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Faculté des sciences de la santé  
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Formation clinique

Faculty of Health Sciences  
School of Rehabilitation Sciences  
Clinical Education

## Guide to Fieldwork 3 Supervision Process for Students and Supervisors (2018) 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 3 Overview

This intermediate seven-week experience takes place in November/December of the second academic year. Supervisors must bear in mind that this experience is most probably 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.

During this placement, students must:

- Further develop their clinical reasoning;
- Administer various assessment methods and occupational therapy intervention modalities;
- Develop intervention plans for a few clients;
- Share assessment results and the intervention plan with the client, his family and team members, as appropriate;
- Contribute actively to interdisciplinary team activities, where possible;
- During the second half of the placement, students should take charge of part of supervisor's work, and report to him.

Note: 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, supervisors must observe students particularly closely when they are assessing occupational performance issues and developing and implementing intervention plans. Supervisors must adjust the number of weekly feedback sessions to student needs. The supervising occupational therapist is ultimately responsible for the client, which is why he must always be readily available to students.

## 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.

**In the first week 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. The supervision session in placement 1 is scheduled at the end of each day.

### 3 - Specific Fieldwork Supervision Process

#### Placement 3: November/December, 2<sup>nd</sup> year (7 weeks)

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##### Week 1:

Students must:

- Observe the occupational therapist’s client interventions, write short observation notes and then discuss them with supervisor; gradually increase their participation;
- Assume partial responsibility for one or two clients assigned by supervisor; prepare for this responsibility;
- Read charts and gather information about clients assigned to them or clients students observe with supervisor. Write chart summaries for a few of these clients;
- Gather general information and become acquainted with the materials and equipment available.

##### Week 2:

Students must:

- Observe and participate in the initial client interviews and assessments, as well as other interventions;
- Understand the various components of interventions with site-specific clientele;
- Take charge of occupational therapy activities for clients assigned to them;
- Conduct at least one initial interview;
- Take charge of parts of the assessment process previously demonstrated to them;
- Implement parts of client interventions planned by supervisor;
- Write progress notes;
- Write an assessment report;
- Contribute to team meetings;
- Communicate with a professional from another discipline or participate in a site-specific activity.

**Weeks 3 and 4:**

Students must:

- Increase their level of responsibility;
- Take charge of initial interviews;
- Take charge of a larger part of the assessment process;
- Take charge of a larger part of the treatment process, based on supervisor's intervention plan;
- Write assessment reports;
- Develop an intervention plan for one of the assigned clients;
- Write progress notes;
- Contribute to the mid-term evaluation (middle of the 4th week). Students and supervisors share constructive feedback about students' progress and supervision methods.

**Weeks 5 to 7:**

Students must:

- Assess selected clients and develop intervention plans accordingly;
- Discuss the assessment and intervention plan with the client;
- Write reports and progress 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 7th week).