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List of Learning and Performance Monitoring Activities for Students and Supervisors (2007) – Master's Degree in Occupational Therapy

Here is a series of learning and performance monitoring activities that may facilitate the supervision process. Supervisors and students may use the suggestions in this document or develop their own resources.

Suggested fieldwork learning activities:

Interactions with the client (placements 1 and 2) **and communication with the team** (placement 3):

You may ask students to:

- Initiate or participate in conversations with clients (placement 1);
- Take on certain responsibilities:
 - For example, bring a client from his room and accompany him back after the meeting (placement 1);
- Demonstrate tact in contacts with clients;
- Demonstrate good listening skills by being attentive to clients' verbal and non-verbal behaviour and applying principles of active listening and empathy (reformulating, reflecting back, exploring...);
- Participate in and contribute at team meetings;
- Schedule at least a one-hour meeting with another therapist to observe another type of intervention.

Occupational therapy approaches, roles and duties, ethics, policies and procedures (placements 2 and 3):

You may ask students to:

- List occupational therapy approaches used at the site and discuss the philosophy surrounding the delivery of occupational therapy care at this site;
- Be on time;
- Respect department policies (previously explained);
- Meet timeframes;
- Show increasing degree of work and time organization;
- Discuss problems and ethical issues encountered during interventions (if applicable);
- Explain the role of an occupational therapist to new clients;
- Discuss their understanding of the facility's mission and objectives;
- Describe the roles of other team members in interventions with clients also seen by the occupational therapist.

Data gathering, observation (placements 1, 2 and 3):

Encourage students to observe a client's performance and gather essential information about this client. For example, you may ask them to:

- Summarize the chart of a client you see (maximum one page);
- Observe and list a client's activities on a normal day (occupational summary), by gathering information about time spent playing, resting, working, attending to personal care, studying (maximum one page);
- List the client's capacities/incapacities, based on observations and chart review:
 - Ask students to identify problems that would benefit from occupational therapy intervention;
 - Suggest they elaborate on capacities/incapacities involving physical, cognitive, affective and spiritual dimensions;Note: Carry out this exercise for one client (maximum one page).
- **List the client's functional problems** and needs, based on observations and a chart review:
 - Ask students to identify problems that would benefit from occupational therapy intervention;
 - Suggest they elaborate on the personal care, productivity and recreational dimensions, as well as environmental issues;Note: Carry out this exercise for one client (maximum one page).
- Write a progress note (maximum one page), inclusive of the client's occupational history, capacities/incapacities and occupational performance issues;
- Write a clinical assessment and intervention profile for the main clientele you treat, to help students prepare more effectively for individual cases. (*This may prove reassuring and structuring for students, especially at sites where there are many unforeseen factors (for example, same-day admissions)*);
- Prepare and conduct initial interviews with a few clients.

Assessments (placements 2 and 3):

You may ask students to:

- Take an active part in the assessment process (partial or complete, depending on the placement) for pre-selected clients. **Supervisors must demonstrate the process before students carry out a partial or complete assessment, depending on whether they are in placement 3 or 4 and up;**
- Prepare for the assessment: read the test booklet, practise with a colleague;
- Analyze results (*1 or 2 clients for placement 2. Increase the number in subsequent placements*);
- Write the assessment reports for pre-selected clients;
- If possible, share the assessment results with the team at multidisciplinary meetings (especially on placement 3).

Planning the intervention/clinical reasoning:

(Mainly placements 3 and up. Can start at 2.)

You may ask students to:

- Resolve possible conflicts on their own and then verify solutions with supervisor;
- Write down possible solutions to problems encountered and choose the best one;
- Plan and implement a few portions of an intervention (placements 2 and 3) or the complete intervention (placements 3, 4 and 5);
- Write intervention plan(s) for clients students have observed or helped assess (placement 3). (*Increase the number of plans and clients for placements 4 and 5*);
- Share occupational performance and objectives with clients, their family and the team;
- Present at least one intervention plan for a specific occupational issue to the occupational therapy team, including relevant activities. This could be the placement project. It could be distributed to clients as a pamphlet.

Interventions

(Mainly placements 3 and up. Can start at 2):

You may ask students to:

- Explain the targeted therapeutic requirements and goals regarding activities/interventions to be carried out with clients;
- Describe how one of the activities carried out with a client can be graduated to make it easier or more difficult for this specific client (placements 1 and 2);
- Suggest therapeutic activities for targeted clients, as well as for the specific intervention objectives identified by you (placement 2) or by the students (placements 3 and up);
- List assistive devices and equipment used by the facility and comment on certain equipment modifications (placements 1 and 2);
- Select assistive devices for one client and submit the selection to supervisor for approval;
- Introduce the equipment to the client and explain its usefulness. The client should be able to use the equipment safely;
- Write progress notes (placements 2 and up) and discharge notes (placements 3 and up).

Other useful tips/activities:

- Students should be encouraged to take initiatives, within the limits of their knowledge and competence;
- Suggest to students that they ask for help when a situation is difficult or unclear;
- Students could possibly arrange to see another therapist for an hour during their free time, so that they can observe another type of intervention.
- Ask students to actively request feedback and verify their understanding of the occupational therapy intervention by asking questions.
- At mid-term, ask the student for an appraisal of the placement process and suggest any change in the supervision method.
- Suggest reading materials, videos and activities to expand on a test or questionnaire.
- Students should be experimenting, seeking information and participating in activities that are site-specific.
- You may also ask students to:
 - Prepare for the supervision meetings and take an active part in the supervision

process, as a self-learning tool;

- Plan, in writing, the client assessment and the intervention process they intend to follow;
- Reflect on their performance after each significant intervention;
- Look, by themselves, for answers to questions they have regarding clients and interventions. Validate answers with supervisor;
- Express their thoughts about contacts with patients/clients at least at the beginning, at mid-term and at the end of the placement (placements 2 and 3);
- Identify at least two positive aspects of their abilities and attitudes and two aspects that need improvement and ask students to identify strategies to foster their development.

Personal notes: