

Guide to Fieldwork 2

Supervision Process for Students and Supervisors - 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 2 Overview: April-May, 1st year (5 days/wk, 5 weeks)

This junior full-time five-week placement takes place in April-May of the first academic year. Except for a 9-day observation experience in the winter of the first academic year, it is students' first real contact with occupational therapy interventions.

Students' responsibility level increases during this placement. They should focus on:

- Actively participating in the therapeutic relationship;
- Gradually increasing their participation in the client assessment process, starting with a partial assessment at the beginning of the placement and culminating in a complete assessment towards the end;
- Gradually increasing their participation in implementing the intervention plan established by supervisor. Tasks must be explained and demonstrated by the supervisor to start with;
- Taking charge of most of the occupational therapy process for one or two client(s), starting mid-term.

Note: The supervisor oversees all the above activities.

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. Supervisors must schedule daily feedback sessions at the beginning of the placement and adjust meeting frequency to students' progress.

2 - General Fieldwork Supervision Process suggested for Placement 2:

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;
- Read the documents related to the placement (M.O.T.DECC, Guide to placement 2, student assessment) to be able to explain it to their supervisor.

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).
- At the end of week one, the student must have developed the placement objectives with the supervisor.

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.
---	--------------------------	---------------------------	--	--

- 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 suggested for Placement 2

Week 1 - days 1 to 3:

Students must:

- Perform simple tasks assigned by supervisor: for example bringing a client to the department, preparing the therapeutic materials;
- Observe the occupational therapist's client interventions, write short observation notes and then discuss them with supervisor; participate whenever possible;
- Read charts and gather information about assigned clients 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.

Day 4:

Students must:

- Observe and participate in the initial client interviews and assessments, as well as other interventions;
- Analyze a few activities observed during interventions;
- Write observation and progress notes for the clients observed with supervisor;
- Assume partial responsibility for at least one client assigned by supervisor; prepare for this responsibility.

Weeks 2 to 5:

Students must:

- 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;
- Carry out parts of interventions planned by supervisor;
- Write progress notes;
- Write an assessment report;
- Attend team meetings;

- Communicate with a professional from another discipline or participate in a site-specific activity.
- Contribute to the mid-term evaluation. Students and supervisors share constructive feedback about students' progress and supervision methods

Week 6:

Students must:

- Carry out initial assessments of new clients;
- Implement interventions plan developed by supervisor. This may extend to complete case management of one or two clients who require common interventions students have already observed;
- Complete professional activities from previous week;
- Complete requirements established at mid-term;
- Contribute to the final evaluation.

Personal Notes:
