgThG, ErgThAPrV, regulation of the federal states), in their current valid version, are fulfilled and
- the currently valid "training standards of the DVE", in particular the regulation for practical training

¹⁶ Landesverwaltungsamt Thüringen. (2014). Antrag auf Feststellung der Geeignetheit zur praktischen Ausbildung von Praktikanten in der Fachrichtung Ergotherapie in privaten Praxen. Verfügbar über: [https://thformular.thueringen.de/thueform/cfs/eject/xml/2430.ci-rali?MANDANTID=26&FORMID=2430&key=CPA\\$2430\\$26\\$1540217789\\$26F5BF3882D27FEE9F69336981AD030B627B3023](https://thformular.thueringen.de/thueform/cfs/eject/xml/2430.ci-rali?MANDANTID=26&FORMID=2430&key=CPA$2430$26$1540217789$26F5BF3882D27FEE9F69336981AD030B627B3023)

- occupational health and safety regulations, including the youth employment law for students under the age of 18

I.2.2.2 Requirements of the State Administration Office Thuringia - Minimum requirement¹⁷

Training in:

- * psychosocial area- Psychiatric clinics - Rehabilitation centers - Psychiatry day and meeting centers - Psychiatric day care centers - Protected workshops - Psychosomatic facilities / Search facilities – private practice
- * motor-functional, neuro-physiological, neuro-psychological area
- Clinics (orthopedics, surgery, traumatology, neurology, paediatrics, geriatrics)
- rehabilitation facilities
- nursing homes* occupational therapy area
- Day and meeting places
- Nursing homes
- Protected workshops
- private practices

Eine ständige Anleitung bzw. Aufsicht ist auch in Urlaubs- und Krankheitszeiten zu gewährleisten.

For the authorization or determination of appropriateness, an administrative fee is charged in accordance with the Thuringian Administrative Costs Ordinance for the division of the Ministry of Social Affairs, Family and Health of 14.03.2006 (GVBl. P. 73).

¹⁷ Landesverwaltungsamt Thüringen. (2009). Erhebungsbogen zur Feststellung der Geeignetheit zur praktischen Ausbildung in der Fachrichtung Ergotherapie in Kliniken, Rehabilitationseinrichtungen und anderen Einrichtungen. Verfügbar über: <https://thformular.thueringen.de/ttp://thformular.thueringen.de:8080/thueform/cfs/eject/pdf/2429.pdf?MANDANTID=26&FORMUID=GESUNDAUSB-042-TH-TLVWA>

I.3 Bibliography for the database Germany

Bundesministeriums der Justiz und für Verbraucherschutz. (1999). Bundesministerium für Gesundheit. (1999). Ausbildungs- und Prüfungsverordnung für Ergotherapeutinnen und Ergotherapeuten (Ergotherapeuten-Ausbildungs- und Prüfungsverordnung – ErgThAPrV). S. 1 & 15. Verfügbar über: <https://www.gesetze-im-internet.de/ergthaprv/ErgThAPrV.pdf>

Deutscher Verband der Ergotherapeuten (DVE). (2018). Anforderungen an Lehrkräfte in den einzelnen Bundesländern. Verfügbar über: https://dve.info/attachments/article/1366/2018_Voraussetzungen%20f%C3%BCr%20Lehr-%20und%20Leitungskr%C3%A4fte%20an%20Berufsfachschulen.xlsx

Deutscher Verband der Ergotherapeuten (DVE). (04/2018). Praktische Ausbildung. Verfügbar über: <https://dve.info/resources/pdf/downloads/merkblaetter/p-1/789-praktikum-52-so>

GKV-Spitzenverband. (2018). Zulassungsempfehlung nach § 124 Abs. 4 SGB V für Heilmittelerbringer. S. 7. Verfügbar über: https://www.gkv-spitzenverband.de/media/dokumente/krankenversicherung_1/ambulante_leistungen/heilmittel/heilmittel_zulassungsempfehlungen/20181102_Heilmittel_Zulassungsempfehlungen_Endfassung.pdf

Höhere Berufsfachschule für Ergotherapie. (). Handlungsrichtlinien für die praktische Ausbildung. Verfügbar unter: https://bs-heldrungen.ibkm-schulen.de/fileadmin/user_upload/pdf/Praktikumsunterlagen_ET.pdf

Landesverwaltungsamt Thüringen. (2009). Erhebungsbogen zur Feststellung der Geeignetheit zur praktischen Ausbildung in der Fachrichtung Ergotherapie in Kliniken, Rehabilitationseinrichtungen und anderen Einrichtungen. Verfügbar über: <https://thformular.thueringen.de/ftp://thformular.thueringen.de:8080/thueform/cfs/eject/pdf/2429.pdf?MANDANTID=26&FORMUID=GESUNDAUSB-042-TH-TLVWA>

Landesverwaltungsamt Thüringen. (2014). Antrag auf Feststellung der Geeignetheit zur praktischen Ausbildung von Praktikanten in der Fachrichtung Ergotherapie in privaten Praxen. Verfügbar über: [https://thformular.thueringen.de/thueform/cfs/eject/xml/2430.cirali?MANDANTID=26&FORMUID=2430&key=CPA\\$2430\\$26\\$1540217789\\$26F5BF3882D27FEE9F69336981AD030B627B3_023](https://thformular.thueringen.de/thueform/cfs/eject/xml/2430.cirali?MANDANTID=26&FORMUID=2430&key=CPA$2430$26$1540217789$26F5BF3882D27FEE9F69336981AD030B627B3_023)

Thüringer Ministerium für Bildung, Wissenschaft und Kultur. (2015). Thüringer Lehrplan. Verfügbar über: <https://www.schulportal-thueringen.de/media/detail?tspi=1786>

II. INTELLECTUAL OUTPUT O1 BULGARIA "DATA BASIS VOCATIONAL TRAINING"

II.1 Presentation of occupational training of occupational therapists in Bulgaria

II.1.1 Curriculum on occupational training of occupational therapists in Bulgaria

The system of higher education in Bulgaria provides training after completed secondary education and comprises the following degrees:

Bachelor educational and qualification degree - minimum 180 credits with a duration of the studies at least three years leading to a Professional Bachelor in degree or minimum 240 credits with a duration of the studies at least four years leading to the Bachelor's degree;

The first Bachelor degree programme in Occupational therapy was launched at the University of Ruse in September 2006. In 2009 the Bulgarian OT education has been successfully accredited by the National Evaluation and Accreditation Agency in the domain of Public Health with the highest qualification level. The first cohort of qualified OTs graduated in 2010. Until 2019, we have 110 graduates. Now we have 57 students.

Educational level: Bachelor; Professional qualification: Occupational therapist

Duration of programme: 4 years (8 semesters)

Mode of programme: full-time and part-time, 240 ECTS

Admission Procedure: Requirements to applicants for the occupational therapy programme include:

- A diploma of completed secondary education
- Admission or state matriculation exam in Biology
- Grades in Bulgarian and foreign languages are taken into account, because literacy in native language is considered important key skill, and foreign language is a prerequisite for access to literature, research and international mobility.

The curriculum is designed in compliance with the requirements of the European Network of Occupational Therapy in Higher Education (ENOTHE, 2000), the WFOT Minimum Standards for the Education of Occupational Therapists of the World Federation of Occupational Therapists the Bologna Declaration and the European Credit and Transfer System (ECTS).

Practical training (Fieldwork) provides students with the opportunity for integration of knowledge, professional reasoning and professional behavior, and practical application in real context of assessment tools related to occupational performance and occupational therapy intervention for clients of various age groups, disabilities and in a variety of settings.

The total fieldwork workload is 1020 hours (requirement of WFOT), organized as follows:

- I. **Semestrial fieldwork** (I, II, III, IV and V) – 450 hours (5 placements, 90 h each, 15 weeks, 6 h p/w)
- II. **Summer placements** – 240 hours (2 placements, 120 h each, 4 weeks, 30 h p/w)
- III. **Pre-graduation internship** – 330 hours (11 weeks, 30 h per week)

OT fieldwork	Year	Semester	Weeks	ECTS	Hours	Area of practice
Fieldwork I	2	3	15	8	90	Social inclusion
Fieldwork II	2	4	15	8	90	OT in neurology
Summer placement I	2	summer	4	4	120	Social inclusion and physical dysfunction
Fieldwork III	3	5	15	8	90	Pediatrics
Fieldwork IV	3	6	15	8	90	Physical dysfunction (orthopaedic conditions, sensory impairments), Mental health
Summer placement II	3	summer	4	4	120	Pediatrics and physical dysfunction
Fieldwork V	4	7	15	8	90	Elderly, Learning disabilities
Pre-graduation internship	4	8	11	16	330	By choice from different areas
			Total:	64	1020 h	

Table 1. Structure and content of fieldwork in the OT programme

Fieldwork placements are conducted in a wide range of settings and provide students with the opportunity to gain experience across the breadth of occupational therapy practice. The University of Ruse has contracts with placements in Ruse in different settings and areas of practice:

1. **Healthcare settings:**

- Multi-profile Hospitals for Active Treatment – departments of neurology, physical rehabilitation and orthopaedics;
- Private hospitals– rehabilitation of adults and elderly with short term and long term conditions;
- Mental Health Centre – acute wards, daily centre, sheltered homes for persons with mental illness and addiction, family type homes.

2. **Social services**

- Municipal social services – Residential homes for adults or elderly with physical disabilities, mental issues, dementia or learning disabilities.
- social services, run by NGOs – centres for early intervention, family type homes for children and youths with disabilities, child mental health service, daily centres for children with disabilities, sheltered home for youths with learning disabilities, daily centres for children or adults with learning disabilities, asylum for adults or children.

3. **Inclusive education** – mainstream kindergarten, primary and secondary schools, special school.

The attendance during all placements is registered in a "Fieldwork Report Workbook", where also activities, the hours of practice and the placement are recorded and verified with the signature of the educator, supervisor or the manager of the service (for summer placements and pre-graduation internship). In the report workbook are the required competences.

Semestrial fieldwork is conducted on weekly basis, twice a week, 3 hours each, related to the area of knowledge during the semester, under the direct supervision of a qualified OT teacher. The educator provides guidance and feedback to the students in all stages of the OT process, answers questions, demonstrates intervention strategies and techniques and observes students' performance. The group size is 10 to 15 students, which allows working individually or in couples with a client or client group.

During fieldwork students need to prepare and conduct a variety of activities – initial interviews with clients, staff and carers; assessments in the affected areas of performance; set goals, plan and implement appropriate interventions and evaluate outcomes, plan and conduct group work. Fieldwork experiences are discussed and receive group feedback during contact hours in the classroom. While working in residential services and institutions students have the opportunity to implement all stages of the OT process. The duration of the fieldwork allows working with the client for more than 2 months. The final requirement of each fieldwork is a course assignment. The main objective of the assignment is to develop skills for clinical reasoning and documentation of the occupational therapy intervention. Usually a report for the staff is required. The assessment is based on the quality of the written paper, attendance and participation, the demonstrated skills, responsibility and respect during fieldwork.

The final mark is based on the achieved competences during the fieldwork.

Summer placements aim to promote transition from theory to practice by facilitating quality of education through fieldwork experience. They complement the academic knowledge by exposing students to clinical reasoning and preparing them for increasing professional responsibility. The students develop understanding of individuals, groups and communities with whom they work and have the opportunity to collaborate with a variety of professionals. The fieldwork experience aims to facilitate entrepreneurial behaviour.

The pre-graduation internship is a full-time commitment for 11 weeks following the successful completion of the academic programme. It provides students with advanced opportunities to integrate academic knowledge with application of skills and attitudes for entry level practice. The OT intern is expected to develop competence to provide the full scope of OT services ranging from evaluation, intervention planning, provision of services, discharge planning, and documentation, and representing the OT perspective as a member of the multidisciplinary team in each facility. Upon completion of this final stage of the education, a student is expected to have attained entry-level competences for the profession. Students attend three different placements by choice; one of them is for 5 weeks in the area of their final thesis.

The wide range of fieldwork **placements** – hospitals, rehab centers, institutions for people with disabilities, schools etc., provides students with the opportunity to work with clients from different age, gender and ethnicity, to gain experience in recently acquired and long-standing health needs, with a variety of physical and mental health issues, socially

disadvantaged groups, people in transition from institution to independent life, educational settings and home visits. Emphasis is placed on the most relevant for Bulgarian context conditions – CP, CVA, TBI, MS, mental health, social disadvantage.

II.1.2 Substance distribution plan

Subject	Content
Fieldwork I	Organizational structure and activities of the fieldwork placements. OT assessment of socially disadvantaged clients and those with disabilities. Choosing and application of assessment methods and tools. Assessment of the environment. Reflection on the fieldwork placement.
Fieldwork II	Interviewing people with neurological diseases, carers and staff members. Assessment and evaluation of physical and cognitive abilities of people with neurological diseases. OT assessment tools for neurological diseases. Positioning, transfers and mobility. Occupational therapy approaches for supporting self-care, productive and leisure occupations with neurologically ill clients (cerebrovascular incidents, traumatic brain injuries and spinal cord injuries, Multiple sclerosis, Parkinson disease).
Summer Placement I	The first summer fieldwork is focused on clients with neurological impairments and social disadvantage. Students apply the occupational therapy process to clients with cerebrovascular incidents, traumatic brain injuries, spinal cord injuries, Multiple sclerosis, Parkinson disease and other neurological conditions. OT process includes assessment and identifying occupational issues, goal setting, planning, and intervention and outcome measurement.
Fieldwork III	Observation and assessment of child's development. Assessment and analysis of normal and abnormal child development in the areas of occupation. Interviewing parents and caregivers. School occupational therapy, inclusive education. Sensory integration and play. Assistive devices. Occupational therapy approaches for supporting occupations for children with neurological and developmental disorders, multiple disabilities, sensory and congenital impairments.
Fieldwork IV	Interviewing, observation, assessment and intervention with clients with orthopedic conditions - hand injuries, lower extremity injuries and diseases, back pain. Interviewing, observation, assessment and intervention with clients with rheumatoid conditions. OT assessment of mentally ill clients – mental state, assessment methods and tools. Planning, organizing and conducting group work for people with mental illness.
Summer Placement II	OT to children and adults with physical and psychic impairments. Occupational therapy intervention for children with nervous system and developmental disorders, multiple disabilities, sensory and congenital impairments. Occupational therapy for clients with orthopedic and rheumatic conditions, various psychiatric conditions and ages.
Fieldwork V	OT intervention for occupational performance issues commonly associated with the ageing process. Strategies for fall prevention. Environmental modifications and adaptations. Supporting occupations for elderly with dementia, chronic diseases. Community intervention with elderly. Individual research with elderly. Behavior modifications for persons with learning disabilities. Working with families and multidisciplinary teamwork.

Pregraduation Internship	Occupational therapy process including assessment, intervention planning, implementation, and evaluation, with clients with various impairments and ages. The fieldwork should cover the main client groups in occupational therapy – children, adults with physical and mental health disorders, and elderly. Community-based OT and role-emerging placements.
---------------------------------	---

Table 2. Content of the fieldwork

Subject	Outcomes
Fieldwork I	<ul style="list-style-type: none"> • Practice the repertoire of occupational therapy assessments and treatment interventions related to human performance with accent on the evaluation and the analysis of the performance. • Apply clinical reasoning and reflective practice along with the foundations of values and beliefs that enable the participant to prepare for ethical professional practice. • The main goal is to develop practical skills, responsibility, clinical reasoning and ethical attitude to occupational therapy intervention.
Fieldwork II	<ul style="list-style-type: none"> • Practical application in real context of assessment tools related to occupational performance and occupational therapy intervention with persons with neurological diseases. • Apply clinical reasoning and reflective practice along with the foundations of values and beliefs that enable the participant to prepare for ethical professional practice. • The main goal is to develop practical skills, responsibility, clinical reasoning and ethical attitude to OT intervention.
Summer Placement I	<ul style="list-style-type: none"> • Resilient transition from theory to practice by facilitating quality of education through fieldwork experience. • It complements the academic knowledge by exposing students to clinical reasoning and preparing them for increasing professional responsibility. • The students develop understanding of individuals, groups and communities with whom they work and have the opportunity to collaborate with a variety of professionals. • The fieldwork experience aims to facilitate entrepreneurial behavior.
Fieldwork III	<ul style="list-style-type: none"> • Practical application in real context of assessment tools related to occupational performance and occupational therapy intervention for children with physical and mental disabilities • Prevent and overcome delay, as well as to ensure maximum development, education and vocational orientation. • The fieldwork experience promotes clinical reasoning and reflective practice along with the foundations of values and beliefs that enable the participant to prepare for ethical professional practice. • The main goal is to develop practical skills, responsibility, clinical reasoning and ethical attitude to OT intervention.
Fieldwork IV	<ul style="list-style-type: none"> • Practical application in real context of assessment tools related to occupational performance and occupational therapy intervention for adults with physical and mental disabilities • Promotes clinical reasoning and reflective practice along with the foundations of values and beliefs that enable the participant to prepare for ethical professional practice.

	<ul style="list-style-type: none"> The main goal is to develop practical skills, responsibility, clinical reasoning and ethical attitude to occupational therapy intervention
Summer Placement II	<ul style="list-style-type: none"> The aim of the summer placement is to promote resilient transition from theory to practice by facilitating quality of education through fieldwork experience. It complements the academic knowledge by exposing students to clinical reasoning and preparing them for increasing professional responsibility. The students develop understanding of individuals, groups and communities with whom they work and have the opportunity to collaborate with a variety of professionals. The fieldwork experience aims to facilitate entrepreneurial behavior.
Fieldwork V	<ul style="list-style-type: none"> Practical application in real context of assessment tools related to occupational performance and occupational therapy intervention for elderly and adults with learning disabilities Clinical reasoning and reflective practice along with the foundations of values and beliefs that enable the participant to prepare for ethical professional practice. The main goal is to develop practical skills, responsibility, clinical reasoning and ethical attitude to occupational therapy intervention.
Pregraduation Internship	<p>The pre-graduation internship is a full-time commitment for 11 weeks following successful completion of the academic programme. It provides students with advanced opportunities to integrate academic knowledge with application skills and attitudes for entry level practice. The OT intern is expected to develop competence to provide the full scope of OT services ranging from evaluation, intervention planning, provision of services, discharges planning, documentation and representing the OT perspective as a member of the multidisciplinary team in each facility. Upon completion of this final stage of the education the student is expected to have attained entry-level competences for the profession.</p>

Table 3. Expected outcomes for the students by subjects

II.1.2.1 Total hours overview of theoretical and practical lessons

FIRST YEAR				
First term	ECTS	L	P	Total
Anatomy I	5	2	2	60
Medical psychology	2	2	-	30
Sociology	3	2	-	30
Introduction to occupational therapy	5	1	2	45
Analytical and therapeutic media in occupational therapy I	6	-	4	60
Information technologies in occupational therapy	4	1	2	45
Elective courses: Foreign language I with special terminology	5		4	60
Total for the term:	30			
Sports	1		2	30
Second term				
Anatomy II	5	2	12	60
Physiology	4	2	1	45

Biomechanics, kinesiology and functional diagnostics	4	2	1	45
Special psychology and special pedagogic	2	2	-	30
Theoretical foundations of occupational therapy	5	2	1	45
Analytical and therapeutic media in occupational therapy II	5	1	2	45
Elective courses: Foreign language II with special terminology	5		4	60
Total for the term:	30			
Sports	1		2	30
SECOND YEAR				
Third term	ECTS	L	P	Total
Pathology	2	2	-	30
Analytical and therapeutic media in occupational therapy III	6	1	3	60
Occupational therapy for social inclusion	6	2	2	60
Project development and management in occupational therapy	2	2	-	30
Project work in occupational therapy I	4	-	2	30
Fieldwork I	8	-	6	90
Elective courses (students choose <u>one course</u>)				
Social psychology	2	2	-	30
Developmental psychology	2	2	-	30
Age Psychology	2	2	-	30
Total for the term:	30			
Sports	1		2	30
Fourth term				
Neurology	4	2	1	45
Neuropsychology	3	2	-	30
Occupational therapy for physical dysfunction I	7	2	2	60
Occupational therapy equipment for adapting the environment I	5	1	2	45
Basics of research methods and medical statistics	3	1	1	30
Fieldwork II	8	-	6	90
Summer placement I	4	-	30	120
Total for the term:	30			
Sports	1		2	30
THIRD YEAR				
Fifth term	ECTS	L	P	Total
Pediatrics	4	2	1	45
Occupational therapy for children	7	2	3	75
Occupational therapy equipment for adapting the environment II	5	2	1	45
Social medicine, social rehabilitation and health promotion	3	2	-	30
Fieldwork III	8	-	6	90
Elective courses (students choose <u>one course</u>):				

Communication disorders	3	1	1	30
Andragogic	3	1	1	30
Child and youth psychopathology	3	1	1	30
Total for the term:	30			
Sixth term				
Orthopedics, orthotics and prosthetics	3	1	1	30
Mental health	3	1	1	30
Occupational therapy for physical dysfunction II	4	2	1	45
Occupational therapy in mental health	6	2	2	60
Disaster management	1	2	-	30
Project work in occupational therapy II	4	-	2	30
Fieldwork IV	8	-	6	90
Summer placement II	4	-	30	120
Elective courses (students choose <u>one course</u>)				
First aid	1	1	-	15
Medical nutrition	1	1	-	15
Adapted physical activity and sports for people with disabilities	1	1	-	15
Total for the term:	30			
FOURTH YEAR				
Seventh term		<i>L</i>	<i>P</i>	
Occupational therapy in geriatrics	5	2	1	45
Occupational therapy for people with learning disabilities	5	2	1	45
Ergonomics and design in occupational therapy practice	3	1	1	30
Management of occupational therapy practice	3	2	-	30
Fieldwork V	8	-	6	90
Elective courses 1 (students choose <u>one course</u>)				
Working with parents of children with disabilities	3		2	30
Art Therapy	3		2	30
Creative activities in occupational therapy	3		2	30
Elective courses 2 (students choose <u>one course</u>)				
Methodology of final thesis	3	1	1	30
Positioning and transfers	3	1	1	30
Early intervention in occupational therapy	3	1	1	30
Total for the term:	30			
Eighth term				
Pre-graduation internship	16		30	330
Self-study for graduation	4			
Bachelor thesis	10			
Total for the term:	30			
Total for the course of study: 240 ECTS credits				2550

Table 4. Substance distribution plan OT in University of Ruse

II.1.2.2 Overview of on-the-job training - objectives, content, competences

The emphasis of fieldwork placements is on the application of an academically acquired body of knowledge, and on the development of a reflective stance toward practice. The purpose is to provide the student with an in-depth, supervised experience in which knowledge and skills are consolidated, while having the opportunity to assume increasing responsibility for the delivery of occupational therapy services to patients/clients. The fieldwork experience provides the opportunity to make the transition from student to professional. In addition to emphasizing the acquisition of specific techniques related to patient intervention, the fieldwork experience provides the student with the opportunity to integrate professional behaviours and attitudes.

The Minimum Standards for the Education of Occupational Therapists of the World Federation of Occupational Therapists set a central place of the fieldwork of the students in the training process. Its aim is to integrate students' knowledge, professional rationale and professional behaviour into practice and to master knowledge, skills and attitudes to the level of competence that meets the requirements of a qualified therapist. The fieldwork takes place in facilities of different types, with individual and group clients at different age and with different stages of illness, with different religious and ethnic backgrounds. In addition to well-established bases, the practical training can also take place in emerging institutions providing services to people with different needs who need an occupational therapy service. The lack of well-developed occupational therapy services is a serious challenge for the practice of the students in Bulgaria because the specialty is the first in Bulgaria (started in 2006) and there are still not enough trained specialists and centres offering occupational therapy services. One of the tasks of the practical training is to prepare conditions for the disclosure of such services in view of the professional realization of the graduating occupational therapists as well as for a more adequate response to the needs of the users. The achievement of these goals contributes to building stable partnerships with the team of the practical training bases as well as with individuals and organizations from abroad working in the country. In the context of developing a new profession, it is extremely important to establish a network of permanent partners to promote its specific methods and means with a view to enforcing the labour market.

In Bulgaria, the occupational therapy is not a regulated profession and still **no specific national standards** have been developed. Regarding the fieldwork of Bachelor and Master's degree students, the Internal Rules for the development of a curriculum for discipline are followed. To meet the standards set by the World Federation of the Occupational Therapists, in addition to the semester fieldwork of the occupational therapy students plans are developed two more summer practices and a pre-graduate internship with an extended duration of 11 weeks.

The general guidelines and requirements for fieldwork, practices and internships for the students of occupational therapy are contained in the Practical Training Portfolio, developed within the framework of the project called METHODOLOGY OF COMPETENCE BASED FIELDWORK EVALUATION IN OCCUPATIONAL THERAPY EDUCATION AT THE UNIVERSITY OF RUSE.

Principal obligations of the student:

- Presence in over 90% of the practical exercises during the semester training (fieldwork) and 6 hours per day during the summer practice and pre-graduate internship;
- Appropriate clothing;
- Timely submission of the required documentation;
- Respect the professional ethics and behaviour in relationships with other professionals and clients.

Terms of validation (finishing the course) of the subjects

During the semester, the teacher/mentor reflects the student's presence in the portfolio by signing in the corresponding semester table. The discipline is not validated with more than three absences.

The validation of the summer practice and pre-graduate internship is reflected in the Student portfolio by signature and stamping from the practical facility. The final remark is formed by the academic teacher responsible for the relevant stage of the practical training.

Assessment of the students

There are different assignments with tasks specific to the particular level and field of the practice, enabling the development and assessment of competencies. The course assignment requirements and the list of the competencies for the different forms and levels are again contained in the Practical Practice Portfolio.

The students' assessment is based on the acquired competencies in six fields that are in line with the established specific competencies in occupational therapy in the European countries (TUNING Methodology).

1. Knowledge of Occupational Therapy;
2. Occupational therapy process and professional reasoning;
3. Professional Relationships and Partnerships;
4. Professional autonomy and accountability;
5. Research and development in occupational therapy;
6. Management and promotion of occupational therapy.

There is a form with the competences for each stage and level of fieldwork, practice and internship, which provides information on the developed areas at a high level as well as those who need further improvement. This provides feedback to the student and the lecturer on the work in the next stage of the practical training. At the end of each form, the teacher summarizes the achievements and gives his/her recommendations for the further professional development of the student.

Forming the final mark

The specific competencies are grouped into six categories. The competency scale includes four levels - competent, satisfactory, unsatisfactory and incompetent. The evaluation is carried out according to a system of criteria for each area of competence.

Each competence is evaluated with a certain number of points according to the developed point system. The maximum score is 100 and the final score is formed by points sum according to the following scale:

Rating Points:

Less than 50 Poor 2

50 - 59 Medium 3

60 - 69 Good 4

70 - 79 Very good 5

Over 80 Excellent 6

II.2 Legal requirements for the occupational training of occupational therapists in Bulgaria

II.2.1 Legal Requirements for Vocational Training - Vocational schools, colleges, universities

The quality of the higher education is a factor related to the presence of higher education institutions in the national and European educational space. The qualitative practical training is an element of the quality of the education and allows the rapid and effective professional realization of the graduates. This benefits both the students and the labor market.

Requirements for the practical training of students

For the Bachelor's Degree, the Higher Education Act prescribes the provision of broad-based training or specialized vocational training in the professional fields and specialties. In the Ordinance on the State Requirements for Higher Education for Bachelor, Master and Specialist Degrees (adopted by Decree of the Council of Ministers No 162 of 23.06.2002), the provision is made for the mastering of broad-based theoretical knowledge and practical skills, but there is no specific requirement for practical training. Specifically, the Bachelor's degree is a standardized course of study for practical disciplines. It is appropriate that the requirements for the practical training of students to be normalized unambiguously regardless of the autonomy of the higher schools. In all cases, the minimum required practice hours should be set.

II.2.2 Legal requirements for vocational training – employment

Basic enterprises for conducting student practices

The higher education institutions are unable to provide and maintain adequate equipment to educate students on the full range of activities and processes in relation to the training in the relevant majors. They seek contact with organizations by conducting practical training in facilities selected according to the criteria for: activity in the field of the relevant specialty in higher education; availability of modern equipment and technology; availability of jobs for trainees; presence of qualified personnel who have the necessary professional experience to train practitioners; etc..

Basic fieldwork institutions can be selected and provided through public-private partnership; partnership with the state administration and the public sector; a consortium

between higher education institutions, financial institutions and technology companies; project campaigns on European and other programs; other forms.

As already mentioned above, for the practical training in occupational therapy, two main types of organizations are used, which could be divided into social services and medical institutions. Ruse University concludes cooperation agreements with organizations managing social services and informs the local authorities at the beginning of each semester by means of an official letter listing all organizations in which practical training will take place during this period.

Unlike the social services, the university concludes contracts with the healthcare establishments (Hospitals and Centers for Mental Health) in which it wishes to conduct practical activities and pays to the respective unit a fee stipulated in the contract.

All organizations are primarily required to provide direct access to their users, as well as to the documentation that concerns them

II.3 Bibliography for the database Bulgaria

1. Minimum Standards for The education of Occupational Therapists (2002), revised 2016, www.wfot.org
2. <https://www.uni-ruse.bg/education/students/curriculum> (Curriculum OT)
3. Higher education Act
http://shu.bg/sites/default/files/rektorat/zakoni/ZAKON_za_visseto_obrazovanie.pdf
4. Bologna declaration, <http://www.ehea.info/index.php>
5. Pencheva V., 2015, Development of the paradigm "The quality of higher education in the University of Ruse, PROCEEDINGS University of Ruse, <http://conf.uni-ruse.bg/bg/docs/cp15/9/9-2.pdf>

III. INTELLECTUAL OUTPUT 01 POLAND "DATA BASIS VOCATIONAL TRAINING"

III.1 Presentation of occupational training of occupational therapists in Poland

III.1.1 Curriculum on occupational training of occupational therapists in Poland

III.1.2 Substance distribution plan

III.1.2.1 Overall hours overview of theoretical and practical lessons

VII	Practices	Sem	H	EC TS
1	Orientation practice - preliminary	II	100	4
2	Occupational therapy for children: clinic and school	III	100	4
3	Occupational therapy of adults with learning disability (LD): work and daily life	III	100	4
4	Occupational Therapy for people with physical disabilities	IV	150	6
5	Occupational Therapy of people with mental disorders	V	150	6
6	Occupational Therapy in aging and geriatrics	V	150	6
7	Occupational Therapy in Occupational Therapy Centers or in community based settings	VI	150	6
8	Occupational Therapy of people at risk of exclusion or socially excluded	VI	150	6
			1050	42

Plan of 1st degree (bachelor) Stationary studies; Occupational Therapy; AWF in Wrocław since 2017/2018

III.1.2.2 Overview of on-the-job training - objectives, content, competences

Goals/ Objectives and short description of practices in AWF Wrocław Occupational Therapy Curriculum:

1. Orientation practice - preliminary
<p>Objectives</p> <ol style="list-style-type: none"> 1. Acquainting with the basic areas of work in occupational therapy 2. Acquainting with the rules of the work of institutions in which occupational therapists can find employment <p>Short description Orientation practice allows:</p> <ul style="list-style-type: none"> - Familiarization with the specificity of the functioning of outlets in which occupational therapists can work - Getting to know the general working conditions, the regulations of the institution and the structure of employment - Getting to know the offer / service for people using the facility's services - Acquainting with the role of occupational therapy in the institution's offer and the place of occupational therapist in a multiprofessional team - Gaining experience by: familiarizing yourself with the documentation and the provisions of the BCP; observation of selected activities / services carried out at the facility; getting acquainted with ways of working with clients / patients in the facility
<p>2. Occupational therapy for children: clinic and school</p> <p>Objectives: The aim of the professional practice in the field of pediatrics is to prepare the student to work with children / young people and their families / legal guardians; learning about the different roles of an occupational therapist and learning about the functioning of various institutions, environments for children and youth</p>

Short description

Professional practice in the field of pediatrics is aimed at preparing the student to work with children / young people and their families / legal guardians. During the course, the student practices independently and under supervision using the knowledge and skills previously acquired.

Student:

- practices with children and young people with disabilities;
- counteracts the negative effects of social exclusion of children/ young people and their families;
- practices with children / young people and their families/carers with intellectual/learning disabilities;
- enables engagement / access to important and meaningful activities for an individual or group;
- practices in the field of ergonomics and in the design and implementation of adaptations for children and adolescents;
- gets to know the functioning of centers / schools / hospitals in which an occupational therapist works with children / young people

The internship prepares students for independent professional activities: from first contact with clients, through evaluation and programming of intervention or project objectives to their implementation and evaluation of the entire OT process.

The practice develops cooperation skills within a multiprofessional team to comprehensively define the occupational needs of clients and ensure high quality of the service

3. Occupational therapy of adults with learning disability (LD): work and daily life

Objectives

1. Developing the basics of a practical workshop (skills and attitudes) regarding learning disabilities
2. Acquainting with the work of an occupational therapist in the area of learning disability
3. Acquainting with the rules of work and keeping records of institutions / facilities offering occupational therapy related to the area of work or everyday life of people with learning disabilities

Short description- Practice allows: Familiarization with the specificity of the functioning of institutions, offering occupational therapy related to work or local environment of people with learning disabilities. Acquainting with the general working conditions, the regulations of the institution, the structure of employment. Familiarization with the offer / service for people with learning disabilities, using the services of the institution or its partners.

Acquainting with the role of occupational therapy in the field of learning disability in the context of work or everyday life and the place of OT in a multiprofessional team. Taking action with people with learning disabilities, using the services of the institution - in accordance with the instructions of the person / practitioners

4. Occupational Therapy for people with physical disabilities

Objectives

Expanding the substantive and practical knowledge of students in the field of occupational therapy in neurology, orthopedics, traumatology and rheumatology.

Short description

Practical preparation of students for independent professional activities in the field of organization, planning, conducting, controlling, modifying, verifying the process of occupational therapy of people with various types of physical disabilities.

Acquiring cooperation skills within a multiprofessional team to comprehensively define the occupational needs of clients and ensure high quality of services provided.

Practice - occupational therapy of physically disabled people allows students to become familiar with the rules in force at hospital wards and other facilities directed to physically handicapped people. It enables deepening of theoretical knowledge and practical skills related to the organization, planning and implementation of therapeutic interventions in people with physical disabilities

5. Occupational Therapy of people with mental disorders

Objectives

1. Developing skills to work with people with mental disorders
2. Familiarizing with institutions providing services to people with mental disorders of different substrate.

Short description

Practice - occupational therapy of people with mental disorders, enables:

Practical classes and getting to know the specifics of working with people with mental disorders. Acquainting with general working conditions, regulations and employment structure establishments providing this customer category service.

Practical activities improving professional skills and confronting skills acquired during classes. Understanding the role of an occupational therapist in specific institutions and his place in a multiprofessional team.

6. Occupational Therapy in aging and geriatrics

Objectives: The aim of the professional practice in the field of geriatrics is to prepare the student to work with the elderly and the elderly and their families / legal guardians; learning about the different roles of an occupational therapist and learning about the functioning of various institutions, environments for the elderly and the elderly. During the course, the student practices independently and under supervision using the knowledge and skills previously acquired.

Short description Student:

- practices with the elderly and the elderly with their disabled;
- counteracts the negative effects of social exclusion of elderly and elderly people and their families;
- practices with people in geriatrics together with families / carers and develops their ideas and practical ways in which it is possible to adjust the implementation of interventions to the needs of older people with whom they work
- enables engagement / access to important and meaningful activities for an individual or group;
- practices in the field of ergonomics and in the design and implementation of adaptation for the elderly and the elderly
- gets to know the functioning of the home environment, centers / hospitals where the occupational therapist works with the elderly and the elderly
- analyzes the role of occupations in the process of active aging and ways to support older

people to experience health and well-being in later life

The internship prepares students for independent professional activities: from first contact with clients, through evaluation and programming of intervention or project objectives to their implementation and evaluation of the entire occupational therapy process.

The practice develops cooperation skills within a multiprofessional team to comprehensively define the occupational needs of clients and ensure high quality of the service

7. Occupational Therapy in Occupational Therapy Centers or in community based settings

Objectives

The aim of professional practice in occupational therapy in the place of residence is to prepare the student to work with people excluded in the place of residence and cooperation between clients, their families / legal guardians; people managing the place of residence of clients and intervention centers. The student learns the various roles of an occupational therapist and learns the mechanisms of functioning of various institutions, environments for people socially excluded.

Short description

Professional training in the area of intervention in the prevention of exclusion at the place of residence is to prepare the student to work with people at risk of social exclusion and their legal guardians. During the course, the student practices alone and under the supervision of a therapeutic team using the knowledge and skills previously acquired. During the internship, the student prepares individually a project on forms of preventing social exclusion.

Student:

- practices with persons at risk of exclusion, disability and legal problems;
- counteracts the negative effects of social exclusion of people in their living environment and their legal guardians;
- develops its ideas and practical ways in which it is possible to adapt the implementation of interventions to the needs of people at risk of exclusion with whom it works,
- enables engagement / access to important and meaningful activities for an individual or group;
- gets to know the functioning of the home environment, centers of intervention centers, in which the occupational therapist works with people at risk of social exclusion
- analyzes the role of seizure in the process of therapy of the excluded and ways to support them in order to experience the well-being of these people

8. Occupational Therapy of people at risk of exclusion or socially excluded

Objectives

1. Improvement of the work workshop with people socially excluded or at risk of exclusion.
2. Focus on occupational therapy addressed to groups of clients
3. Establishment / support of a partnership involving the cooperation of institutions and specific groups of persons threatened by exclusion or socially excluded - project.

Short description

The internship allows to improve the student's work workshop with people socially excluded or at risk of exclusion. In addition to individual interventions, social activities also appear. Students must focus more on organizational and social issues as well as inclusion and social integration. Tasks and student activities are therefore focused on environmental and group activities

III.2 Legal requirements for the occupational training of occupational therapists in Poland

III.2.1 Legal Requirements for Vocational Training - Vocational schools, colleges, universities

Responsibilities of the University:

- The university undertakes to provide students with places to implement apprenticeships in accordance with their program content.
- The university undertakes to exercise care and control over the professional practices of its students.
- The university undertakes to pay the costs of organizing internships.
- The university undertakes to provide students with civil liability insurance for the duration of apprenticeships

The hour of professional practice lasts 45 minutes

Purpose of internships:

Professional training is one of the most important elements of vocational education. During its duration, students should independently and practically use the acquired knowledge and skills to build competences in various areas of occupational therapy. Its aim is to develop general and professional competences of students regarding occupational therapy in:

- mental health area;
- work with children and young people with disabilities;
- rehabilitation of adults with various types of disabilities;
- counteracting the negative effects of the aging process - psychophysical and social;
- work with children or adults with intellectual / learning disabilities;
- counteracting social exclusion and enabling engagement / access to important and significant for an individual or group of activities;
- ergonomics and design and implementation of adaptation.
- Preparation for work with clients / patients with different occupational needs should take into account the implementation of the practice goals in which they occupy the central place.

The internship should prepare students for independent professional activities: from first contact with clients, through evaluation and programming of intervention or project objectives to their implementation and evaluation of the entire occupational therapy process. The internship should also develop the skills of cooperation within the framework of a multiprofessional team to comprehensively define the occupational needs of clients and

ensure high quality of the service

The provisions of the old law on higher education and science¹⁰ are still in force for students who have been admitted to university until October 1, 2019. Despite the repeal of the provisions by the newly introduced law¹¹, it still has binding force and guarantees acquired rights.

According to Journal of Laws of the Republic of Poland, Warsaw, 2005, No. 164, item 1365, Act of 27 July 2005 Law on Higher Education:

The minister competent for higher education shall determine, by way of a regulation, the mode of making decisions referred to in para. 4, the deadline for submitting the applications referred to in para. 4, and the scope of data contained in the applications necessary to make these decisions, in particular information on the possibility of providing students with a general academic profile in scientific research conducted by the basic organizational unit and information on the number of places for students of the practical profile of taking participation in compulsory professional practices, taking into account the educational structure and the labor market demand for graduates of particular fields of study (Article 8, point 6).

Article. 9c. The minister competent for higher education in consultation with the minister competent for education will determine, by regulation, bearing in mind the requirements of the labor market, standards of education preparing for the teaching profession, including:

- 1) learning outcomes in the area of:
 - a) substantive and methodological knowledge,
 - b) pedagogical and psychological knowledge, including in the field of upbringing, including preparation for work with students with special educational needs,
 - c) preparation in the use of information technology,
 - d) level of knowledge of a foreign language;
- 2) duration of studies and postgraduate studies, the dimension and method of organizing internships.

The basic organizational unit of the university providing education in a given field of study and the level of education with a practical profile is obliged to include at least three-month apprenticeships in the education program. This unit may organize education alternately in the form of didactic classes at the university and in the form of internships at the employer, taking into account the implementation of all learning outcomes provided for in the curriculum for this field, level and profile (Article 11, point 9)

A student transferring classes included in a non-home institution, including foreign one, is assigned a number of ECTS points, which is assigned to learning outcomes obtained as a result of the implementation of appropriate classes and practices in the receiving unit (Article 165, point 2)

Article 166. 1. Bachelor studies last at least six semesters, and engineering studies last at least seven semesters.

2. The student's professional practice is included in the period of first-cycle studies and uniform master's studies.

3. The University Senate may determine the conditions for dismissing a student from the obligation to complete an apprenticeship

Art. 168a. 1. The university may conduct studies with a practical profile with the participation of business entities.

2. The method of running and organizing the studies referred to in para. 1, is specified in the contract concluded in writing between the university and the business entity. The contract may specify:

- 1) the opportunity to conduct classes with students, in particular practical, by employees of business entities;

- 2) participation of an economic entity in the development of the education program;
- 3) method of co-financing studies by a business entity;
- 4) learning outcomes;
- 5) the way of implementing apprenticeships and internships.

The manner of running and organizing the studies referred to in paragraph 1 shall be specified in an agreement concluded in writing between the university and the entity referred to in para. 1. The contract may specify:

- 1) the way of conducting classes with students;
- 2) the share of the entity referred to in par.1, in the development of the education program;
- 3) learning outcomes, taking into account the knowledge and skills checked in the qualification proceedings for granting the right to practice the profession;
- 4) the manner of implementation of apprenticeships and internships (article 168b, 2).

Art. 189. 1. The student is obliged to act in accordance with the oath and regulations of studies.

2. The student is obliged in particular to:

- 1) participate in didactic and organizational activities in accordance with the study regulations;
- 2) passing examinations, completing apprenticeships and fulfilling other requirements provided for in the study plan;
- 3) compliance with the regulations in force at the university.

The provisions of the new act on higher education and science¹² will enter into force successively. A large part of the regulations will take effect no earlier than October 1, 2019.

New Act (Journal of Laws of the Republic of Poland, Warsaw, 30 August 2018, item 1668, Act of 20 July 2018, Law on Higher Education and Science)

Art. 15. 1. The University is a vocational school if it conducts education taking into account the needs of the socio-economic environment and does not fulfill the condition referred to in art. 14 par. 1.

2. A vocational school conducts studies only with a practical profile.
3. The vocational school runs first-cycle studies.
4. A vocational school can run:
 - 1) second-cycle studies;
 - 2) uniform master's studies;
 - 3) specialized training

Art. 61. 1. The University may conduct studies in cooperation with the authority conferring the right to practice, the body conducting examination proceedings within the framework of obtaining professional qualifications, a self-regulatory body, an economic organization or a registration authority. The principles of cooperation in conducting studies are determined in a written agreement.

2. The contract may specify the participation of the entity referred to in paragraph 1, in the development of the study program and the method of implementation of apprenticeships.

Art. 62. The university may conduct dual studies, which are studies of a practical profile conducted with the participation of the employer. The organization of the studies is defined in an agreement concluded in writing.

Art. 64. 1. Studies shall be conducted at the level of:

- 1) first-cycle studies;
- 2) second-cycle studies;
- 3) uniform master's studies.

2. Studies are conducted on the profile:

1) practical, where more than half of the ECTS points are assigned to activities shaping practical skills;

2) general-academic, where more than half of ECTS points is attributed to the activities related to the academic activity conducted at the university

Art. 67. 1. Studies are conducted in a specific field, level and profile on the basis of a study program, which specifies:

1) learning outcomes referred to in the Act of 22 December 2015 on the Integrated Qualification System, taking into account the universal first level characteristics specified in this Act and second degree characteristics defined in the regulations issued on the basis of art. 7 par. 3 of this Act;

2) description of the process leading to learning outcomes;

3) the number of ECTS points assigned to the class.

2. ECTS credits are a measure of the average student work required to obtain learning outcomes.

3. The ECTS point corresponds to 25-30 hours of student work covering classes organized by the university and its individual work related to these classes.

4. If the specificity of education in a given field of study permits, part of the learning outcomes included in the curriculum may be obtained as part of classes conducted using distance learning methods and techniques using infrastructure and software to ensure synchronous and asynchronous interaction between students and people leading classes.

5. The practical studies program provides for apprenticeship at least:

1) 6 months - in the case of first-cycle studies and uniform master's studies;

2) 3 months - in the case of second-cycle studies.

6. The provision of paragraph 5 does not apply to study programs preparing for the performance of professions referred to in art. 68 para. 1.

Art. 68. 1. In the study programs preparing for the performance of occupations:

1) doctor,

2) dentist,

3) pharmacist,

4) nurses,

5) midwife,

6) laboratory diagnostician,

7) a physiotherapist,

8) a paramedic,

9) veterinary surgeon,

10) architect,

11) teacher

- educational standards are taken into account.

2. The standard of education is a set of rules and requirements in the field of education regarding the organization of education, the persons who conduct this education, general and specific learning outcomes, and the method of verification of the learning outcomes achieved.

3. **The standards of training** to prepare for the professions referred to in paragraph 1:

1) points 1-8 - shall be determined by way of regulation, the minister competent for higher education and science in agreement with the minister competent for health matters,

2) point 9 - shall be determined by way of regulation, the minister competent for higher education and science in consultation with the minister competent for agriculture,

3) point 10 - shall be determined by way of regulation, the minister competent for higher education and science in consultation with the minister competent for construction, planning

and spatial development and housing,

4) point 11 - shall be determined by way of regulation, the minister competent for higher education and science in consultation with the minister competent for education and upbringing

- having regard to the need to ensure high quality of education and appropriate selection of learning outcomes in order to properly prepare for the job, taking into account its specificity, and in the case of initial training to practice as a teacher - also duration and proper selection of learning outcomes at postgraduate studies.

Art. 73. 1. Classes are conducted by academic teachers employed at a given university with competence and experience allowing for the correct implementation of classes and by other persons who have such competence and experience.

2. As part of the profile study program:

1) practical - at least 50% of class hours are taught by academic teachers employed at this university as their primary place of work;

2) general-academic - at least 75% of class hours are taught by academic teachers employed at this university as their primary place of work.

3. Lectures at the university are open, unless its statute provides otherwise.

Art. 107. 1. The student is obliged to act in accordance with the oath and regulations in force at the university.

2. The student is obliged in particular to:

1) participate in classes in accordance with the study regulations;

2) passing examinations, completing apprenticeships and fulfilling other requirements provided for in the study program.

Student's obligations:

- The student is obliged to represent the University with dignity.
- The student is obliged to observe the work regulations of the institution in which he is practicing and to respect the employees and clients.
- The student is obliged to have his own protective clothing, changeable footwear, an identifier and a practice journal.
- During the internship, the student keeps a practice journal in which he records tasks, hospitations, interventions or other activities performed in the facility every day of the internship.
- The student is obliged to punctuality and compliance with the rules of personal data protection and patient / client data.
- The student taking actions resulting from the internship program has no right to own the equipment, being the property of the facility, and is obliged to perform all professional activities under the guidance with the consent of the tutor of the internship.
- The student is obliged to inform the supervisor of the internship and the representative of the university about his absence and justify it. Unjustified absence from practice results in failure. Practice, with the consent of the facility, must be extended for a period of justified absence.
- The student is obliged to complete the internship not later than two weeks after its completion

Student's rights:

- The student has the right to use the database of institutions with which the university has signed Agreements on the organization of apprenticeships dates indicated by the university.
- The student has the right to find an institution for an obligatory work placement, if the institution meets the requirements of the professional practice program and does not charge

the University.

- The student has the right to apply for recognition of the internship as completed and to pass it on the basis of a certificate of: professional work, internship or voluntary work in the appropriate area of occupational therapy
- The student has the right to self-assessment.

Regulations for passing student internships at the Faculty of Physiotherapy.

1. Programmatic student practice is obligatory.
2. The student has the right to use the database of medical facilities with which the university has signed agreements on the organization of apprenticeships, on dates indicated by the university.
3. The student has the right to independently choose a different medical facility in order to undergo mandatory professional practice, if the institution meets the program requirements of the practice and does not burden the university financially.
4. A student has the right to apply for the recognition of an internship and completed it on the basis of a certificate of work in the profession of physiotherapist, internship or voluntary work in the field of physiotherapy.
5. The internship is subject to a grade.
6. The assessment of the practice consists of partial marks:
 - The student's assessment by the supervisor of the practice from the treatment facility, in the proportion of 25% of the final grade.
 - Student's self-esteem, in the proportion of 25% of the final grade.
 - Student's assessment by an academic teacher at the Faculty of Physiotherapy at the University of Physical Education in Wrocław, in the proportion of 50% of the final grade.
 - In the case of passing the placement on the basis of a certificate of work in the physiotherapist's profession, completed internship or voluntary work, the grade is issued by the academic teacher of the Faculty of Physiotherapy at the University of Physical Education in Wrocław.
7. The student is required to provide accurate documentation, day after day, of the course of activities related to the implementation of the internship program in the "Dziennik Praktyk".
8. In documented random or health cases, inability to implement the internship at the date and medical institution appointed by the university, the student has the option of implementing it on another date after obtaining the consent of the Deputy Dean of Physiotherapy Faculty of the University of Physical Education in Wrocław for student affairs.
9. After completing the apprenticeship, the student is obliged to settle the implementation of the internship program at the indicated university teacher at the Faculty of Physiotherapy at the University of Physical Education in Wrocław within 2 weeks. In the case of internships during the summer months, it is required to settle in the first two weeks of the winter semester of the next academic year.

If the student fails to complete the entirety of the professional internship program tasks, it is considered as failed

III.2.2 Legal Requirements for Vocational Training – Wards

There are no specific **legal requirements** that internships institutions have to fulfill. Polish laws and regulations don't specify requirements in the field of occupational therapy. It is up to university, how it will be organized.

The students of AWF in Wrocław are insured against civil liability and subsequent accidents at the place of apprenticeship.

Third-party liability insurance and accident insurance in the place where you complete your internship is only required by medical facilities. These insurance also include students of occupational therapy.

General information on student placements was regulated by the Regulation of the Council of Ministers of August 12, 1991 on student apprenticeships¹³.

It ceased to apply in 2005, when the Law on Higher Education entered into force¹⁴. According to the Act, the ordinances of the Minister of Education and Higher Education regarding practices should be introduced.

However, until 2018, no regulations were issued referring generally to student internships, including occupational therapy.

Only the ordinance that was created concerns practices in physiotherapy^{15,16}. It is connected with the act on the physiotherapist's profession^{17,18}.

In Poland, **there is no act** on the profession of an occupational therapist.

The new Act of 2018 on Higher Education and Science¹⁹ does not yet have executive acts.

Internships at University School of Physical Education in Wrocław internships are assessed by:

1. university teachers (50 %)
2. tutor in the fields (25%)
3. students themselves (self-assessment – 25%)
4. Internship and placement institutions are chosen by university teachers who participate in assessment. Formal requirements are specified by University.

