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Faculté des sciences de la santé
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Faculty of Health Sciences
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Clinical Education

Guide to Fieldwork 4 Supervision Process for Students and Supervisors (2019) Master's Degree in Occupational Therapy

Topics covered:

1. Placement overview
2. General fieldwork supervision process
3. Specific fieldwork supervision process

The fieldwork supervision process is described in the first few pages of the Monitoring Tool for the Development of Clinical Competencies (M.O.T.DECC). In addition, further information describing the fieldwork and its supervision process can be found in the next few pages. Supervisors and students may use the suggestions in this document or develop their own resources.

* Fieldwork educators are expected to:

- Become familiar with the university fieldwork education program (learning objectives, educational tools, fieldwork evaluation tool, expected performance of student depending on placement level) and with the supervision process;
- Offer a welcoming environment, adequate orientation and, if facility resources permit, space for students' use;
- Act as role models for students;
- Offer a positive and comprehensive learning environment to enable student development within the core competencies required for occupational therapy practice;
- Clearly inform students of what is expected of them, appropriately grade responsibilities and expectations and be available to students to offer appropriate supervision;
- Offer regular and timely feedback based on student performance, including recommendations for improvement;
- Assist students to develop a good understanding of their "professional growth" and of the remaining learning objectives by allowing and promoting time for guided reflection;
- Meet with students to discuss and evaluate their performance at the mid-term and end of the fieldwork education experience;
- Communicate with the university fieldwork coordinator before or during the mid-term evaluation if the student encounters significant challenges;

1- Placement 4 Overview

This seven-week intermediate/advanced experience takes place in March/April of the second academic year. Supervisors must bear in mind that this placement may be students' first exposure to this type of clientele and it is therefore recommended that they spend their first week observing and familiarizing themselves with the placement process.

This placement is an opportunity for students to expand their knowledge, gain increasing confidence and work, with a minimum of supervision, on objectives to which they have not yet been exposed.

During the last three weeks of the placement, students should be able to handle most of the work expected of new graduates on their first day of work. The amount of work assigned will depend on workload and work pace and must be compatible with students' individualized learning and integration process.

Supervisors must have at least one year of clinical experience. For this placement, they must gear their observation activities to students' individual needs (in the supervisors' opinion or at students' request). Closer supervision is recommended to start with, but supervision may become looser as students' interventions demonstrate their competence. Supervisors must schedule at least one formal feedback session every week.

2 - General Fieldwork Supervision Process

Before the placement, students must:

- Set personal professional objectives and review and adjust them throughout their placement;
- Read through documentation suggested by supervisor, to be prepared and make the most of the experience.

On the first day of the placement, students must:

- Attend orientation at the facility and department/program;
- Review the Monitoring Tool for the Development of Clinical Competencies (M.O.T.DECC) with supervisor, to complete the list of competencies to be developed during the placement;
- List the requested learning activities (see examples in the document List of Learning and Performance Monitoring Activities for Students and Supervisors (2007) and prepare the scheduling, jointly with supervisor, (see section A of the M.O.T.DECC).

Throughout the placement, students must:

- Build up sustained healthy communications and a relationship of trust with supervisor, to make the most of their placement;
- Take responsibility for their learning experience and the direction it must take, with the cooperation of supervisor and the University fieldwork coordinator;
- Respect the code of ethics and standards of practice (respect, confidentiality, punctuality, dress code, etc.) and comply with facility and University policies and procedures;
- Read the charts and documents describing the conditions of clients observed or treated;
- Build up a relationship with clients;
- Observe supervisor's interventions and roles and, on request, write observation notes and validate them with supervisor;

- Inform supervisor about their feelings following contacts with clients and the health services/rehabilitation site;
- Be allotted a minimum of 2 hours/day of preparation, self-feedback, self-evaluation, integration and reading time by supervisor;
- Reflect on their experience, to integrate the material learned. The use of a logbook is strongly recommended. Here is its suggested content:

Significant activities (two per day)	What you have learned	Challenges encountered	Comments, questions, reflective thinking	Next steps: Actions to improve or develop.
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- Review the M.O.T.DECC: At least each week, students will review what they have learned and prepare for the formal weekly supervision session.

3 - Specific Fieldwork Supervision Process for Placement 4 (7 weeks)

Week 1:

Students must:

- Become acquainted with the specifics of the site: clientele, equipment, etc.;
- Observe the occupational therapist's client interventions, write short observation notes and then discuss them with supervisor;
- Gradually increase their participation in the assessments and interventions processes previously demonstrated by supervisor or tried out by students during previous placements;
- Take responsibility for clients assigned by supervisor. Prepare for this responsibility;
- Read charts and gather information about assigned clients or clients students observe with supervisor. Write chart summaries for a few of these clients;
- Understand the various components of interventions with site-specific clientele;
- Attend team meetings;
- Write observation and progress notes;
- Take responsibility for simple tasks;
- Gather general information and become acquainted with the materials and equipment available.

Weeks 2, 3 and 4:

Students must:

- Take on increasing responsibilities assigned by supervisor;
- Conduct partial assessments of selected clients;
- Implement and take charge of interventions for these selected clients;
- Write assessment reports and progress notes;
- Contribute to team meetings;
- Contribute to the mid-term evaluation (end of the 3rd week). Students and supervisors share constructive feedback about students' progress and the supervision methods.

Weeks 5, 6 and 7:

Students must:

- Assess selected clients and implement intervention plans accordingly;
- Discuss the assessment and intervention plan with the client;
- Write progress reports and notes;
- Share information with team members regarding assigned clients;
- Complete requirements established at mid-term;
- Act as therapist, taking charge of part of supervisor's workload;
- Contribute to the final evaluation (end of the 6th week).

PERSONAL NOTES
