

EUPRAC – Curriculum

for

**Practical training of occupational therapists in the context of
internships in other European countries**

Intellectual Output (O2)

Project

EUPRAC - Europractice for Occupational Therapists

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1. Introduction

Therapeutic services increasingly gain in importance. This can be attributed, among other things, to the progressive ageing of the population in Europe. But also the latest scientific knowledge¹ shows the high effectiveness of non-drug procedures, which as therapeutic approaches offer real alternatives to conventional pharmacological treatments. With the continuously growing demand for therapeutic services, the need for qualified therapists is also constantly increasing. Thus, it should be the goal to convince young people to start a training to become occupational therapists.

Apart from a high quality of the theoretical education, in particular the practical conveyance of occupational competences and the facilities to find options for employment in all the countries of the European Union play an essential role for the attraction of the occupation.

In addition to a high quality of theoretical training, the practical imparting of professional competences and the possibility of finding professional employment opportunities in all countries of the European Union play an important role in the attractiveness of the profession.

Under the title "EUPRAC - Europpractice for Occupational Therapists", a European project partnership therefore concentrated primarily on the part of the practical training of occupational therapists, for which there are still no uniform regulations in the country comparison, but which is a decisive component of the training.

In the frame of the project, educational institution from four European countries cooperate:

- IBKM gemeinnützige Schulträger [non-profit educational authorities] GmbH as the project executing organization (DE),
- „Angel Kanchev“ University of Ruse (BG),
- Akademia Wychowania Fizycznego we Wrocławiu (PL),
- ICM Fachhochschule [University of Applied Science] Krems GmbH as well as
- IBKM Praxismanagement [Practice Management] GmbH as an important practice partner.

This project is supported by the programme ERASMUS+ of the European Union for the period of time from 1 October 2018 to 31 March 2021.

Based on an EUPRAC comparative study that dealt with the framework conditions of training, recognition of the internships and the position of occupational therapists in the social security system in the participating countries, a common training basis for the practical training of occupational therapists was developed. The qualification framework of the World Federation of Occupational Therapists (WFOT), the European qualifications framework (EQF) and the national qualifications framework (NQF) also formed further important foundations.

¹ See Diehl-Schmid, 2020; Korczak, 2013; Clarke, 2016; Sturkenboom, 2014.

With the EUPRAC curriculum that has been developed, the European project team aims to provide guidelines for the barrier-free completion of internships that are both relevant to practice and serve as a model for other actors, in order to open up new perspectives and opportunities for young people on the European labour market. At the same time, this aims to promote the attractiveness of the occupational therapy profession.

Another special challenge after the end of the project will be to integrate the EUPRAC curriculum into the existing training/study programmes and to clarify the national and European recognition.

2. Aims and recipients of the EUPRAC-Curriculum

The main objective of the EUPRAC curriculum is to give students in the field of occupational therapy the opportunity to complete recognised internships in other European countries under the same job-related conditions. Within the framework of a stay abroad during their studies/training, they should be given the opportunity to gain professional practical experience and personal competences (e.g. intercultural competence, mobility competence) for their further professional career and thus be able to take advantage of opportunities and perspectives in the European labour market.

Direct addressees of the EUPRAC curriculum as well as the accompanying documents and action guides are primarily:

- Universities, colleges, higher vocational schools with courses/training in the field of occupational therapy who want to give their students the opportunity to complete recognized/accredited internships in other European countries and, if necessary, to establish or expand a cooperation network to secure practical training in a European context,
- Establishments, institutions, companies that want to provide internships/practical training for students from other European countries and, if necessary, are interested in working in an occupational therapy cooperation network within a European framework,
- Students who would like to complete an internship in another European country as part of their studies/training to become an occupational therapist.

3. Basic principles and framework conditions for completing occupational therapy internships in other European countries

3.1 Job profile, fields of work and competences of occupational therapists in the European context

As part of the EUPRAC study (cf. compact version, 06/2020, pp. 3-20), a comparison has been made between the job profiles, work areas and competencies of occupational therapists in the participating countries. The commonalities and interfaces in the basic understanding of the job description and the required competencies as well as the view

of possible areas of application for interns made a decisive contribution to the development of the present curriculum.

The occupational definitions of the individual national associations are based on those of the World Federation of Occupational Therapists (WFOT). This is an important basis for the understanding of the profession of the practice supervisors in the guidance of trainees.

The number of occupational therapists working in the individual countries also allows conclusions to be drawn regarding the opportunities for completing placements abroad. The Council of Occupational Therapists for European countries (COTEC) publishes an annual statistical report (SUMMARY OF THE OCCUPATIONAL THERAPY PROFESSION 2020). This shows that in 2020, Germany employed the most occupational therapists in Europe with approx. 60,000, followed by Great Britain with approx. 39,556 and France with approx. 12,000 occupational therapists. It is also worth taking a look at the number of occupational therapists per 100,000 inhabitants. Denmark is at the top with 188, followed by Sweden with 116 and Belgium with 106 occupational therapists per 100,000 inhabitants.

Austria is in the middle with 3,885 occupational therapists in total and 43.6 per 100,000 inhabitants. The low number of 49 occupational therapists in Bulgaria (0.71 per 100,000 inhabitants) can be attributed to the fact that the occupational therapy profession has only existed for 12 years. For Poland, no exact information is known about the number of occupational therapists working there, but the project partner was able to state that a total of 7,290 occupational therapists have been trained so far.

An excerpt from the 2020 annual report can be found in the appendix under point [Item 9.1.](#)

In the countries involved in the project, the following locations for occupational therapists can generally be named:

- clinics,
- rehabilitation facilities,
- day care facilities,
- retirement homes,
- day care centers.

Thus, if the framework conditions described in the following chapters are met, internships for foreign students can be offered in both clinical settings and social settings.

As a special feature, private practices for occupational therapy should be mentioned here, especially for Germany and partly for Austria, which can offer a large part of all possible areas of activity of an occupational therapist for the work with trainees due to their numerous target groups and the associated wide spectrum of treatment methods.

A special feature for Bulgaria is that due to the legal conditions of the occupational therapy profession, no internships are planned in hospitals, as these are not available as jobs even after completion of the training.

The comparison of the core competencies of occupational therapists in the countries participating in the project also revealed clear interfaces and can be summarized in the following focal points:

- professional and methodological knowledge of occupational therapy,
- occupational therapy process and professional thinking,
- professional relationships and partnerships (including intra- and interdisciplinarity),
- professional autonomy and accountability,
- Research and development in occupational therapy/science,
- Management and promotion of occupational therapy.

In Germany and Austria, an additional economic aspect is formulated, which aims at working as a self-employed occupational therapist in independent practices (German Association of Occupational Therapists DVE, 2018).

Based on the assumption that the students/trainees acquire similar competences within the framework of their respective studies/training, the development and use of a competence-based curriculum for internships abroad with a view to the practical relevance and recognisability of the internships in the country of origin is expedient.

3.2 Legal basis and framework conditions for the recognition of internships in other European countries

3.2.1 Legal basis for practical training in occupational therapy

For the practical training of occupational therapists in the context of a placement abroad, the specific laws, curricula and regulations of the countries of origin as well as the guidelines and requirements of the respective sending educational institutions must always be observed (cf. EUPRAC study, compact version, 06/2020, p. 38 ff.). The WFOT standard can be used here as a uniform standard. However, it primarily refers to theoretical training in the field of occupational therapy at universities, colleges or higher vocational schools.

Therefore, the sending institutions have a decisive responsibility with regard to checking the prerequisites of the internship places. This is already ensured in many universities, colleges or higher vocational schools through fixed cooperation with institutions and companies abroad. Internships that students/students look for themselves should, as is already frequently the case, go through an application and review process. The interested parties must be informed at an early stage. These procedures will be discussed in more detail in the next chapters.

3.2.2 Legal requirements for the internship institutions and the supervisors working there

As a result of the comparison of the data between the countries participating in the EUPRAC project, it was found that the requirements for the internship facilities and the practice supervisors are converging (cf. EUPRAC study, compact version, 06/2020, p.

38 ff.). Therefore, the following minimum requirements should be examined for the recognition of traineeships available in other European countries:

- The facility/company providing the internship placement must be approved to train/supervise occupational therapy interns in accordance with applicable state-specific regulations.
- Prerequisites for the assignment as a practice supervisor are:
 - a completed training as an occupational therapist,
 - a degree from a WFOT-recognised institution,
 - professional experience of at least 1 - 2 years,
 - a weekly working time of at least 30 hours.
- In addition, one supervisor per intern² should be available to guide the intern during the internship.

3.2.3 Ensuring the selection of recognised internships in other European countries

With regard to the recognition of internships abroad, an examination and selection procedure should be established in the sending educational institutions. The requirements for the recognition of the internship by the sending institution should be precisely defined.

An information session at the sending institution gives students an idea of the requirements and possibilities that a placement must have. In this way, the students can search more specifically for a new placement in another European country. In the appendix under point Item 9.2, a possible procedure for finding new internships is described within the framework of the "Guide for Students/Pupils to Complete an Internship in a European Country Abroad".

First of all, it must be decided who is responsible for making contact (students/students independently or the person responsible in the sending institution: program officer, training officer or person responsible for the internship). After the contact has been established, the recognition of the internship position is clarified. The questionnaire listed in the appendix under point [Item 9.2](#) can be used as a basis for clarifying the recognition criteria and the requirements of the internship. If there are other important requirements for recognition by the respective educational institutions, the questionnaire can be expanded in this regard.

The requirements are based on the curriculum of the educational institution, the standards of the World Federation of Occupational Therapists (WFOT) and the framework conditions of the Erasmus+ program. The students are to be informed about this by the respective educational institution. The most important focal points are listed here:

- possible subject area that can be completed,
- time period and weekly hours of the internship,

² This statement has a recommendatory character. In Bulgaria, for example, one supervisor is often responsible for more than one intern.

- approval of the training of practice supervisors according to WFOT standards,
- practical experience of the practice supervisor as an occupational therapist (in years) and additional training,
- offer description of the internship position,
- organizational conditions,
- requirements for the students in terms of professional, personal and linguistic prerequisites/experience.

If the placement fulfils the requirements, the person responsible at the sending educational institution will initiate a placement agreement. Here, the form "Learning Agreement. Student Mobility for Traineeships" form in the appendix [Item 9.4](#) is recommended, as it not only contractually secures the traineeship, but also provides a basis for accessing funding within the framework of the Erasmus+ program for the students. Subsequently, further organizational steps can be initiated by the responsible persons of the educational institution or the students themselves.

3.3 Accreditation of the internship abroad

As already described in chapter 3.2.3 "Ensuring the selection of recognized internship positions in other European countries", approval by the representative(s) of the sending institution is required before the internship sought by the student him/herself is taken up. A comparable procedure must also be established for the recognition of the internship immediately following the stay abroad.

