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

ELECTRONIC FORM

The student and the supervisor can complete this electronic version online and then print and sign it.
The student can then return the printed form to the clinical fieldwork coordinator of OT at the
University.

Monitoring Tool for the Development of Clinical Competencies (M.O.T.DECC) (Master's Degree in Occupational Therapy)

Clinical placement #:

Date of placement: from _____ to _____

Student's name:

Location of fieldwork experience:

Supervisor's name:

At the end of the placement, students must make a copy of this document and file it in their portfolio.
The STUDENT is responsible for returning the original MOTDECC to the University
of Ottawa fieldwork coordinator, with the other required documents.

NOTE to supervisor : If at any time you determine the student is experiencing difficulty with learning and/or demonstrating expected competencies, please contact the clinical coordinator (Marie White, mwhite@uottawa.ca; Tel: 613-562-5800, x8014). Appropriate supportive measures can then be explored together as soon as possible.

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Introduction: Background

The Master of Occupational Therapy Program of the University of Ottawa has developed the *Monitoring Tool for the Development of Clinical Competencies* (MOTDECC) to evaluate student progress during clinical placements. The list of core MOTDECC competencies originates from the *Profile of Occupational Therapy Practice in Canada* published by the Canadian Association of Occupational Therapists (CAOT, 2002). This widely known Profile has made it possible to design a tool that is easy to use on an everyday basis and to update when necessary. For this reason, some competencies have been adapted to the student population.

The teaching philosophy of the occupational therapy program is strongly reflected in the MOTDECC. It is closely linked with the *Tableau synthèse du curriculum [Curriculum Synthesis Chart]*, which compares the competencies of the CAOT *Profile*, the university competencies of the Ontario Council on Graduate Studies (OCGS) and the program's general educational objectives. This *Chart* also describes the level of learning expected of students during their clinical placements. It enables us to identify in the MOTDECC at which fieldwork experience level a student is able to start working on a specific competency¹. It also indicates at which level a supervisor can generally expect a student to have developed the expected competencies required for the independent practice of occupational therapy.

The MOTDECC is also based on andragogic principles (adult education), according to which an adult's interest in learning is closely related to the development and improvement of skills and social roles. One principle holds that the student is a mature independent individual with a sense of self-direction and growth. He must thus take responsibility for his learning process (for example, reflection, search for information, planning, initiative). In addition, the student increasingly accumulate experiences on which his learning is based. He must therefore integrate newly acquired competencies to existing knowledge and experience. This progression must be guided during reflective interactions with his supervisor (coaching, mentoring). This formative aspect is vital, as motivation to learn is supported both by factors internal to the individual and by external factors, such as the supervisor's feedback and support. This approach increases the student's awareness of his strengths and areas of improvement, as he strives to become a competent occupational therapist.

¹ Set of knowledge, skills, behaviours and attitudes conducive to professional conduct.

Content of the Tool and User Guide

The MOTDECC comprises six sections:

SECTION A: SUPERVISION METHODS (p.10)

On the first fieldwork day, it is vital that the supervisor and the student identify the following supervision methods, to foster clear and effective communication throughout the fieldwork education experience:

- 1) **Type and number of meetings** between the supervisor and the student:
 - For example: “every Friday afternoon at 3:00 p.m.: formal supervision meeting to review the week; every morning at 8:00 a.m.: meeting to prepare for the day; every day from 11:30 a.m. to midday and from 3:30 p.m. to 4:00 p.m.: question period; dates for the evaluation at mid-term and at the end of the placement.”
 - This procedure provides a structure that benefits the student and allows the supervisor to efficiently manage time and roles.
- 2) Supervisor and student **expectations** during the fieldwork experience:
 - For example: attire, punctuality, communication methods, behaviours, attitudes, degree of independence and initiative, etc.
 - It is important to clarify each party’s expectations, because *it must never be taken for granted* that the student is aware of the supervisor’s or the facility’s expectations or that the supervisor is aware of the needs of each student assigned to him.
- 3) List of **learning activities** planned and requested by the supervisor, with their timeframes:
 - For example: fieldwork education experience project, oral presentation, logbook, number of assessment reports, visits with other professionals, training, etc. This list can be modified as the fieldwork education experience progresses.
 - With this list, it is possible to plan a realistic workload that is properly distributed, based on the student’s level and progress.

At mid-term and at the end of the placement, the student must provide the supervisor with **feedback** about his perception of the quality and frequency of the supervision. This activity is essential to optimize both the student’s and the supervisor’s learning/teaching experience.

To provide this feedback, the student completes the “Student’s Evaluation of the Placement” form, which can be found in his portfolio.

At the end of the placement, the student provides the supervisor with one copy of this form and returns the original to the University of Ottawa fieldwork coordinator.

SECTION B: COMPETENCY DEVELOPMENT MONITORING CHART (p.11)

The competency chart makes it possible to guide the student's progress during the fieldwork education experience.

It is broken down into five parts: levels of learning expected *at the end of the placement*, list of competencies, competency development scale, supervisor's mid-term comments and student's mid-term action plan.

Supervisor reflection: Before using the MOTDECC for the first time, the supervisor is invited to engage in a reflective exercise, to optimize the supervision experience and pass on experience acquired with one student to others. For each competency, the supervisor could try to answer the following three questions:

- 1) Will the student have an opportunity to develop this competency in my work environment?
- 2) Which activities will enable me to guide the student as he develops this competency in the particular setting of my work environment and as it relates to his own individual progress (for example placement 1 versus 4)?
- 3) Which activities will enable me to evaluate the student's progress in developing this competency?

Student reflection: Before starting the placement, the student must review the MOTDECC, so that he understands its content and how it functions. By reviewing the list of competencies (section B) in conjunction with the Continuing Education Plan from the previous placement (Section F), the student will be able to identify specific learning objectives (section C).

Initial meeting: on the first day of the fieldwork education experience:

- The student and the supervisor must review the competency chart, to clarify learning expectations, needs and activities related to specific competencies to be developed during this fieldwork education experience.
- The supervisor must inform the student which competencies could be developed during the fieldwork education experience at his facility, based on the clientele and the practice environment.

Formal supervision meetings: at regular intervals (every fifth or sixth day for placements 2 to 5),

<p><u>The student</u> must:</p> <ul style="list-style-type: none">▪ Review the competencies identified at the beginning of the placement and;▪ Discuss his progress with his supervisor. <p>At this meeting, the student presents:</p> <ol style="list-style-type: none">1) A weekly review;2) Strengths;3) Areas for improvement and;4) Objectives for the following week.	<p>The <u>supervisor</u> then provides:</p> <ol style="list-style-type: none">1) Feedback;2) Suggestions for reflection and;3) A degree of guidance appropriate to the student's level (ex. Placement 1 vs 4).
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Note: Fieldwork education experience 1 is supervised on a daily basis and the supervision can be less structured than the supervision described in the above chart for fieldwork education experiences 2 to 5.

This approach must be pursued within the context of a **relationship of trust**, mutual respect and listening, in which each party has room for self-expression. The supervisor must encourage open discussion with the student, to promote his professional growth. A written summary of this discussion is required (section D).

Evaluation process: At mid-term and at the end of the placement, the supervisor and the student will hold a formal meeting to evaluate competency development.

The following procedure is recommended to allow the supervisor and the student to optimize discussion time and maximize the impact of the mid-term and end-of-placement meetings on the learning integration process:

This procedure consists of five steps:

- 1) Before the evaluation meeting, each party will separately reflect on the student's progress in each competency.
- 2) At the evaluation meeting, for each of the five units:
 - a) The student provides the supervisor with the results of his self-evaluation on the identified competencies, along with the reasoning that led to those results.
 - b) The supervisor then provides the student with feedback.
 - c) The student and the supervisor discuss the key points.
 - d) The supervisor grades each of the identified competencies, taking into account the level expected by the University of Ottawa (performance evaluation).
 - e) The supervisor and the student add their comments in the appropriate sections of chart B (mid-term).
- 3) At the end of the meeting, the supervisor provides the student with overall feedback (mid-term and end of the placement). At the end of the placement, the supervisor adds his comments in section E of the MOTDECC.
- 4) Lastly, the student provides his supervisor with feedback and completes the "Student's Evaluation of the Placement" form (mid-term and end of the placement).
- 5) At the end of the fieldwork education experience, the student completes his Continuing Education Plan (section F).

More specifically:

Performance evaluation (step 2d): At mid-term and at the end of the placement, the supervisor must evaluate the student's progress in each competency. **The supervisor must evaluate the student as if he were a new graduate on his first day at work.**

The competency development scale in the MOTDECC is intended to be concrete and intuitive for the user, so that capacities leading to independent practice can be evaluated. In this scale, the supervisor adds the symbol "-" at mid-term or "+" at the end of placement in the box corresponding to the student's functional level.

Here are the four possible levels:

- 1) competency not explored during the placement (NE): check this box if the student had no opportunity during the placement to experiment* with clinical activities related to the competency to be developed. *active participation rather than observation
- 2) student experiencing difficulties (ED): for a given competency, the student does not learn from his mistakes, is not developing, is putting the client or the staff at risk and is interfering with team work. This grade must be used sparingly to underline a major problem. In effect, it acts as a red flag.
- 3) student making progress (MP): in a given competency:
 - novice level (N): the student is starting to progress: applying knowledge and developing professional attitudes and behaviours;

- intermediate level (I): the student is no longer a beginner, but he is not yet ready to start practising: developing clinical reasoning and consolidating acquired competencies;

- 4) student ready to practise (RP): the student has developed the competency being evaluated, that is he could practise independently in most situations.

The supervisor's and student's comments are crucial at mid-term and at the end of the placement to document the student's progress in developing the competencies required to start practising.

Mid-term comments (step 2e): The supervisor must describe the student's performance in the "Comments" section of the chart, indicating strengths and points in need of improvement (attitudes, behaviour, skills and level of knowledge), as well as resources available.

The student is invited to reflect on these comments, in order to develop an action plan to improve items identified by the supervisor and pursue his learning until the end of the fieldwork education experience. This approach encourages the student to engage in self-directed learning.

End-of-placement comments (steps 3 and 5): At the end of a placement, the supervisor must complete section E and the student section F of the MOTDECC, based on the key points emerging from the discussion at the last supervision meeting.

Student experiencing difficulties: If the student encounters problems during the fieldwork education experience, the supervisor must let him know as soon as possible.

It is important to distinguish between a problem (for example a gap between expectations and performance) and a conflict (for example, a disagreement over values or personality), as the problem-solving strategies will differ.

At the latest by mid-term, if a major problem or a conflict is identified that affects competency development, the supervisor and the student must contact the University of Ottawa fieldwork coordinator. A corrective plan could be developed and implemented, aiming at supporting the student's efforts to develop competencies and supporting the supervisor in his role towards the student.

SECTION C: PERSONAL LEARNING OBJECTIVES (p.15)

Before the first day of the placement, the student must **reflect on his individual learning needs**.

For guidance with this process, the student will consult previous placement evaluations and the competencies listed in the chart in section B, and choose those that are most critical or most important to develop.

These may be components of the occupational therapy process, human relationships, an occupational therapist's roles, assessment methods or intervention modalities, etc. In fact, he must identify the attitudes, behaviours, skills and knowledge that more specifically need development during the fieldwork education experience.

The student must **transcribe the results of this reflection into the chart in section C**. He must develop well defined objectives and indicate the strategies or resources he will use in his fieldwork, as well as the criteria for success and validation that will be proof of his progress.

There must be clear connections between a learning objective, the means and the criteria specified.

Upon arrival at the fieldwork site, the student may request his supervisor's assistance to complete the missing strategies and criteria.

In order to facilitate the learning and evaluation process, the student can also break down more complex competencies in section B and reformulate them in terms of more specific objectives.

Finally, the student can add objectives at any time during the fieldwork education experience and change or adjust them, according to his progress. He must inform the supervisor.

This exercise enables the student to **target learning that is particularly important** for him. It helps him identify the abilities and skills he wishes to improve and communicate them to his supervisor.

The supervisor must ensure that the objectives are realistic, given the constraints of the site.

The student and the supervisor must discuss the established objectives at least at the beginning of the placement, at mid-term and at the end of the fieldwork education experience.

SECTION D: JOINT SUMMARY of the FORMAL SUPERVISION MEETINGS (p.16)

Every 5 or 6 days, depending on whether the fieldwork education experience is full-time or part-time, the student must review the identified competencies and discuss his progress with the supervisor.

The supervisor must encourage open discussion with the student to promote professional growth.

At the end of every meeting, the student must write an agreed-on summary of the discussion in the form "Joint Summary of the Formal Supervision Meetings."

This will clearly illustrate progress made and points that need further work.

SECTION E: SUMMARY of the FIELDWORK EDUCATION EXPERIENCE PROCESS (p.18)

At the end of the placement, the supervisor must write a short report on the student's progress. **It is suggested that this text could be divided into four sections:**

- 1) A list of learning opportunities; (for example, being present at a surgical procedure, 10 new clients, special training);
- 2) A statement of the student's strengths;
- 3) Points the student will need to improve in the future; and
- 4) Overall comments on the student's progress and how the fieldwork education experience unfolded.

The supervisor's comments are essential to determine whether the student has met the requirements of the placement. It must be kept in mind that competency development depends, among other factors, on the student's capabilities, resources available during the placement and the situations he has encountered during fieldwork.

Here are some indicators that can guide decision-making when it is time to recommend whether or not a student has met placement requirements:

Novice level (pl. 1-2): The student meets the placement requirements if he demonstrates:

- Motivation to learn responsibly and;
- Ongoing improvement in his professional behaviours and learning, based on University of Ottawa expectations.

Intermediate level (pl. 3-4): The student meets the placement requirements if he:

- Shows motivation to learn responsibly and;
- Has developed a set of competencies considered appropriate to his level, as determined by the University of Ottawa. Resources and learning opportunities available at the fieldwork site must also be taken into account during the evaluation process.

Advanced level/ready to practise (pl. 5): The student meets the placement requirements if:

- He performs a set of activities proposed by the supervisor in a manner indicating that he is clearly moving in the direction of independent practice. Expectations determined by the University of Ottawa and resources and learning opportunities available at the fieldwork site must be taken into account during the evaluation process.
- At the end of placement 5, he is aware of his strengths and limitations and has established strategies to develop the identified competencies to the expected level, before or when he enters the job market.

SECTION F: CONTINUING EDUCATION PLAN (p.20)

At the end of the fieldwork education experience, the student must develop a plan outlining:

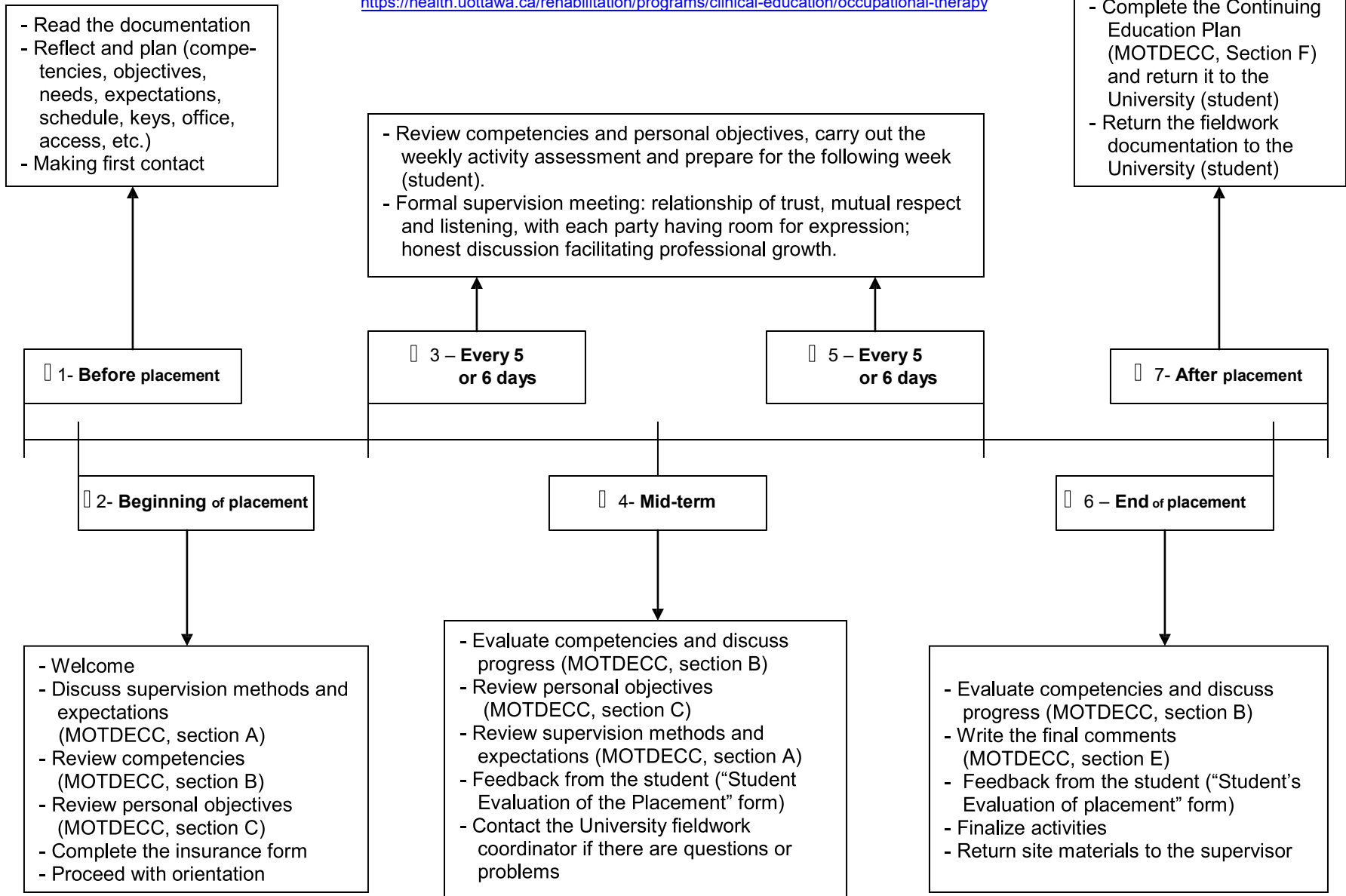
- His most significant experiences,
- His strengths,
- Areas for improvement,
- Objectives for the next clinical experience,
- Strategies or resources to be used,
- Criteria for success and validation regarding the achievement of his objectives.

He must provide the University of Ottawa fieldwork coordinator with this plan, for validation. The student must file the plan with the added comments in his Student-Professional e-Portfolio. This plan enables him to synthesize learning and it will be used to prepare the objectives for his next clinical experience (placement or first employment).