Responsibilities of the institution and the person responsible for supervision over the professional practice:

- The facility is obliged to provide conditions consistent with the program assumption of the internship.
- The institution undertakes to appoint a supervisor of apprenticeships.
- The tutor of the internship undertakes to familiarize the student with the regulations and working conditions, health and safety regulations as well as the protection of professional secrecy and data of clients / patients.
- The institution undertakes to allow the student to make up his / her internship in case of his / her absence.
- The tutor of the practice or another person responsible for the supervision of the practice undertake to inform the University if the student violates the work discipline in a gross manner
- The hour of professional practice lasts 45 minutes

III.3 Bibliography for the database Poland

1. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, 1991, nr 73, poz. 323, Rozporządzenie Rady Ministrów z dnia 12 sierpnia 1991 w sprawie studenckich praktyk zawodowych
2. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, 2005, nr 164, poz. 1365, Ustawa z dnia 27 lipca 2005 r. Prawo o szkolnictwie wyższym
3. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 30 listopada 2015 r., Poz. 1994, Ustawa z dnia 25 września 2015 o zawodzie fizjoterapeuty

4. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 14 marca 2017 r., Poz. 1346, Rozporządzenie Ministra Zdrowia z dnia 22 lutego 2017 w sprawie praktyki zawodowej realizowanej w ramach kształcenia fizjoterapeutów
5. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 9 marca 2018 r., Poz. 505, Obwieszczenie Marszałka Sejmu Rzeczypospolitej Polskiej z dnia 9 lutego 2018 r. w sprawie ogłoszenia jednolitego tekstu ustawy o zawodzie fizjoterapeuty
6. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 30 sierpnia 2018 r., Poz. 1668, Ustawa z dnia 20 lipca 2018 r., Prawo o szkolnictwie wyższym i nauce
7. Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 13 listopada 2018 r., Poz. 2135, Obwieszczenie Ministra Zdrowia z dnia 22 października 2018 r. w sprawie ogłoszenia jednolitego tekstu rozporządzenia Ministra Zdrowia w sprawie praktyki zawodowej realizowanej w ramach kształcenia fizjoterapeutów

SUMMARY COMPARISON OF COUNTRY SPECIFIC DATA TO WORK ORDER 2

IV.1 Presentation of occupational training of occupational therapists in the participating countries

IV.1.1 Curriculum on occupational training of occupational therapists in the participating countries

GERMANY	BULGARIA	POLAND
<p>The curriculum must be in accordance with Training and examination regulation for occupational therapists (occupational therapist training and examination regulation - ErgThAPrV)</p> <p>In most of the schools the syllabus must be used to demonstrate that the theoretical and practical instruction ErgThAPrV is carried out.</p>	<p>The curriculum is designed in compliance with the requirements of the European Network of Occupational Therapy in Higher Education, the WFOT Minimum Standards for the Education of Occupational Therapists of the World Federation of Occupational Therapists, the Bologna Declaration and the European Credit and Transfer System (ECTS).</p> <p>It is developed also in accordance with the Higher Education Act in Bulgaria and the internal Rules of University of Ruse.</p>	<p>The curriculum is fully aligned to European Network of Occupational Therapy in Higher Education standards and EU guidelines.</p>
<p>3 years - Bachelor study 4400 -</p>	<p>4 years – Bachelor study 2550 h – 240 ECTS</p>	<p>3 years – Bachelor study 3225 h - 180 ECTS</p>
<p>State examination comprises a written and an oral part of practical.</p>	<p>Diploma thesis</p>	<p>Diploma thesis / Bachelor's exam</p>

GERMANY	h	BULGARIA	h	POLAND	h
<i>Medical knowledge</i>					
Biology, anatomy, physiology	220	Anatomy	120	Anatomy	90
Foundations of Health Education and Hygiene	30	Biomechanics, kinesiology and functional diagnostics	45	Biomedical basics of human development	30
General Disease	30	Physiology	45	Physiology	60
First aid	20	First aid	15	Qualified First Aid	30
Medica	20	Neurology	45	Kinesiology	45
Fundamentals of occupational medicine	30	Orthopedics, orthotics and prosthetics	30	Pathology and clinical issues in paediatrics	30
Special disease teaching	280	Pediatrics	45	Clinical issues in motor functions disorders	45
		Mental health	30	Basics of psychiatry	45
		Pathology	30	Clinical issues in neurology and neurosurgery	30
		Neuropsychology	30	Healthcare and social care systems	45
<i>Social sciences</i>					
Psychology and education	210	Special psychology and special pedagogic	30	General and developmental psychology	45
Special education	50	Medical psychology	30	Therapeutical pedagogics	45
Medical sociology and gerontology	70	Sociology	30	Sociology	45
		Social psychology	30	Social psychology	45
		Social medicine, social rehabilitation and health promotion	30	General pedagogics, andragogic, pedagogics of leisure	30
		Communication disorders	30	Facultative subjects	270
<i>Occupational Therapeutic Agents/media</i>					

Craft and design techniques (clay, wood, rattan, paper, creative design, other materials)	500 +400	Analytical and therapeutic media in occupational therapy	165	Basics of music therapy workshop	15
Games, tools, tracks and technical media • Games and their therapeutic use • Wheelchairs, tools and splints • Technical Media and their use	200 +170	Project development and management in Occupational Therapy	30	Basics of drama and choreotherapy	15
		Project work in Occupational Therapy	60	Methodology of diploma thesis	15
		Positioning and transfers	30	Occupational Therapy - basic skills	45
		Art Therapy	30	Basics of art therapy	15
General subjects					
		Information technologies in Occupational Therapy	45	ICT	15
		Foreign language special terminology	120	Foreign language	120
		Basics of research methods and medical statistics	30	Ethics	30
		Disaster management	30	Portfolio	60
		Sports	120	Physical activity	90
Special OT courses					
Basics of occupational therapy	160 + 60	Introduction to occupational therapy	45	Introduction to Occupational Therapy	30

Motor-functional treatment methods	140 + 60	Theoretical foundations of occupational therapy	45	Propedeutics of Occupational Therapy	30
Neurophysiological treatment procedures	140	Occupational therapy for social inclusion	60	OT of people at risk of exclusion or socially excluded	45
Neuropsychological treatment procedures	140	Occupational therapy for physical dysfunction I (neurology)	60	Process and models of practice in OT	75
Psychosocial treatment procedures	140 + 60	Occupational therapy equipment for adapting the environment	90	OT of children, neurodevelopmental and biomechanical disorders	60
Working therapy procedures	100	Occupational therapy in paediatrics	75	OT of children, educational issues and professional skills at school	30
Adaptive procedures in occupational therapy	50	Occupational therapy for people with learning disabilities	45	Occupational therapy with learning disabilities	60
Prevention and rehabilitation	40	Occupational therapy in geriatrics	45	OT of people with disabilities (neurology)	45
For distribution to the learning areas	60	Occupational therapy for physical dysfunction II (orthopedics)	45	OT in orthopedics and traumatology, rheumatology	75
		Management of occupational therapy practice	30	Ergonomics in life and work environment	45
		Occupational therapy in mental health	60	Occupational therapy in clinical psychiatry	45
		Ergonomics and design in occupational therapy practice	30	OT of people of psychocial disability in CB Mental Health	45
				OT of elderly people	45
				OT in disability prevention	45
				OT in living environment	45
				Ergonomics and adaptation	45

Psychosocial (psychiatric / psychosomatic) area	400	Internship 1: Social inclusion	90	Orientation practice - preliminary	100
Motor-functional, neurophysiological or neuropsychological area	800	Internship 2: Neurology	90	Occupational therapy for children: clinic and school	100
Working therapy area	400	Internship 3: Pediatrics	90	Occupational therapy of adults with learning disability: work and daily life	100
For distribution to the areas of practical training	120	Summer internships	240	Occupational Therapy of people with mental disorders and elderly people	300
		Internship 4: Physical dysfunctions, mental health	90	Occupational Therapy in centers/community.	150
		Internship 5 Elderly, learning difficulties	90	Occupational Therapy of people at risk of exclusion or socially excluded.	150
		Final placement	330		

IV.1.2 Substance distribution plans in the participating countries

IV.1.2.1 Total hours overview of theoretical and practical lessons

Germany	Bulgaria	Poland
<i>Theoretical lessons</i>		
1850	915	880
<i>Practical lessons</i>		
870	855	1295
<i>Practice</i>		
1720 h	1020 h 64 ECTS credits	1050 h 42 ECTS credits
170 h for distribution	240 for summer practice	
<i>Overall hours and ECTS</i>		
4400	2550 h (2790 h with summer practice) 240 ECTS credits	3225 h 180 ECTS credits

IV.1.2.2 Overview of Vocational Education - Objectives, Content, Competences

Germany	Bulgaria	Poland
<i>Summary comparison of the practical training in Occupational therapy</i>		
<p>The aim of the practical training is to use the acquired knowledge and skills in the theoretical and practical teaching purposeful and patient-related and to give the students the opportunity to develop their own identity and competence. Students should be empowered to respond flexibly to treatment situations and deal constructively with criticism, as well as to participate in an interdisciplinary team. The focus is on the step-by-</p>	<p>The emphasis of fieldwork placements is on the application of an academically acquired body of knowledge, and on the development of a reflective stance toward practice. The purpose is to provide the student with an in-depth, supervised experience in which knowledge and skills are consolidated, while having the opportunity to assume increasing responsibility for the delivery of</p>	<p>The aim of the professional practice is to prepare the student to work with clients with different disabilities; learning about the different roles of an occupational therapist and learning about the functioning of various institutions, environments for clients and communities. Practical preparation of students for independent professional activities in the field of organization,</p>

step learning of self-responsible therapeutic action, independent preparation of a treatment plan with regard to assessment, implementation of treatments, reflection, evaluation and documentation of patient-related data, organization and administrative tasks.	occupational therapy services to patients/clients. The fieldwork experience provides the opportunity to make the transition from student to professional. In addition to emphasizing the acquisition of specific techniques related to patient intervention, the fieldwork experience provides the student with the opportunity to integrate professional behaviours and attitudes.	planning, conducting, controlling, modifying, verifying the process of occupational therapy of people with disabilities. Acquiring cooperation skills within a multi-professional team to comprehensively define the occupational needs of clients and ensure high quality of services provided.
Organization of the practical training		
Every practice has 3 phases: 1- orientation; 2- treatment under supervision, 3- independent work	The internships are two types: semestrial, under supervisor by teacher from the university and independent (summer and pregraduation) fieldwork, under supervision by tutor from the institution.	Students practice alone and under the supervision of a therapeutic team using the knowledge and skills previously acquired. Institutions provide a tutor for the student internships.

Time of practice		Germany	h	Bulgaria	h	Poland	h
1y	1 sem						
	2 sem		3 x 80			Orientation practice - preliminary	100
2y	3 sem	Basics of occupational therapy. Motorically functional,	320	Internship 1: Social inclusion	90	Occupational therapy for children: clinic and school	100
	4 sem	Neurophysiological, neuropsychological	320	Internship 2: Neurology	90	Occupational therapy of adults with learning disability: work and daily life	100
Summer				Summer internship 1: Social inclusion and physical	120	Occupational Therapy for people with physical disabilities	150

				dysfunction			
3y	5 sem	Psychosocial area	320	Internship 3: Pediatrics	90	Occupational Therapy of people with mental disorders and elderly people	300
	6 sem			Internship 4: Physical dysfunction (orthopedics), mental health	90	Occupational Therapy in centers/community.	150
						Occupational Therapy of people at risk of exclusion or socially excluded.	150
Summer				Summer internship 2: Pediatrics and physical dysfunction	90		
4y	7 sem			Internship 5 Elderly, learning difficulties	90		
	8 sem			Final placement: By selection from different areas	330		
		For distribution	500				
TOTAL		1700 h		1020 h		1050 h	

The emphasis of fieldwork placements is on the application of an academically acquired body of knowledge, and on the development of a reflective stance toward practice. The purpose is to provide the student with an in-depth, supervised experience in which knowledge and skills are consolidated, while having the opportunity to assume increasing responsibility for the delivery of occupational therapy services to patients/clients. The fieldwork experience provides the opportunity to make the transition from student to professional. In addition to emphasizing the acquisition of specific techniques related to patient intervention, the fieldwork experience provides the student with the opportunity to integrate professional behaviours and attitudes.

The Minimum Standards for the Education of Occupational Therapists of the World Federation of Occupational Therapists set a central place of the fieldwork of the students in the training process. Its aim is to integrate students' knowledge, professional rationale and professional behaviour into practice and to master knowledge, skills and attitudes to the level of competence that meets the requirements of a qualified therapist. The fieldwork takes place in facilities of different types, with individual and group clients at different age and with different stages of illness, with different religious and ethnic backgrounds. In addition to well-established bases, the practical training can also take place in emerging institutions providing services to people with different needs who need an occupational therapy service.

The aim of the practical training in all of the countries is to use the acquired knowledge and skills in the theoretical and practical teaching purposeful and patient-related and to give the students the opportunity to develop their own identity and competence. Students should be empowered to respond flexibly to treatment situations and deal constructively with criticism, as well as to participate in an interdisciplinary team. The focus is on the step-by-step learning of self-responsible therapeutic action, independent preparation of a treatment plan with regard to assessment, implementation of treatments, reflection, evaluation and documentation of patient related data as well as organization and administrative tasks.

The main conclusions that can be drawn are that the Minimum Standards for the Education of Occupational Therapists of the World Federation of Occupational Therapists in terms of the number of hours for practical training are met and their sum exceeds 1000 hours for the training period in all of the three countries.

The in-depth reading of everything written shows that there is complete correspondence between goals, content and expected results or competencies acquired in the field of occupational therapy practical training in Poland, Bulgaria and Germany. As main objectives and acquired competencies at the end stand out the following:

- Objectives: Practical preparation of students for independent professional activities in the field of organization, planning, conducting, controlling, modifying, verifying the process of occupational therapy in terms of interviewing, assessment, goal setting, intervention planning and treatment of people with various types of disabilities/ disadvantages and also development of responsibility, clinical reasoning and ethical attitude to occupational therapy intervention.
- Competences: Practical application in real context of assessment tools related to occupational performance and occupational therapy intervention for clients with different diseases, disabilities or disadvantages; clinical reasoning and reflective practice; teamwork, ability to adequate communication, including conflict management and cooperation skills within a multiprofessional team.

IV.2 Legal requirements for the occupational training of occupational therapists in the participating countries

IV.2.1 Legal Requirements for Vocational Training - Vocational schools, colleges, universities

Germany	Bulgaria	Poland
<p>1 Training</p> <p>(2) Schools shall provide practical training under an agreement with hospitals or other appropriate institutions. The field of practical training referred to in Annex 1 (B)</p> <p>(3) shall be carried out under the guidance of occupational therapists or occupational therapists; in the other areas listed in Appendix 1B, it must be under the guidance of occupational therapists or occupational therapists</p>	<p>In Bulgaria, the occupational therapy is not a regulated profession and still no specific national standards have been developed. Regarding the fieldwork of Bachelor and Master's degree students, the Internal Rules for the development of a curriculum for discipline are followed. To meet the standards set by the World Federation of the Occupational Therapists, in addition to the semester fieldwork of the occupational therapy students plans are developed two more summer practices and a pre-graduate internship with an extended duration of 11 weeks.</p> <p>The general guidelines and requirements for fieldwork, practices and internships for the students of occupational therapy are contained in the Practical Training Portfolio.</p> <p>The university provide practical training under contracts with health and social institutions.</p> <p>The university provides supervision, contact hours and collaboration with tutors from the institutions.</p>	<p>In Poland, the occupation of an occupational therapist is not regulated.</p> <p>There are no specific legal requirements that an internship institution must meet. Polish laws and regulations do not contain requirements in the field of Occupational therapy. It's up to the university how it's organized;</p> <p>Responsibilities of the University:</p> <ul style="list-style-type: none"> • The university undertakes to provide students with places to implement apprenticeships in accordance with their program content. • The university undertakes to exercise care and control over the professional practices of its students. • The university undertakes to pay the costs of organizing internships. • The university undertakes to provide students with civil liability insurance for the duration of apprenticeships

IV.2.2. Legal requirements for vocational training – employment

Germany	Bulgaria	Poland
<p>Clinics: Day and meeting places sheltered workshops</p> <ul style="list-style-type: none"> • at least 1 OT with a weekly working time of at least 30 hours and a minimum of 2 years' professional experience (1 therapist = 1 trainee) • at least 1 specialist with appropriate qualifications • at least 20 beds in the department <p>Private practices</p> <ul style="list-style-type: none"> • at least 2 employees (practice owner and a specialist with a weekly working time of at least 30 h (2 therapists=1 trainee, each additional specialist =1 tr.) • the practice owner must have at least 2 years' professional experience • Usable area at least 40 square meters, therapy area at least 30 square meters (for the owner) • For each additional specialist, a further therapy room of at least 12 square meters is required • at least 200 treatments per month (at least 100 with children) • contracts with health insurance companies 	<p>Fieldwork placements are conducted in a wide range of settings and provide students with the opportunity to gain experience across the breadth of occupational therapy practice. The University of Ruse has contracts with placements in Ruse in different settings and areas of practice:</p> <p><i>Healthcare settings:</i></p> <ul style="list-style-type: none"> • Multi-profile Hospitals for Active Treatment – departments of neurology, physical rehabilitation and orthopaedics; • Private hospitals • Mental Health Centre <p>Social services</p> <ul style="list-style-type: none"> • Municipal social services – Residential homes for adults or elderly with physical disabilities, mental issues, dementia or learning disabilities. • social services, run by NGOs – centres for early intervention, family type homes, daily centres, sheltered homes for youths with learning disabilities, asylums. <p>Inclusive education – mainstream kindergarten, primary and secondary schools, special school.</p>	<p>Responsibilities of the institution and the person responsible for supervision over the professional practice:</p> <ul style="list-style-type: none"> • The facility is obliged to provide conditions consistent with the program assumption of the internship. • The institution undertakes to appoint a supervisor of apprenticeships. • The tutor of the internship undertakes to familiarize the student with the regulations and working conditions, health and safety regulations as well as the protection of professional secrecy and data of clients / patients. • The institution undertakes to allow the student to make up internship in case of absence. • The tutor of the practice or another person responsible for the supervision of the practice undertake to inform the University if the student violates the work discipline in a gross manner. • The hour of professional practice lasts 45 minutes