Students apply for recognition of the internship to the examination office of the university or university of applied sciences or to the training officers of a higher vocational school. For this purpose, they submit the following documents:

- Internship report,
- Internship evaluation by the supervisor of the institution in which the internship was completed,
- Proof of attendance with stamp, date and signature of the supervisor.

Detailed statements on the professional documentation and evaluation of the internship assignments in other European countries can be found in [Item 6](#).

After the documents have been checked, the students receive written notification of the recognition of the completed internship abroad. An evaluation of the content of the professional documentation is carried out by those responsible in the occupational therapy department. The recognition is to be provided with a corresponding ECTS assessment (European Credit Transfer and Accumulation System) in the academic institutions.

The recognition of internships is also based on the competences taught and the areas of application of the interns. In view of the differences in the area of practical training identified in the EUPRAC study, it was necessary to reduce the contents of the internship to a smallest common multiple in order to develop both compatible and

recognisable contents. The curriculum therefore initially focuses on the competences to be acquired in the individual internship phases. Within the framework of the EUPRAC study, areas were also identified in which the occupational therapy training courses of the participating project partners take place in a comparable manner:

- pediatrics,
- geriatrics,
- psychiatry,
- neurology,
- orthopedics.

In these areas, occupational therapy internships could be offered in other European countries in a comparable and recognisable way.

The regulations on the scope and timing of the internship vary in the countries participating in the project. Therefore, it is advisable to implement the respective requirements of the sending institutions with regard to recognition. This also applies to the number of hours per week that the students/pupils have to complete during their internship. In Germany, for example, 40 hours are mandatory, in Austria at least 20 - 40 hours, in Bulgaria 30 hours and in Poland 40 - 50 hours. In case of absence, the student must make up the missing hours at another time. Corresponding regulations should be made in the internship agreement.

3.4 Preparation procedure for students/trainees to complete occupational therapy placements in other European countries

A standardized and binding preparation procedure for students/trainees ensures that all the necessary framework conditions are in place in the preparation of the internships abroad in accordance with the applicable country-specific regulations, requirements and guidelines. A number of university educational institutions already offer corresponding procedures. With regard to the financial coverage of internships abroad via the Erasmus+ mobility programme, other important aspects must also be taken into account and students advised in this regard. In the appendix to this curriculum, [Item 9.2](#), there is a detailed description of a preparation procedure that could also be used by all other educational institutions.

4. Structure of the internship abroad

4.1 Periods and duration of engagement

The internship periods are usually specified by the study or training regulations of the respective countries. With regard to completing an internship abroad, special regulations also apply, some of which are also laid down in the regulations of the respective educational institutions. Interested students should therefore obtain information as early as possible from the responsible internship officer at their respective educational institution.

The duration of the internship phases is also regulated by the study or training regulations of the respective countries. In the countries participating in the project, the

scope of internships in the overall curriculum is between 25 and 40 %. The number of internship hours is between 1,020 and 1,720 hours. With a view to an internship in another European country, however, the duration of each individual internship should not be less than 4 weeks. In addition, it should be mentioned here that the duration of the internship must be at least two months for students/trainees who are seeking funding for their stay abroad from the Erasmus+ program. Important information can be found in the action guide for students/trainees for the completion of internships in other European countries (appendix, [Item 9.8](#)) as well as in the following links:
https://ec.europa.eu/programmes/erasmus-plus/opportunities/trainees_de;
https://ec.europa.eu/programmes/erasmus-plus/opportunities/trainees_en;
https://ec.europa.eu/programmes/erasmus-plus/opportunities/trainees_bg;
https://ec.europa.eu/programmes/erasmus-plus/opportunities/trainees_pl.

4.2 Phases of the internship

In all countries participating in the EUPRAC project, the internships are divided into the following phases, which should generally also be relevant in the context of internships abroad in Europe:

Table 1 – Phases of the internship

No.	Internship phase	recommended time frame ³
1	Introduction or observation phase: This phase includes observing participation in therapy units and subsequent reflection with the practice supervisor, getting acquainted with the institution-specific disease and disorder patterns, therapy methods and therapy concepts.	max. 2 weeks
2	Phase of guided activities: This phase builds on the first phase and includes a partially independent activity according to instructions and under the direct supervision of the practical instructor. For example, the planning and implementation of therapy units as well as the guidance of individual clients takes place together with the practice supervisor.	max. 4 weeks
3	Phase of self-employed activity: This phase builds on the first two phases and includes a largely independent activity with regard to the planning and implementation of therapy units as well as their documentation under the observation and reflection of the practice supervisor.	min. 4 weeks

³ based on an Erasmus+ funded stay abroad of 10 weeks.

4.3 Accompaniment/support during the internship abroad

Generally, the implementation of internships is based on extensive cooperation between the educational and the internship institution. This should also apply to the implementation of internships abroad. In addition to the organisation, in which the students/pupils are mainly involved, the responsible persons should agree on all essential focal points in advance. This is especially true for the way of guidance/supervision. The daily cooperation within the framework of the internship generally takes place between the interns and the practical supervisors, but those responsible at the sending institution should also be continuously involved. It is recommended that contact be established via digital media. For example, viewing hours can also be realised via Google Meet, Zoom or Microsoft Teams. All the arrangements discussed should be fixed in the internship agreement.

5. Aims and contents of occupational therapy placements for completion in other European countries

5.1 Foreword to the development of contents for occupational therapy internships in other European countries

As already described in chapter 2 "Objectives and addressees of the EUPRAC curriculum", this curriculum is intended to serve as a basis for the practical training of occupational therapists and, above all, to pave the way for a recognised exchange of students/trainees between European countries and to promote professional career biographies within the European Union. During the development of the curriculum, special attention was therefore paid to the recognition of an occupational therapy internship in the respective country of origin. Therefore, it was necessary to design a generally valid construct that meets both the requirements of the sending institutions and the country-specific legal regulations as well as the possibilities/framework conditions of the receiving institutions in other European countries.

The EUPRAC curriculum presented here takes into account the training of occupational therapists in Austria, Poland, Bulgaria and Germany. However, the curriculum is also intended to serve as a model/basis for the exchange of students/trainees between other European countries.

5.2 Aim of the practical training for the implementation of internships in other European countries

The aim of the practical training of students in the field of occupational therapy is to apply the knowledge and skills acquired in theoretical and practical lessons in a targeted and patient-related manner. The students should be enabled to react flexibly in treatment situations, to deal constructively with criticism and to prove themselves in an interdisciplinary, and here especially in an international team.

The focus of the internship abroad is the acquisition of practice-relevant competences for independent therapeutic action, the independent preparation of a treatment plan with regard to assessments, the implementation of treatments, the reflection,

evaluation and documentation of patient-related data, as well as organisational and administrative tasks.

At the same time, students strengthen other important soft skills such as intercultural competences, self-management, the ability to solve problems creatively and the acquisition/extension or deepening of foreign language skills.

5.3 Learning content and outcomes of the internship phases, acquisition of skills

As already described in point 3.3 "Recognition of the internship", the occupational therapy curricula of Poland, Bulgaria, Austria and Germany identify subject areas that can also be treated in a largely identical manner in the context of practical training. The construct described here is therefore primarily based on the description of the acquisition of competences and identical processes in order to be able to fundamentally ensure the recognition of the internships abroad in the country of origin.

In the following, the internship phases are presented with the respective competences, learning contents and objectives to be acquired.

5.3.1 Phase 1: Introduction or observation phase

This phase represents the start of the internship abroad, therefore it is important at the beginning of this phase that all participants discuss their mutual expectations and their own possibilities and limitations.

5.3.1.1 Acquisition of skills

Within the framework of the introductory or observation phase, the students should acquire the following competences in particular:

1. professional skills, which includes:

- the ability to understand the institution-specific treatment concept and organisational procedures,
- an understanding of the functions and tasks of the respective occupational groups and 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.

2. methodological skills, which includes:

- the ability to interact with clients in a professional way (without prejudice, authentically, emphatically),
- the analysis and prevention of communication problems.

3. self-skills, which includes:

- the readiness for appropriate self-experience in handling with people from a therapeutic perspective.

4. social skills, which includes:

- the theoretical knowledge to build a therapist-client relationship,
- Observation of the instructor in handling different clients.

Students should gain an overview of the working methods, get to know the structures of the institution and try out the therapeutic tools.

5.3.1.2 Learning content and outcomes

Table 2 – Learning content and outcomes for the introduction or observation phase

Learning content	Learning outcomes
<p>Collection of information</p> <ul style="list-style-type: none"> ● institutional <ul style="list-style-type: none"> – conceptual direction – Client/patient – interdisciplinary team – Administrative procedures – Premises ● organisational <ul style="list-style-type: none"> – Media, means, equipment – Organisational structure – Documentation procedures ● theoretical/practical <ul style="list-style-type: none"> – occupational therapy treatment procedures and methods in overview – Diagnostic procedures – Observation techniques – Cooperation and evaluation ● Self-testing of media and therapeutic tools 	<p>The students should:</p> <ul style="list-style-type: none"> ● be able to analyse the institutional conditions with regard to: <ul style="list-style-type: none"> – the ownership of the institution, – of the utility contract, – the stationary subdivision and/or clients, ● get to know the members of the interdisciplinary team, ● find their way around the premises of the institution without assistance. <p>The students should:</p> <ul style="list-style-type: none"> ● be able to move safely in the occupational therapy department and know where to find the means, media, tools, materials, etc, ● know the organisational process in the department. <p>The students should:</p> <ul style="list-style-type: none"> ● understand documented procedures and explain them to clients or refer them to colleagues, ● be able to describe the position or significance of occupational therapy within the institution. <p>The students should:</p> <ul style="list-style-type: none"> ● be able to describe the effect factors of media and means on the basis of self-testing.

Learning content	Learning outcomes
<ul style="list-style-type: none"> • Observing / Hospitating <ul style="list-style-type: none"> – targeted observation during therapeutic actions, create observation protocols – Reflection on the observations together with the instructor • Collect questions, ask questions • Taking over small partial steps in the treatments 	<p>The students should:</p> <ul style="list-style-type: none"> • know observation criteria and carry out observations according to these criteria, • Document observations in writing, • evaluate own observations with the help of the instructor, • have an overview of which treatment methods in occupational therapy and compare them with what has already been learned, • be able to describe the application of the observed treatment methods including the therapeutic agents used, • know the diagnoses/pictures of the clients and their specific characteristics and compare them with what has already been learned, • recognize the structure and composition of treatments. <p>The students should:</p> <ul style="list-style-type: none"> • ask specific questions about observed treatment situations. <p>The students should:</p> <ul style="list-style-type: none"> • be able to make contact with clients, • describe problems that the client expresses, • reflect one's own sensitivities/impressions.

5.3.2 Phase 2: Phase of guided activities

After the orientation phase, the students/trainees should have an idea of the occupational therapy treatment options. In this phase, the students will learn a series of initially dissected steps of occupational therapy treatments and carry them out in a planned, systematic and independent manner.

In this phase, the students will learn to make an occupational therapy diagnosis, interpret it, set goals and develop a treatment plan. They will also learn methodical and communicative skills and expand their own reflective ability.

5.3.2.1 Acquisition of competence

1. professional competence, which includes:

- the ability to independently carry out client-centred goal setting and therapy planning,
- reflect, analyse, evaluate and document therapy sessions together with the trainer.

2. methodological competence, which includes:

- collect client data with the help of the trainer and make findings through questioning, observation and testing,
- the adaptation of the necessary framework conditions and tasks for the client with the help of the trainer,
- the planning as well as execution of different treatment methods including their reflection under guidance.

3. self-competence, which includes:

- first self-experience in dealing with clients,
- a self-critical assessment of own therapeutic skills,
- the perception of stress limits and getting to know possible measures for mental hygiene.

4. social competence, which includes:

- target-oriented and professional communication with clients and colleagues, an empathetic approach to different clients,
- an empathetic approach to individual clients,
- maintaining an appropriate therapist-client relationship,
- the execution of appropriate assistance,
- adequate management of the client group with the support of the mentor
- observing group conflicts,
- the ability to develop problem-solving strategies in dealing with difficult clients.

5.3.2.2 Learning content and outcomes

Table 3 – Learning content and outcomes for Phase of guided activities

Learning content	Learning outcomes
<ul style="list-style-type: none"> ● treat clients according to instructions ● modify and vary the treatments in the course of the treatment with own ideas 	<p>The students should:</p> <ul style="list-style-type: none"> ● take on their own clients and be counseled in their treatment. <p>The students should:</p> <ul style="list-style-type: none"> ● be able to carry out occupational therapy diagnostics systematically and professionally under guidance, including taking a medical history,

Learning content	Learning outcomes
<ul style="list-style-type: none"> ● acquire and expand subject-specific knowledge and transfer it to practice ● practise treatments in staged sequences and present the treatment process in writing 	<ul style="list-style-type: none"> ● be able to set up treatment units as independently as possible in a structured and consistent manner in relation to the client, observe and interpret what is observed as independently as possible, ● be able to apply basic elements of occupational therapy treatment and specific treatment methods in relation to the respective client(s) as independently as possible. <p>The students should:</p> <ul style="list-style-type: none"> ● master the theory of diseases and occupational therapy treatment as well as the socio-scientific context as far as their "own" clients are concerned, ● know diagnostic forms, assessments, criteria and parameters of occupational therapy diagnostics, ● independently compensate for missing knowledge with the help of specialist literature. <p>The students should:</p> <ul style="list-style-type: none"> ● find an effective and realistic objective as independently as possible, ● plan treatment sequences and justify the planning, ● make the right choice of therapy means as independently as possible, ● correctly design the workplace according to the requirements of the treatment situation and the client, ● carry out the treatment sequence in a guided manner.

Learning content	Learning outcomes
<ul style="list-style-type: none"> document treatments Practising self-perception, reflecting on external perception communicate and interact evaluate 	<p>The students should:</p> <ul style="list-style-type: none"> write down occupational therapy treatment plans as independently as possible, document treatment results independently. <p>The students should:</p> <ul style="list-style-type: none"> perceive the personality of clients and describe their typical behaviour in a realistic way, grasp, understand and present the client's changed way of life due to the illness, perceive the respective changes or the behaviour of the client and react flexibly to them, reflect on their own therapeutic actions and justify them comprehensively on the basis of theoretical aspects, recognise problems of treatment situations and/or own uncertainties of action and actively address them in order to find a solution. <p>The students should:</p> <ul style="list-style-type: none"> explain or present the course of therapy to the client in a structured and understandable way, communicate with the client in a sensitive and genuine way, maintain a balance between therapeutic closeness and distance explain independent therapeutic action and the goals of individual treatment steps to the client. <p>The Students should:</p> <ul style="list-style-type: none"> know criteria for the effectiveness of interventions, apply these criteria for the evaluation of treatments.

5.3.3 Phase 3: Self-employment phase

In this phase, students should be able to carry out occupational therapy treatments independently, i.e. to take an anamnesis, carry out occupational therapy diagnostics, define treatment goals, draw up a treatment plan and carry out a treatment in a largely professional manner. The students should be able to explain and justify their own actions. The role of the teacher changes again. They should now largely withdraw and let the students act independently. A process of detachment takes place on both sides. At the end of this phase, it is the teacher's task to evaluate the entire learning process together with the students. It is important to know which learning goals the students were able to achieve and to what extent, what strengths they have and what learning advice can be given to them for their further development.

5.3.3.1 Acquisition of competences

1. professional competence, which includes:

- the application of appropriate methods for the assessment, analysis and interpretation of occupational therapy procedures,
- the ability to independently carry out client-centred goal setting and therapy planning,
- independently reflect on, analyse and document therapy sessions,
- to integrate new subject-specific knowledge into the evaluation.

2. methodological competence, which includes:

- to independently collect client data, make findings and carry out tests,
- meeting and communicating with the client empathically, authentically and without prejudice,
- the correct planning and execution including reflection of the therapy,
- the independent adaptation of the necessary framework conditions and tasks for the client.

3. self-competence, which includes:

- a self-critical assessment of own therapeutic skills,
- the perception and acceptance of one's own stress limits,
- the independent application of mental health measures,
- giving and asking for feedback,
- Openness and transparency towards clients and colleagues,
- high flexibility for everyday work,
- to take responsibility for own actions,
- to have a high degree of independence and self-confidence.

4. social competence, which includes:

- to independently build up an adequate therapist-client relationship,
- the clear and structured guidance of the client,
- adequate management of the client group and appropriate handling of group conflicts,
- the independent development of problem-solving strategies,
- the ability to interact and collaborate professionally in a team.

5.3.3.2 Learning content and outcomes

Table 4 – Learning content and outcomes for Phase of self-employed activities

Learning content	Learning outcomes
<ul style="list-style-type: none"> independently carry out the occupational therapy diagnostics independently define client-centred goals independently carry out the treatment planning independently carry out professional treatment and make decisions and therapeutic interventions transparent 	<p>The students should:</p> <ul style="list-style-type: none"> be able to independently carry out diagnostics using diagnostic instruments (tests, assessments, interviews etc.) and through systematic observation, be able to systematise the data for the purposes of treatment planning and client counselling. <p>The students should:</p> <ul style="list-style-type: none"> Define aims in cooperation with the clients and arrange them in a hierarchy. <p>The students should:</p> <ul style="list-style-type: none"> plan a therapy on the basis of the professional requirements and the needs of the clients and represent these to the outside world in a well-founded manner. <p>The students should:</p> <ul style="list-style-type: none"> select therapeutic activities and therapeutic resources in various forms according to the goals, and make the importance of these proposals transparent to the client, to carry out occupational therapy treatments independently and professionally on the basis of what has been learned so far, to guide the client empathetically during treatment and communicate appropriately, be able to independently draw conclusions from treatments carried out and, if necessary, revise the planning/treatment.

Learning content	Learning outcomes
<ul style="list-style-type: none"> document the treatment develop initiative independently and also get involved in organisational matters independently reflect on treatments and the therapeutic relationship with the client 	<p>The students should:</p> <ul style="list-style-type: none"> be able to protocol all planned and performed therapies. <p>The students should:</p> <ul style="list-style-type: none"> reflect critically on own actions, write a final paper (client report) according to the specifications of the sending university, university of applied sciences or higher vocational school, describe and reflect on own learning process within the practical training, assess own strengths and weaknesses. <p>The students should:</p> <ul style="list-style-type: none"> present one's own therapeutic decisions in a competent manner and justify these decisions comprehensively and in a well-founded manner, describe the clients behaviour comprehensively and interpret it in a realistic way in the overall context, independently establish a sustainable relationship with the clients.

6. Documentation and Evaluation of the internships abroad

6.1 Internship orders and required documentation

The comparative study of the EUPRAC project identified a wide variety of documentation obligations on the part of the students/trainees in the course of the internships in the participating countries. However, the patient reports to be prepared can also be described as an essential document for the completion of internships in other European countries, which is indispensable for evaluation and recognition. As the lowest common multiple, patient reports prepared during an internship in a European country abroad should include the following focal points:

- Medical history: personal (gender, age, family status), family (family illnesses, pregnancy, birth history if applicable), medical (diagnosis/additional diagnoses, cause of accident or illness, course of illness, symptoms, damage if applicable),

- social (living situation, family situation, pre-school/school/vocational development), exploration (Problems of the client, expectations regarding the therapy),
- therapeutic measures (completed, ongoing, planned measures),
 - occupational therapy findings in the corresponding field (observation/inspection/palpation, specific findings),
 - clarification of independence in the activities of daily living,
 - analysis of findings,
 - Treatment goals, treatment plan,
 - Planning of therapy sessions,
 - Final report (comparison of initial and final findings, further therapy suggestions, prognosis).

The differences with regard to further documentation in the countries participating in the project are presented in an overview under [Item 9.5](#) in the appendix to this curriculum.

With a view to the recognition of completed internships abroad in the country of origin, all further necessary assignments and documentation should therefore be provided by the sending institution (university, university of applied sciences, higher vocational school). This also applies to contractual agreements with the respective practice institutions in other European countries. Here, it is particularly important to ensure that the documents to be used for practical guidance are drawn up in the respective language of the country (if necessary also in English) whose institution/company offers the internship places.

As proof of the completion of the internship, the sending institutions require official records of the interns' attendance (including date, signature and stamp of the internship institution), as already mentioned under point 3.3 "Recognition of the internship abroad".

6.2 Evaluation of internships

6.2.1 Competence-based evaluation

In all countries participating in the EUPRAC project, the assessment of the students is based on the acquired competences. These competences have already been explained in detail for the individual internship phases in point 5.3 "Learning contents and objectives of the internship phases, competence acquisition".

The detailed competence descriptions are based on the superordinated Tuning competence areas according to ENOTHE, 2008. Under [Item 9.6](#) in the appendix of the curriculum, these are presented in tabular form. In addition, the overview is supplemented by a comparison of the competence areas of the countries participating in the EUPRAC project. Consequently, it is possible to use this overview for the comparison with the practical training in the field of occupational therapy in other European countries and therefore it offers a basis for the exchange of trainees between the countries.

6.2.2 Evaluation standards and documents

An essential basis for the competence-based assessment in the countries participating in the project is the performance level of the students achieved so far. The assessment is carried out by the teaching staff of the sending institution. In addition, the students carry out self-assessments of the internship they have completed and write an internship report. As an essential part of the evaluation and feedback to the students on their personal development process, a meaningful internship evaluation is prepared by the internship supervisors of the internship institutions. The documents to be filled out in this regard are provided by the sending institution.

The evaluation process is therefore based on the following documents:

- Reflection report and observation report (via electronic/digital media) by the responsible supervisor(s) of the sending institution,
- Self-assessments, internship reports, and student/student patient reports,
- Internship evaluation by the supervisor of the internship institution.

With regard to the assessment criteria to be used as a basis for the competences achieved, the EUPRAC project revealed interfaces between the assessment procedures of the participating countries (cf. EUPRAC study, compact version 06/2020, pp. 32-34). The educational institutions use evaluation scales and a coordinated point system, which results in an evaluation grade at the end of the process. The evaluations of the respective persons in charge are included in the final grade at a fixed percentage. With regard to recognition, the assessment of internships abroad should be carried out according to the respective requirements of the sending institution.

Internship phases are considered to have been successfully completed if the students/pupils can demonstrate at least 60% of the possible achievements.

6.3 Evidence/recognition of internships in the European context

As already described, the students' internships are recognised by the sending institution in accordance with the country-specific legal requirements and the respective regulations of the educational institutions. The present curriculum also ensures the quality of the content and the internship places are checked with regard to the suitability of the framework conditions using the procedure described in point 3.2.3 "Ensuring the selection of recognised internship places in other European countries". If students use the mobility offer of the Erasmus+ programme to secure their stay abroad, then there are further possibilities for proof/recognition in the European context.

For example, the European Commission provides the portal "Europass" free of charge in 29 languages: <https://europa.eu/europass/select-language?destination=/node/1> Europass is designed as a personal tool for learning and working in Europe. As a tool for international applications, it prepares skills and qualifications uniformly for positioning in the European labor market. Requirements and formalities may differ from country to country - Europass creates standards that are recognized everywhere.

Users can also search for job and training opportunities across Europe. The portal also contains general information on learning and working in the different EU countries and on specific topics such as recognition practices or the validation of non-formal learning. Further information can be found in the chart at [Item 9.7](#) in the appendix. The following links also lead directly to the most important functions:

- <https://europa.eu/europass/de>, <https://europa.eu/europass/en>,
<https://europa.eu/europass/bg>, <https://europa.eu/europass/pl>,
- <https://europa.eu/europass/de/europass-digital-credentials>.

7. Special aspects of completing occupational therapy internships in other European countries

7.1 Special aspects to be taken into account from the point of view of students/trainees doing an internship abroad

The presentation of the special features to be considered for completing a placement abroad is based on the results of a survey of students/students within the EUPRAC project. Within the project, tandem placements were carried out in established occupational therapy practices in Germany. Students of a higher vocational school for occupational therapy were available as tandem partners in the target country. The participating students answered questions about their expectations before the start of the internship and at the end of the internship based on their knowledge and experience. Some special features can be derived from the survey results, which should be mentioned here with a recommendatory character:

- When working with clients in the target country, communication problems arose due to the language barrier. Older clients and children in particular often do not have foreign language skills. However, since communication supports the work with the clients, it is strongly recommended to attend a language course before the internship abroad. The future interns should also learn important technical terms in the language of the target country in order to secure their work in the team.
- Especially for the activities in the phases of guided and independent work, daily reflections (if necessary also after individual important therapy units) are to be planned by the practice supervisors for the use of foreign interns. Within the framework of the internships in the EUPRAC project, this supported the students/trainees in understanding all aspects of therapy, breaking down language barriers and ensuring the success of the internship to a particular extent.
- The use of the native-speaking tandem partners during the internship was judged by the interns to be very effective. The focus was on joint practical learning and professional exchange as well as getting to know the culture of the country and language support. It is therefore advisable to plan the possibility of a tandem variant in advance of an internship abroad.

7.2 Special aspects to be taken into account from the point of view of the institutions/companies that provide internships for students/trainees from other European countries

Within the framework of the EUPRAC project, the practical supervisors were also interviewed before and after the practical placement of the students. As a result, the following special features can be named, which should be taken into account for the preparation/planning, implementation and evaluation of internships for foreign students:

- The practice supervisors also considered possible language barriers to be an obstacle, especially when working with geriatric or paediatric clients. They recommend an appropriate language course prior to the internships. With a view to the concrete work in the facilities that provide the internships, it is also advisable to create a work catalogue with all the necessary technical terms. This catalogue could be made available to the future interns in advance in order to prepare the internships in a more targeted way.
- Furthermore, the supervisors noted that they need more information about the current professional knowledge as well as the skills and abilities of the students in advance in order to be able to select clients and prepare the corresponding work assignments. It would be advisable for the students to prepare and submit a corresponding performance portfolio as a supplement to the application documents.
- With regard to the targeted selection of clients, the appointments should also be planned in such a way that trainees can accompany them over the period of the internship, in order to ideally be able to create an overall picture, starting with the anamnesis, through the individual therapy steps, to the evaluation.
- As already noted by the students in the project, the practice supervisors also see the need to allow more time for feedback discussions.
- The practical instructors also described positive experiences with the tandem variant. However, tandem placements can only be planned effectively through communication between the sending institution from another European country, the placement institution in the target country and the educational institution cooperating with the placement institution there. For this purpose, existing networks should be activated or expanded.

7.3 Guidelines for completing internships in other European countries

The guidelines for internships in other European countries, which are presented in the appendix under [Item 9.8](#), contribute to the professionalization of all necessary processes/activities and should provide students in the field of occupational therapy with important orientation for successful internships.

The development of a guideline for practice supervisors to ensure the supervision and instruction of internships as well as performance assessment is also recommended at this point.

7.4 Profile of expectations and offers of internship institutions in the occupational therapy field

A further essential orientation for the targeted selection of placement sites is an expectation profile of the placement institutions. It should be able to bring about a targeted match between the requirements of the institutions and the expectations of the interested parties. In addition, it is advisable to supplement this profile with the concrete offer on site. The document in the appendix under [Item 9.9](#) serves as a template.

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9. Appendix

9.1 Statistical information from the annual report of the Council of Occupational Therapists for European countries (COTEC)

		Austria	Belgium	Bulgaria	Croatia	Cyprus	Czech Rep	Denmark	Estonia	Finland	France	Georgia	Germany	Greece	Iceland	Ireland	Italy	Latvia	Lithuania	Luxembourg	Malta	Netherlands	Norway	Poland	Portugal	Russia	Serbia	Slovenia	Spain	Sweden	Switzerland	UK
1.	STATISTICAL INFORMATION																															
	Date figures/information last updated	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2017	2020	2019	2020	2020	2020	2020	2019	2020	2020	2020	2020	2020	2020	2019	2020	2020	2019	2020	2020	2020
1.1	Number of practising occupational therapists (OTs) in your Association	2326	821	30	240	168	221	9374	60	2357	1400	21	9746	200	340	1175	620	156	25	100	55	2250	3273	41	325	70	60	300	245	8890	2450	29 317
1.2	Number of practising OTs in your country	3884	12291	49	213	168	1340	10904	100	3400	12000	27	ca 60,000	N/A	380	2800	1,800	156	200	300	120	5000	5200	ca 450*	1816	50	110	537	ca 9000	11992	ca 3,400	39 556
1.3	Number of students studying OT in your country	660	4154	44	149	140	350	1935	71	800	N/A	11	ca 10,000	N/A	80	480	450	76	80	0	45	1400	ca 600	220	431	0	30	163	ca 3800	1310	400	5,800
1.4	Number of practising OTs per/100,000 head of population	43.6	106.8	0.71	5.25	18.9	12.5	187.6	0.12	61.51	17.86	0.72	72.17	16.8	104.1	56.37	2.99	8.18	7.16	47.92	23.67	28.73	96.88	1.19	17.7	0.03	1.68	25.63	19	116.17	39.63	59.35
1.5	Approximate number of OTs in private/ independent practice	1758	600	5	17	90	20	821	8	290	1500	2	ca 29,000	N/A	20	200	1,500	9	20	N/A	1900	271	0	N/A	30	N/A	5	ca 6000	1944	1,300	933	
1.6	Recognised professional title for OT qualifications. Please list in your own language as well as in English.	LISTED ON PAGES 10-19 ADDITIONAL INFORMATION																														
1.7	Are there any other titles for the OT qualification in your country? Please list in your own language as well as in English.	No	No	See II.	see II.	No	No	No	No	No	No	No	see II.	No	No	No	see II.	No	No	No	see II.	No		see II.	See II.	n/a	No	No	No	No	See II.	No
1.8	Is the profession recognised by law?	Yes	Yes	No	Yes	Yes	Yes, See II.	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Figure 1:
Statistics on the
employment
situation in the
field of
occupational
therapy -
European
comparison
(COTEC, 2020,
P. 5)

9.2 Proposal on the preparation procedure for students/trainees to complete occupational therapy placements in other European countries

The preparation procedure for students is carried out by the respective sending educational institutions and includes the following focal points:

9.2.1 Information event for students

Here, interested students receive initial information about the possibility of completing an internship abroad. The persons in charge of the educational institution inform the students/pupils about, among other things:

- the benefits of stays abroad for professional careers and personal development,
- all organisational steps in the run-up to internships abroad, including:
 - required time frame for preparing for an internship abroad,
 - possibilities of searching for a suitable internship (e.g. cooperation partner of the institution or independent search),
 - recognition criteria of the sending educational institution for internships abroad,
 - expectations of the internship institutions towards foreign interns,
 - application for a traineeship at the traineeship institution,
 - application for the stay abroad at the sending educational institution,
 - contractual arrangements,
 - accommodation search,
 - linguistic and intercultural preparation,
 - funding opportunities, e.g. through the Erasmus+ mobility program (the criteria for applying and any required documentation should also be explored in more detail here),
 - compilation of the necessary documents for the stay abroad etc.

In addition, the inclusion of experience reports by students who have already completed an internship abroad is recommended. This way, questions can be answered and important first-hand information can be passed on.

9.2.2 Information material for students

Since the information event initially provides an overview of the topic of "internships abroad", it should be underpinned with more detailed information, requirements and responsible contacts in the form of an action guide or brochure. A corresponding sample can be found under point Item 9.8 "Guidelines for students to complete an internship in a European country abroad" in the appendix to this curriculum. At this point, we recommend a downloadable version on the website of the respective educational institution as well as a database accessible to the students with all the required forms.

9.2.3 Deployment of internship supervisors in the sending educational institution

Generally speaking, the majority of educational institutions have a person responsible/coordinator for the topic of "internships". We recommend that these

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contact persons be qualified for counselling on internships abroad, so that they can competently answer all of the students' questions about the stay abroad. This is particularly important with the focus on the recognition of these internships, the examination of the admission criteria of the internship institutions, the contractual and financial security of the stays, as well as the assessment/evaluation of the completed internships. In addition, the network of the educational institution is expanded in a targeted manner through the use of responsible contact persons.

The internship coordinator therefore checks the incoming applications of those interested in an internship abroad, which also includes the recognition of new internship institutions that have not yet been entered in the database according to the defined criteria (see [item 3.2](#) "Legal basis and framework conditions for the recognition of internships in other European countries"). With regard to contacting new institutions, we recommend using the document under [item 9.3](#) "Questionnaire for the recognition of the internship abroad" in the appendix to this curriculum. On this basis, all important criteria can be enquired about and checked, especially in view of the fact that the interested parties themselves may make the first contact.

Further information on institutions in other European countries that offer internships in the field of occupational therapy can also be obtained from the partners involved in the EUPRAC project:

Table 5 – Contact details of the EUPRAC project partners

Ild. Nr.	Land	Contact person	Contact details
1	Bulgaria	Mrs Petya Mincheva	University of Ruse „Angel Kanchev“ 8 Studentska str., POB 7017, Ruse pmincheva@uni-ruse.bg +359 82 821 993
2	Germany	Mrs Kerstin Erdmann	IBKM gemeinnützige Schulträger GmbH Am Bahnhof 12-13 06577 Heldrungen erasmus@ibkm-schulen.de +49 (0)34673 760-0
3	Austria	Mrs Doris Weinberger	IMC Fachhochschule Krems Am Campus, Trakt G1 3500 Krems doris.weinberger@fh-krems.ac.at +43 (0)2732802202

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lfd. Nr.	Land	Contact person	Contact details
4	Poland	Mr Dr. Miłosz Kuśnierz	Akademia Wychowania Fizycznego we Wrocławiu, University School of Physical Education in Wrocław aleja Ignacego Jana Paderewskiego 35 51-612 Wrocław Milosz.kusnierz@awf.wroc.pl +48.71.347.3396

In addition to the already mentioned possibilities of accessing internship positions in other European countries, the use of the following platforms/websites is also recommended:

- Erasmus+ Intern Traineeship Portal at: <https://erasmusintern.org/>
- ENOTHE (European Network of Occupational Therapy in Higher Education) website: <https://enothe.eu/> - There is also a Student Platform Occupational Therapy Europe “SPOTeurope”. This was created to promote and improve the connection between OT students from all over Europe.

If the internship institution is already registered in the database of partner organisations, it can be assumed that all important criteria have already been checked. For the students/students, organisational information is particularly important here, which is passed on to the students/students during the counselling by the internship coordinator, but also during the information event. This should include:

- contact person of the internship institution,
- period of time available for a traineeship in this institution,
- subject areas that can be completed,
- the required prior professional and linguistic knowledge that the trainees should have (see [item 9.9](#) "Expectation and offer profile of traineeship institutions in the field of occupational therapy for students from other European countries"),
- accommodation options at the place of work or contacts to accommodation,
- general conditions such as insurance cover,
- vaccination regulations in the respective country or requirements of the respective internship institution; necessity of presenting proof of vaccination,
- contacts to students who have already gained experience in this internship institution,
- information on travel options and public transport on site as well as costs incurred.

The internship coordinator's tasks should also include advising students on all funding opportunities for the stay abroad, explaining the necessary forms and documentation, and supporting the subsequent preparatory activities.

The internship coordinator contacts the person in charge of the internship institution regarding the contractual arrangements. As a basis, we recommend the document "Learning Agreement" (see [item 9.4](#) in the appendix or as a download under: [Learning Agreement | Erasmus+ \(europa.eu\)](#)), also with regard to the requirements to be fulfilled for financing the internship abroad via the Erasmus+ program.

With a well thought-out preparation procedure, educational institutions are able to pave the way for a successful and, above all, recognised internship abroad for their students. In addition, important professional relationships with institutions/organisations in other European countries are established or expanded. The preparation process should therefore always be ensured by a responsible actor, such as the internship coordinator.

9.3 Questionnaire for the recognition of internships for the completion of occupational therapy internships in other European countries

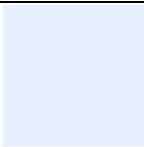
The questionnaire presented below is intended to serve as a basis for checking the necessary criteria for the recognition of the placement institution in the field of occupational therapy. It is to be seen as a suggestion and can also be adapted with regard to further criteria.

Note:

In the version shown below, the selection fields have been expanded for better comprehensibility of the content. In the individual or original document, the selection is made by clicking.

Questionnaire for the recognition of internships for completing occupational therapy internships in other European countries

1. contact details of the internship institution

Logo of the internship institution:		
Type of institution ⁴ :	Click or tap here to enter text.	
Name of the institution:	Click or tap here to enter text.	
Address of the institution:	Click or tap here to enter text.	
Name of the therapy management:	Click or tap here to enter text.	
Contact for internships:	Click or tap here to enter text.	
Phone number of the contact person:	Click or tap here to enter text.	
Phone number of the contact person:	Click or tap here to enter text.	

⁴ e.g. rehabilitation institution, hospital, private practice for occupational therapy etc.

2. Occupational therapy intervention areas

- ☐ Acute medicine ☐ Long-term medicine ☐ Rehabilitation
☐ Health promotion/ prevention

Fields of work:

- ☐ Geriatrics
☐ Paediatrics
☐ Neurology
☐ Orthopaedics
☐ Psychiatry
☐ Other: Click or tap here to enter text.

3. Internship supervisors

Name, First name: Click or tap here to enter text.

Training completed at a WFOT⁵ -accredited training institution:

- ☐ Yes ☐ No

Weekly hours:

Select an item:

Select an item:
<20 hours/week
20 hours/week
25 hours/week
30 hours/week
35 hours/week
40 hours/week

Work experience as an occupational therapist:

Select an item:

Select an item:
<1 year
1-5 years
>5 years

Important additional information⁶:

Click or tap here to enter text.

Name, First name:

Click or tap here to enter text.

Training completed at a WFOT -accredited training institution:

- ☐ Yes ☐ No

Weekly hours:

Select an item:

Work experience as an occupational therapist:

Select an item:

Important additional information:

Click or tap here to enter text.

other occupational therapists in the team:

Click or tap here to enter text

⁵ WFOT: World Federation of Occupational Therapists. The list of WFOT accredited institutions can be found at [WFOT Approved Education Programmes | WFOT](#).

⁶ e.g. specialisation, additional qualification etc.

4. General offer profile

Please tick the offers you can make to the interns:

- ☐ The internship duration expected by the institution ranges from min. [Click or tap here to enter text](#) to max. [Click or tap here to enter text](#) weeks.
- ☐ The internship can be completed in an amount between min. [Click or tap here to enter text](#) and max. [Click or tap here to enter text](#) hours per week.
- ☐ Work shadowing in occupational therapy
- ☐ Hospitation in the interprofessional team: Select an item:
- ☐ Access to professional literature
- ☐ Professional exchange in the intra-professional team
- ☐ Professional exchange in the interprofessional team
- ☐ Insight into organisational/administrative activities (e.g. material procurement and billing)
- ☐ Participation in supervision
- ☐ Further offers: [Click or tap here to enter text.](#)

Select an item:
Physiatrics
Logopadia
Psychology
Health and nursing care
Music therapy
Doctors
Social work
Midwives
Dietology
(remedial) teacher
other

5. Specific supply profile

Occupational therapy assessments:

[Click or tap here to enter text](#)

Occupational therapy measures:

- ☐ Activating therapy
- ☐ Everyday life-oriented training
- ☐ Counselling for relatives
- ☐ Expression-centred training
- ☐ Functional training
- ☐ Joint protection measures
- ☐ Counselling on aids and provision of aids
- ☐ Cognitive/neuropsychological training
- ☐ Creative activities
- ☐ Measures for occupational integration
- ☐ Community-based rehabilitation measures
- ☐ Paraffin baths
- ☐ Splint care

- ☐ Training courses
- ☐ Social skills training
- ☐ Fall prophylaxis
- ☐ Action skills training
- ☐ Exercise instructions
- ☐ Perception training
- ☐ Further measures: Click or tap here to enter text

Therapeutic agents:

- ☐ Therapeutic games: Click or tap here to enter text
- ☐ Creative crafts: Click or tap here to enter text
- ☐ Therapeutic aids: Click or tap here to enter text
- ☐ Other therapeutical tools: Click or tap here to enter text

Therapy setting:

- ☐ Individual setting
- ☐ Group setting

6. Supply profile in relation to the occupational therapy process

a) Diagnosis and documentation

Implementation of the medical/occupational/social anamnesis by trainees

- ☐ independently without supervision by the internship supervisor
- ☐ independently under supervision and possibly with assistance from the internship supervisor
- ☐ take over parts of the case history under the supervision of the internship supervisor
- ☐ observe the taking of anamnesis
- ☐ is not planned

Implementation of specific occupational therapy assessments by trainees

- ☐ independently without supervision by the internship supervisor
- ☐ independently under supervision and possibly with assistance from the internship supervisor
- ☐ take over parts of the case history under the supervision of the internship supervisor

- ☐ observe the taking of anamnesis
- ☐ is not planned

b) Therapy planning

Goal setting and therapy planning by trainees

- ☐ independently
- ☐ with assistance from internship supervisor
- ☐ is not provided

c) Implementation of therapy

Implementation of individual occupational therapies by trainees

- ☐ independently without supervision by the internship supervisor
- ☐ independently under supervision and possibly with assistance from the internship supervisor
- ☐ take over parts of the case history under the supervision of the internship supervisor
- ☐ observe the taking of anamnesis
- ☐ is not planned

Implementation of occupational therapy group therapies by trainees

- ☐ independently without supervision by the internship supervisor
- ☐ independently under supervision and possibly with assistance from the internship supervisor
- ☐ take over parts of the case history under the supervision of the internship supervisor
- ☐ observe the taking of anamnesis
- ☐ is not planned

d) Evaluation

Writing of initial/intermediate and final occupational therapy reports by the trainee

- ☐ independently
- ☐ with assistance from internship supervisor
- ☐ is not provided

Compilation of occupational therapy progress documentation by trainee

- ☐ independently
- ☐ with assistance from internship supervisor
- ☐ is not provided

7. Requirements for the trainee

Requirements for mental resilience:

☐ very high ☐ high ☐ medium ☐ low

Description of the stressful factors: [Click or tap here to enter text](#)

Requirements for physical resilience:

☐ very high ☐ high ☐ medium ☐ low

Description of the stressful factors: [Click or tap here to enter text](#)

Language skills:

English:

☐ absolutely required ☐ would be an advantage ☐ not required

German:

☐ absolutely required ☐ would be an advantage ☐ not required

Further languages:

☐ absolutely required ☐ would be an advantage ☐ not required

Practical experience:

☐ not necessary ☐ desirable ☐ at least 1 internship already completed

Vaccinations/immunity certificate:

Proof of vaccination/immunity is required: ☐ yes ☐ no

If yes, against what diseases? [Click or tap here to enter text](#)

8. Organisational framework conditions for interns

Housing options within the institution:

[Click or tap here to enter text](#)

Accessibility of the Institution by public transport:

[Click or tap here to enter text](#)


Food supply options in the vicinity of the institution:

[Click or tap here to enter text](#)

Estimated financial expenditure per week:

[Click or tap here to enter text](#)

9.4 Template for the contractual regulation of an internship abroad

	Learning Agreement Student Mobility for Traineeships	Higher Education: Learning Agreement form Student's name Academic Year 20.../20...
---	---	--

Trainee	Last name(s)	First name(s)	Date of birth	Nationality ¹	Sex [M/F]	Study cycle ²	Field of education ³
Sending Institution	Name	Faculty/ Department	Erasmus code ⁴ (if applicable)	Address	Country	Contact person name ⁵ ; email; phone	
					Poland		
Receiving Organisation /Enterprise	Name	Department	Address; website	Country	Size	Contact person ⁶ name; position; e-mail; phone	Mentor ⁷ name; position; e-mail; phone
					<input type="checkbox"/> < 250 employees <input type="checkbox"/> > 250 employees		

Before the mobility

Table A - Traineeship Programme at the Receiving Organisation/Enterprise Planned period of the mobility: from [month/year] to [month/year]	
Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship:	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	
Evaluation plan:	

The level of language competence ⁸ in [indicate here the main language of work] that the trainee already has or agrees to acquire by the start of the mobility period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/> Native speaker <input type="checkbox"/>
--

Table B - Sending Institution Please use only one of the following three boxes: ⁹	
1. The traineeship is embedded in the curriculum and upon satisfactory completion of the traineeship, the institution undertakes to:	
Award ECTS credits (or equivalent) ¹⁰	Give a grade based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
Record the traineeship in the trainee's Transcript of Records and Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. The traineeship is voluntary and, upon satisfactory completion of the traineeship, the institution undertakes to:	
Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits: ...
Give a grade: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate if this will be based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
Record the traineeship in the trainee's Transcript of Records: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Record the traineeship in the trainee's Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>	
3. The traineeship is carried out by a recent graduate and, upon satisfactory completion of the traineeship, the institution undertakes to:	
Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits: ...
Record the traineeship in the trainee's Europass Mobility Document (highly recommended): Yes <input type="checkbox"/> No <input type="checkbox"/>	
Accident insurance for the trainee	
The Sending Institution will provide an accident insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>	
The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Table C - Receiving Organisation/Enterprise

The Receiving Organisation/Enterprise will provide financial support to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, amount (EUR/month):
The Receiving Organisation/Enterprise will provide a contribution in kind to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify:		
The Receiving Organisation/Enterprise will provide an accident insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>		The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>
The Receiving Organisation/Enterprise will provide a liability insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>		
The Receiving Organisation/Enterprise will provide appropriate support and equipment to the trainee.		
Upon completion of the traineeship, the Organisation/Enterprise undertakes to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.		

By signing this document, the trainee, the Sending Institution and the Receiving Organisation/Enterprise confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. The trainee and Receiving Organisation/Enterprise will communicate to the Sending Institution any problem or changes regarding the traineeship period. The Sending Institution and the trainee should also commit to what is set out in the Erasmus+ grant agreement. The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to traineeships (or the principles agreed in the partnership agreement for institutions located in Partner Countries).

Commitment	Name	Email	Position	Date	Signature
Trainee			Trainee		
Responsible person ¹¹ at the Sending Institution					
Supervisor ¹² at the Receiving Organisation					

During the Mobility

Table A2 - Exceptional Changes to the Traineeship Programme at the Receiving Organisation/Enterprise

(to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Organisation/Enterprise)

Planned period of the mobility: from [month/year] till [month/year]

Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship period:	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Training Outcomes):	
Monitoring plan:	
Evaluation plan:	

After the Mobility

Table D - Traineeship Certificate by the Receiving Organisation/Enterprise
Name of the trainee:
Name of the Receiving Organisation/Enterprise:
Sector of the Receiving Organisation/Enterprise:
Address of the Receiving Organisation/Enterprise (street, city, country, phone, e-mail address), website:
Start date and end date of traineeship: from [day/month/year] to [day/month/year]
Traineeship title:
Detailed programme of the traineeship period including tasks carried out by the trainee:
Knowledge, skills (intellectual and practical) and competences acquired (achieved Learning Outcomes):
Evaluation of the trainee:
Date:
Name and signature of the Supervisor at the Receiving Organisation/Enterprise:

1 Nationality: Country to which the person belongs administratively and that issues the ID card and/or passport.

2 Study cycle: Short cycle (EQF level 5) / Bachelor or equivalent first cycle (EQF level 6) / Master or equivalent second cycle (EQF level 7) / Doctorate or equivalent third cycle (EQF level 8).

3 Field of education: The [ISCED-F 2013 search tool](http://ec.europa.eu/education/tools/iscde-f_en.htm) available at http://ec.europa.eu/education/tools/iscde-f_en.htm should be used to find the ISCED 2013 detailed field of education and training that is closest to the subject of the degree to be awarded to the trainee by the sending institution.

4 Erasmus code: a unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education (ECHE) receives. It is only applicable to higher education institutions located in Programme Countries.

5 Contact person at the sending institution: a person who provides a link for administrative information and who, depending on the structure of the higher education institution, may be the departmental coordinator or will work at the international relations office or equivalent body within the institution.

6 Contact person at the Receiving Organisation: a person who can provide administrative information within the framework of Erasmus+ traineeships.

7 Mentor: the role of the mentor is to provide support, encouragement and information to the trainee on the life and experience relative to the enterprise (culture of the enterprise, informal codes and conducts, etc.). Normally, the mentor should be a different person than the supervisor.

8 Level of language competence: a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

9 There are three different provisions for traineeships:

1. Traineeships embedded in the curriculum (counting towards the degree);
2. Voluntary traineeships (not obligatory for the degree);
3. Traineeships for recent graduates.

10 ECTS credits or equivalent: in countries where the "ECTS" system it is not in place, in particular for institutions located in Partner Countries not participating in the Bologna process, "ECTS" needs to be replaced in all tables by the name of the equivalent system that is used and a web link to an explanation to the system should be added.

11 Responsible person at the sending institution: this person is responsible for signing the Learning Agreement, amending it if needed and recognising the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. The name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

12 Supervisor at the Receiving Organisation: this person is responsible for signing the Learning Agreement, amending it if needed, supervising the trainee during the traineeship and signing the Traineeship Certificate. The name and email of the Supervisor must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

Available under:

https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en

9.5 Additional documentation requirements for students in the country comparison



Table 6 – Additional documentation in the countries participating in the EUPRAC project

Germany	Austria	Bulgaria	Poland
Written reflections: <ul style="list-style-type: none"> • 5 observation protocols • Documentations of occupational therapy treatments carried out independently 	Training protocol: <ul style="list-style-type: none"> • a minimum of 2 and a maximum of 5 training protocols in the fields of neurology, geriatrics, paediatrics, orthopaedics and psychiatry 	Written reflexion: <ul style="list-style-type: none"> • Weekly activity overview for interns before graduation Description of other activities: <ul style="list-style-type: none"> • Group work, promotion of OT, social inclusion 	Practice Report: <ul style="list-style-type: none"> • daily records of tasks, observations, interventions or other activities in the facility



9.6 Overarching tuning competence areas in country comparison

Table 7 – Competences to be acquired in the context of internships in country comparison Additional

Competences	Germany	Austria	Bulgaria	Poland
1. Knowledge in occupational therapy				
1.1st Demonstrates relevant biomedical and psychosocial knowledge and understands the relationship between function, environment and disability	+	+	+	+
1.2nd Demonstrates knowledge of various theoretical and therapeutic models and methods of occupational therapy.	+	+	+	+
1.3rd Demonstrates a holistic understanding of the human being and the dynamic interaction between person, environment and occupation.	+	+	+	+
2. Occupational therapy process and professional thinking				
2.1st Applies appropriate methods and tools to assess, analyse and interpret occupations and occupational problems.	+	+	+	+

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Competences	Germany	Austria	Bulgaria	Poland
2.2nd Plans occupational therapy interventions in accordance with the client's priorities.	+	+	+	+
2.3rd Uses the therapeutic potential of the profession through activity and occupational analysis and synthesis.	+	+	+	+
2.4th Effectively applies professional and ethical thinking of the occupational therapy process.	+	+	+	+
3. Professional relationships and partnerships				
3.1st Builds and maintains therapeutic relationships with clients according to the principles of client-centred practice.	+	+	+	+
3.2nd Communicates purposefully and professionally with clients and team.	+	+	+	+
3.3rd Manifests ethical behaviour and respect towards clients, staff and teachers.	+	+	+	+
3.4th Fulfils/complies with the regulations and internal rules of the internship, university/technical college/ higher vocational school.	+	+	+	+
4. Professional autonomy and accountability				
4.1st Is able to plan and implement activities for his/her professional development during the internship.	+	+	+	+
4.2nd Is able to plan and implement effective/efficient occupational therapy interventions.	+	+	+	+
4.3rd Creates and maintains documentation of the occupational therapy process according to requirements.	+	+	+	+
4.4th Reflects in detail on own professional development.	+	+	+	+

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Competences	Germany	Austria	Bulgaria	Poland
5. Research and development in occupational therapy / science				
5.1st Searches, evaluates and actively applies a range of information and evidence to ensure that practice is up to date.	-	+	+	+
5.2nd Has the ability to interpret, analyse, synthesise and critically evaluate literature.	+	+	+	+
6. Management and promotion of occupational therapy				
6.1st Manifests commitment to the quality of the occupational therapy process (planning, intervention, outcome measurement).	+	+	+	+
6.2nd Plans and organises time appropriately to complete tasks.	+	+	+	+
6.3rd Carries out occupational therapy promotion activities and demonstrates the benefits of having an occupational therapist in the team.	-	+	+	+

9.7 Proof of internship placements in a European context with Europass

Figure 2: Infographic Europass Platform



(<https://europa.eu/europass/en>)

9.8 Guide for students on how to complete an internship in another European country

This guideline is intended to support students in the field of occupational therapy in competently preparing for an internship phase in another European country and thus ensures a smooth process until the start of the internship. This document complements the preparation procedure of the respective educational institution, which usually consists of the following components:

- Information event in the first semester of a university or higher education course or in the first semester of training at a higher vocational school for occupational therapy,
- Counselling services offered by the internship coordinators at the respective educational institutions,
- Information material on the website of the respective educational institution,
- If applicable, a database with contacts to partner institutions or networks in other European countries,
- Contacts to or reports on the experiences of students/students who have already completed an internship in another European country.

Therefore it is advisable to first attend the information event and find out about the opportunities and possibilities of an internship abroad as well as the support offered around the internship.

This guide consists of a tabular overview, which provides an overview of all the necessary steps up to the start of the internship, as well as a question and answer catalogue on frequently asked questions in connection with an internship in a European country abroad.

9.8.1 Overview of all necessary steps in the preparation phase of the internship abroad

In view of the recognition of the internship, which is to be completed abroad in Europe, it is necessary to implement the steps described below.

Note:

From point 4 of the table below, two different ways of preparation are presented. If students choose a placement institution in another European country for which there is already a cooperation with the sending educational institution, the required procedure should be taken from the left column. It is also possible for students to search for suitable placement institutions on their own. In this case, follow the steps in the column on the right.

Table 8 – Preparation of occupational therapy placements abroad

Necessary steps to prepare for an occupational therapy placement in another European country		
1	Attendance of the information event of the respective educational institution on the topic of "internships abroad" (time: first semester of a university or college education or first semester of education at a higher vocational school for occupational therapy)	
2	Study all available information material of the respective educational institution (website, brochures, databases on the topic of "internships abroad").	
3	Contact the internship coordinator at the respective educational institution to find out about internship opportunities, cooperation in other European countries, framework conditions and recognition procedures.	
Please select the appropriate procedure here, as described in the note!		
4	Students plan an internship with a cooperation partner of the educational institution	Students choose an internship institution for which there is not yet a cooperation with the educational institution
5	Obtain information on existing cooperation of the educational institution. (Appointment with internship coordinator or research in existing database)	Independent research on internships in other European countries (e.g.: https://erasmusintern.org/ , https://enothe.eu/)
6	Selecting a suitable internship position	Selecting a suitable internship position
7		Research on the internship coordination/contact person in the internship institution
8	Submit an application for the internship abroad to the internship coordinator of the educational institution. (required documents: see question-answer catalogue)	Submit an application for the internship abroad to the internship coordinator of the educational institution. (required documents: see question-answer catalogue)

Necessary steps to prepare for an occupational therapy placement in another European country

9	Contacting the contact person of the internship institution by the internship coordinator or the student	Contacting the contact person of the internship institution by the internship coordinator or the student
10	Obtain information on the requirements of the internship institution for the students. (See question and answer catalogue)	Obtain information on the requirements of the internship institution for the students. (See question and answer catalogue)
11		Clarification of the recognition criteria for internships according to the WFOT and the requirements of the educational institution. (Use of "Questionnaire for the recognition of internships" - available at the internship coordination of the educational institution)
12	Organisational clarification with the internship institution: <ul style="list-style-type: none"> • Contact person for application (letter of motivation, CV, competence portfolio, etc.), • Possible period of the internship, including hours per week, • Possible subject area that can be completed, • accommodation in the vicinity of the internship institution, • required vaccination certificates, • relevant legal framework, • financial expenses incurred, possible support with financing, if applicable, • Possibility of a tandem internship... 	Organisational clarification with the internship institution: <ul style="list-style-type: none"> • Contact person for application (letter of motivation, CV, competence portfolio, etc.), • Possible period of the internship, including hours per week, • Possible subject area that can be completed, • accommodation in the vicinity of the internship institution, • required vaccination certificates, • relevant legal framework, • financial expenses incurred, possible support with financing, if applicable, • Possibility of a tandem internship...

Necessary steps to prepare for an occupational therapy placement in another European country

13	<p>Clarification of funding, e.g. via Erasmus+ programme</p> <p>Notes on research:</p> <ul style="list-style-type: none"> • https://erasmusplus.at/de/hochschulbildung/studierende-und-graduierte/, • https://ec.europa.eu/programmes/erasmus-plus/opportunities/traineeships-vocational-education-apprenticeships-and-recent-graduates_de • https://ec.europa.eu/programmes/erasmus-plus/opportunities/traineeships-vocational-education-apprenticeships-and-recent-graduates_en <p>Application may be possible in the own educational institution if accreditation is available - information can be obtained from the relevant internship coordination office</p>	<p>Clarification of funding, e.g. via Erasmus+ programme</p> <p>Notes on research:</p> <ul style="list-style-type: none"> • https://erasmusplus.at/de/hochschulbildung/studierende-und-graduierte/, • https://ec.europa.eu/programmes/erasmus-plus/opportunities/traineeships-vocational-education-apprenticeships-and-recent-graduates_de • https://ec.europa.eu/programmes/erasmus-plus/opportunities/traineeships-vocational-education-apprenticeships-and-recent-graduates_en <p>Application may be possible in the own educational institution if accreditation is available - information can be obtained from the relevant internship coordination office</p>
14	<p>Drafting of the contractual arrangement for the internship abroad after agreement with all relevant stakeholders, use of the document "Learning Agreement. Student Mobility for Traineeships" (available at: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en)</p>	<p>Drafting of the contractual arrangement for the internship abroad after agreement with all relevant stakeholders, use of the document "Learning Agreement. Student Mobility for Traineeships" (available at: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en)</p>
15	<p>Clarification on forms/documents to be submitted for the recognition of the internship in the educational institution (See EUPRAC Curriculum 3.3, 6.1 as well as 9.4 Table of the respective institutions of the project partners of the EUPRAC Curriculum).</p>	<p>Clarification on forms/documents to be submitted for the recognition of the internship in the educational institution (See EUPRAC Curriculum 3.3, 6.1 as well as 9.4 Table of the respective institutions of the project partners of the EUPRAC Curriculum).</p>
16	<p>Travel arrangements</p> <p>Internship coordinator available for further questions regarding the internship process</p>	<p>Travel arrangements</p> <p>Internship coordinator available for further questions regarding the internship process</p>

9.8.2 Question and answer catalogue for preparing occupational therapy placements in other European countries

In the following, questions related to the process of preparing for an internship abroad will be addressed. The questions and answers are listed in the order in which they might appear. Those interested in an internship abroad should first deal with the answers in order to be able to prepare specifically for a guidance interview with the internship coordinator of their own educational institution.

Where can I get information about internships in other European countries?

The first point of contact for opportunities to complete internships in other European countries is the internship coordinator at your educational institution. They offer personal guidance interviews. You can also inform yourself using the information material provided. You will find a link to this on the website of your educational institution, and possibly also a database set up for this purpose. The guide also contains links to information on the Erasmus+ mobility programme.

The curriculum for practical training for prospective occupational therapists, which was developed within the framework of the EUPRAC project, offers a wide range of further information on completing internships in other European countries. Please use the following link: <https://www.ibkm-erasmus.de/home/>.

Who are the contact persons in the institutions of the four countries involved in the EUPRAC project? Who could I contact if I have questions about the framework conditions of an internship in the respective country?

Bulgaria

University of Ruse „Angel Kanchev“
8 Studentska str.,
POB 7017, Ruse
pmincheva@uni-ruse.bg
+359 82 821 993
Petya Mincheva

Germany

IBKM gemeinnützige Schulträger GmbH
Am Bahnhof 12-13
06577 Heldrungen
erasmus@ibkm-schulen.de
+49 (0)34673 760-0
Kerstin Erdmann

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How do I make sure that the internship position in the European country abroad is recognised by my educational institution?

The following minimum requirements apply for the recognition of internship positions available in other European countries:

- The institution/company providing the internship must be approved for the training/supervision of interns from the field of occupational therapy in accordance with the applicable state-specific regulations.
- Prerequisites for the assignment as a practice supervisor are:
 - a completed training as an occupational therapist,
 - completed training at a WFOT-recognised training centre,
 - professional experience of at least 1 - 2 years,
 - a weekly working time of at least 30 hours.
- With regard to guidance during the internship, it is recommended that one supervisor is available for each intern.

Further specifications refer to the possible duration of the internship, the number of hours that should be completed weekly or also to the subject areas offered in the internship institution.

In order to clarify all recognition criteria with the placement agency, please use the "Questionnaire for the recognition of placement agencies for the completion of occupational therapy placements in other European countries". You can request this questionnaire from your responsible internship coordinator. You will also find the document as an appendix under item [9.3](#) in the EUPRAC curriculum.

In which subject areas can internships be completed in the countries participating in the EUPRAC project - Germany, Austria, Bulgaria and Poland?

Within the framework of the EUPRAC study, areas were identified in which the occupational therapy training courses of the participating project partners take place in a comparable manner: Paediatrics, Geriatrics, Psychiatry, Neurology and Orthopaedics (see also item [3.3](#) in the EUPRAC curriculum). In these areas, occupational therapy internships could be offered in other European countries in a comparable and recognisable manner.

Will the internships abroad count towards my training?

(Cf. EUPRAC curriculum, item [3.2](#)):

For the practical training of occupational therapists in the context of a placement abroad, the specific laws, curricula and regulations of the countries of origin as well as the guidelines and requirements of the respective sending educational institutions must always be observed (cf. EUPRAC study, compact version, 06/2020, p. 38 ff.). The WFOT standard can be used here as a uniform standard. However, it primarily refers to theoretical training in the field of occupational therapy at universities, colleges or higher vocational schools.

Therefore, the sending institutions have a decisive responsibility with regard to checking the prerequisites of the internship places. This is already ensured in many universities, colleges or higher vocational schools through fixed cooperation with institutions and companies abroad. Internships that students/students look for themselves should, as is already frequently the case, go through an application and review process. For this purpose, the interested parties must be informed at an early stage.

The criteria for the recognition of internship places have already been named. In principle, every planned internship abroad should be clarified individually in advance by the sending educational institution and the internship provider.

Do I have to apply for an internship abroad at my educational institution?

Those interested in an internship abroad should submit an application to the relevant internship coordinator. The documents must be submitted by the deadlines set by the respective educational institution (e.g. by 15 May and 15 November for an internship in the following semester or half-year). Documents to be submitted include:

- Letter of motivation: Why do you want to do an internship abroad, when and where,
- Overview of grades, academic or training performance,
- Copy of the recognition/qualification of the practice supervisor responsible in the placement institution,
- Description of the placement (flyer, internet printout, if necessary attach a description of the relationship to occupational therapy),
- Confirmation of the internship institution.

Please contact your internship coordinator for information on how to apply.

How do I finance my internship abroad?

Among other things, it is possible to have internships abroad funded by the European Union's Erasmus+ mobility programme.

The EU grants usually cover travel and accommodation costs during the internship abroad. If applicable, you may also receive financial support for learning the local working language.

You cannot apply directly for a grant as an individual. Accredited organisations are eligible to apply. They then select candidates for internships abroad. Please contact your educational institution or the responsible internship coordinator to find out whether funding opportunities are open to you and how and where you can apply for them.

You can also find more information under the following links:

- <https://erasmusplus.at/de/hochschulbildung/studierende-und-graduierte/>,
- https://ec.europa.eu/programmes/erasmus-plus/opportunities/traineeships-vocational-education-apprenticeships-and-recent-graduates_de
- https://ec.europa.eu/programmes/erasmus-plus/opportunities/traineeships-vocational-education-apprenticeships-and-recent-graduates_en.

In which fields of work and activities can I complete my internship in the individual countries?

(Cf. EUPRAC curriculum, item [3.1](#))

For the countries participating in the EUPRAC project, the following places of employment for occupational therapists can be named:

- Clinics,
- rehabilitation facilities,
- Day care facilities,
- old people's/nursing homes,
- day care centres.

If the framework conditions are met, internships for foreign students can be offered both in the clinical setting and in the social sector.

As a special feature, private practices for occupational therapy should be mentioned here, especially for Germany and partly for Austria, which can offer a large part of all possible areas of activity of an occupational therapist for work with trainees due to their numerous target groups and the associated wide spectrum of treatment procedures. A special feature for Bulgaria is that due to the legal conditions of the occupational therapy profession, no internships are planned in hospitals, as these are not available as workplaces even after completion of the training.

Which internship periods are available in the countries participating in the EUPRAC project?

The internship periods are usually specified by the study or training regulations of the respective countries. With regard to completing an internship abroad, special regulations also apply, some of which are also laid down in the regulations of the respective educational institutions. Interested students should therefore inform themselves as early as possible at their respective educational institution with the responsible internship officer.

The duration of the internship phases is also regulated by the study or training regulations of the respective countries. In the countries participating in the project, the scope of internships in the overall curriculum is between 25 and 40 %. The number of internship hours is between 1,020 and 1,720 hours. However, with a view to an internship in another European country, the length of each individual internship should not be less than 4 weeks. In addition, it should be mentioned at this point that the duration of the internship must be at least two months for students who are seeking funding for their stay abroad from the Erasmus+ programme. (Cf. EUPRAC Curriculum, item [4.1](#))

What skills do I need to be able to do an internship abroad?

Within the framework of the EUPRAC project, an expectation and offer profile for the assignment of students from other European countries was developed in cooperation with occupational therapy internship institutions. This profile can be found in the appendix to the EUPRAC curriculum under item 9.10. The internship coordinator responsible for you will also be happy to inform you about this.

Only the main points of the profile are presented here:

1. **specialized knowledge** - as a rule, specialized theoretical knowledge is expected according to the respective level of training and the ability of the trainees to implement this in a practice-related manner. For a targeted preparation of the internships, the prospective students should submit a portfolio on the current status of their subject-specific knowledge, skills and abilities to the responsible practical supervisors.
2. **competences for action**, among others:
 - Observing procedures and processes in the placement institution, using the observation opportunities offered,
 - communicating appropriately with clients, colleagues or other important contact persons,
 - reflecting on one's own professional behaviour,
 - the ability to draw conclusions from the current theoretical level of training for practical implementation,
 - to plan and carry out adapted activities
 - to ask oneself questions as well as professional exchange with the occupational therapists on site,
 - to act autonomously (taking into account the internship phases and the level of training).
3. **soft skills**, among others:
 - ability to cooperate, willingness to work in a team of therapists,
 - appropriate communication skills,
 - flexibility and willingness to change,
 - intercultural competences,
 - Resilience and health-conscious behaviour,
 - open-mindedness towards new things.
4. **attitudes expected**:
 - Professional motivation,
 - adherence to all professional ethics,
 - an understanding of performance and an appropriate demeanour,
 - Compliance with confidentiality and data protection.

5. Technical language and language skills:

- Technical language skills, mastery of basic technical terms relevant to practice, also in the language of the target country,
- Knowledge of the various communication models and their application in practice,
- Basic knowledge of the language of the target country for the work with the clients (a corresponding language course in advance is recommended),
- at least knowledge of the English language.

What other general conditions do I have to take into account?

Before starting the internship, ask the responsible persons at the internship institutions which legal and insurance conditions have to be observed in the respective destination country (e.g. professional liability and criminal law protection insurance).

Please also find out from your health insurance which benefits are covered abroad and, if necessary, take out additional insurance which includes, for example, repatriation in the event of illness.

Your responsible internship coordinator is available to answer any other important questions you may have.

Are there accommodation options near the internship institutions?

Many institutions offer their interns support in finding accommodation. Please enquire about this with the responsible internship supervisor in the destination country.

Which vaccinations do I need to be allowed to work in the clinical setting in the respective destination country?

The respective country-specific vaccination regulations apply, as well as the requirements of the internship institution responsible for you. Please enquire with the internship guidance in the target country about this, including whether you need to present a corresponding vaccination certificate.

You can get more information from your doctor or also through government vaccination recommendations for the respective country, such as in Austria under <https://www.gesundheit.gv.at/leben/gesundheitsvorsorge/impfungen/reiseimpfungen>.

Which documents and forms do I have to submit for recognition of the internship?

You should pay attention to two main points here:

With regard to the evaluation of the completed internship by the responsible department, the following must be submitted, among others: Attendance records, internship assessments, patient report, training protocols, documentation, self-assessments, etc. (cf. EUPRAC curriculum. items 3.3, 6.1, 9.4).

In order for the internship completed abroad to be recognised, an application for recognition of the internship must be submitted to the examination office of the university or university of applied sciences or to the person responsible for training at a higher vocational school. To do so, submit the following formal documents:

- internship report,
- internship assessment by the supervisor of the institution in which the internship was completed,
- proof of attendance with stamp, date and signature of the supervisor.

After the documents have been checked, you will be sent the recognition of the completed internship abroad.

You will receive information on this topic during the information event. Furthermore, your internship coordinator will be happy to answer any questions you may have regarding the required documents and forms.

9.9 Profile of expectations and offers of occupational therapy internship institutions to students from other European countries

There are many reasons for doing an internship abroad, e.g. gaining valuable experience for your own education and career path, acquiring or expanding language skills, intercultural skills and important soft skills.

The success of an internship abroad also depends decisively on the establishment of a suitable partnership between the interns and the companies/institutions that provide an internship.

An important basis for the initiation of a promising partnership is therefore an expectation and offer profile of the internship institution for the assignment of students from other European countries. This should enable potential trainees to make a targeted selection of the internship place. For this purpose, it is necessary to describe the requirements for the trainees and at the same time to clarify which practice-related abilities, skills and competences the interested parties will have after completing the internship. In this context, the profile of the offer should take into account the specified objectives of workplace training curricula for occupational therapists, but also describe the added value that the respective institutions/companies can offer.

9.9.1 Profile of expectations of the internship institutions in the field of occupational therapy for the assignment of students/trainees from other European countries

The expectations profile described below is based on the findings of relevant studies and projects on this topic as well as on the results of the survey of practice supervisors in occupational therapy. The most important focal points can be described in this context:

Specialized knowledge

The internship companies generally expect specialized theoretical knowledge and the ability of the interns to put this into practice.

The focal points described below are to be aligned with the respective level of education of the interns:

- know anatomical, physiological and biological processes,
- understand specific clinical pictures with regard to their aetiology, symptoms and treatment options,
- know occupational therapy media in their complexity, apply them and modify them individually,
- select and apply assessments according to indications,
- place occupational therapy in the context of other social and scientific developments.

In order to prepare for the internships in a targeted manner, however, interested students should submit a portfolio on the current status of their subject-specific knowledge, skills and abilities to the responsible practical supervisors.

Competences for action

With a view to the objectives and contents of the internships in the field of occupational therapy, the interns should have the following competences:

- observation of procedures and processes in the internship facility, use of the offered observation opportunities,
- communicate appropriately with clients, colleagues or other important contact persons,
- seeking explanations/answers to questions and problems that arise in the course of the placement, working independently with specialist literature,
- listening - e.g. in the context of instruction by the practice supervisors, explanations by the clients etc.,
- reflecting on one's own professional behaviour,
- drawing conclusions from the current theoretical level of training for the practical implementation,
- plan and carry out adapted activities,
- asking questions, professional exchange with the occupational therapists on site,
- acting autonomously (taking into account the internship phases and the level),
- compliance with occupational health and safety and hygiene regulations,
- observance of ergonomic principles.

Soft skills

The practice supervisors rate the following soft skills as essential for completing an internship abroad:

- ability to cooperate, willingness to work in a team of therapists,
- appropriate communication skills,
- flexibility and willingness to change,
- intercultural skills,

- ability to work under pressure and health-consciousness,
- open-mindedness towards new things.

Attitudes

Those interested in an internship in occupational therapy should have at least the following attitudes:

- interest in the occupational therapy profession, professional motivation,
- adherence to all professional ethics,
- an understanding of performance and an appropriate appearance,
- compliance with confidentiality and data protection.

Technical language and language skills

In addition to the expectations regarding the appropriate use of specialist terms, it is also necessary to have a basic knowledge of the language of the target country when completing an internship abroad. The practice supervisors consider possible language barriers to be an obstacle when working with geriatric or paediatric clients. It is recommended to attend a language course prior to the internship.

Interested students should therefore have the ability to acquire the following competences in this focus area:

- technical language skills, mastery of basic technical terms relevant to practice, also in the language of the target country,
- knowledge of the various communication models and their application in practice,
- basic knowledge of the language of the target country for working with clients,
- at least knowledge of the English language.

In addition, it should be pointed out at this point that the most important information for the supervisors, evaluation forms, attendance lists and other protocols should be translated into the respective language and sent to the supervisors in good time before the start of the internship.

9.9.2 Profile of the occupational therapy internship institutions for the assignment of students from other European countries

The aim within the practical training, also in the context of a stay abroad, is to apply the knowledge and skills acquired in the theoretical and specialist practical lessons in a targeted patient-related manner. This symbiosis of theory and practice is guaranteed by the qualified cooperation with the internship facilities.

These provide the trainees in detail:

- recognised occupational therapy internships in the following areas: paediatrics, geriatrics, psychiatry, neurology, orthopaedics,
- extensive opportunities for subject-related observation,
- access to specialist literature, in-house assessments, specific treatment methods,

- professional exchange in intra- and interdisciplinary teams,
- qualified professional guidance and support according to the internship phases, with regard to:
 - carrying out client-centred assessment,
 - the creation of individual treatment plans with an explicit statement of treatment goals, taking into account the client's life situation,
 - the practical implementation of the planned therapies,
 - the assessment of the course of therapy.
- a detailed evaluation of the internship process, a comprehensive and qualified assessment of the performance shown and the growth in competence,
- important information and recommendations for the further career path of the interns.

A large number of institutions also offer their interns support in finding accommodation as well as various opportunities to acquire or expand intercultural skills. Ideally, internships are also available as a tandem model.