Visual Synthesis of Fieldwork Activities

Note: an exhaustive guide to fieldwork education activities is available on the following Web site:

<https://health.uottawa.ca/rehabilitation/programs/clinical-education/occupational-therapy>



Section A: Supervision Methods

1. Type and number of meetings (formal and/or informal):

--

2. Specific expectations and individual requirements:

Student Expectations	Supervisor Expectations

3. List of planned learning activities

Activities Requested	Timeframes

4. Review of Section B competencies and Section C objectives:

Initials and Date (student)

Initials and Date (supervisor)

Section B: Competency Development Monitoring Chart

Unit 1: Professional Accountability

Expected Level			Competency	Development Scale			
N	I	RP		NE	ED	MP N I	RP
Pl. 1	Pl. 2	Pl. 3	1.1 Practises in an ethical manner <i>(ex : acts and makes decisions in keeping with the code of ethics; respects the client's values and beliefs)</i>				
2	3-4	4-5	1.2 Manages practice-related records and documentation <i>(ex: respects the record-keeping standards of the facility and the professional corporation)</i>				
1	2	3	1.3 Demonstrates commitment to lifelong professional development <i>(ex: is motivated and responsible for his learning; searches for information independently; reflects on his process)</i>				
3	4-5	--	1.4 Contributes to the development of knowledge in occupational therapy <i>(ex: participates in research activities; produces critical reviews of texts; gathers data; analyzes; presents results orally)</i>				
1-2	3	4	1.5 Adheres to and supports legislative statutes <i>(ex: respects standards of practice)</i>				
2*-3	4	5	1.6 Contributes to other student education in occupational therapy <i>(for example, participates in peer mentoring* (supervision model: 2:1 or interprofessional), helps supervise novice students or students in an "occupational therapy assistant" program; reviews the placement students' orientation handbook)</i>				

Legend – development scale

Instructions: indicate, in the appropriate box, the student's functional level, using the following symbols: mid-term: "-"; end of placement: "+".

NE - Competency not explored during placement (✓); **ED** – Student experiencing difficulties; **MP** - Student making progress : **N** – Novice; **I** – Intermediate; **RP** - Student ready to practise

Mid-term comments <i>(supervisor: identify the student's strengths and areas of improvement, as well as resources available)</i>	Action plan for the remainder of the fieldwork education experience <i>(student: establish strategies and criteria for success and validation)</i>

Unit 2: Occupational Performance Practice Process

Expected Level			Competencies	Development Scale				
N	I	RP		NE	ED	MP		RP
						N	I	
			The occupational therapy student:					
1	2	3	2.1 Establishes a professional relationship with the client or client representative <i>(ex: informed consent; effective communication; relationship of trust; active listening)</i>					
2	3	4	2.2 Names, validates and prioritizes occupational performance issues <i>(ex: listening to the client's history; discerning needs; validating expectations; prioritizing problems)</i>					
2	3	4-5	2.3 Selects theoretical approaches <i>(ex: these approaches guide the remainder of the process, based on assessment goals and problems targeted)</i>					
2	3	4-5	2.4 Identifies occupational performance components and environmental conditions <i>(ex: selects appropriate assessment tools; assesses the individual, his occupations and his environment; analyzes interactions between the individual, the occupation and the environment and their impact on the client's performance; communicates the results)</i>					
3	4	5	2.5 Identifies strengths and resources of partners in the intervention <i>(ex: client's personal resources; funding; services or persons available near his living environment)</i>					
3	4	5	2.6 Develops an action plan based on targeted outcomes <i>(ex: determines priority issues; develops measurable and realistic objectives; determines intervention modalities and equipment required; defines service type and frequency; validates the plan with the client; communicates the plan to the team)</i>					
3*	4	5	2.7 Implements plans <i>(ex: analyzes the activity (*to be assessed during placement 1 and 2); promotes change; monitors progress; validates client satisfaction; reviews the objectives and the plan; guides the client in his efforts to optimize his performance)</i>					
3	4	5	2.8 Evaluates and analyzes occupational performance outcomes <i>(ex: assesses the rehabilitation process to determine whether the client is ready to be discharged; refers the client to other services if necessary; makes follow-up telephone calls or visits)</i>					

Legend – development scale

Instructions: indicate, in the appropriate box, the student's functional level, using the following symbols: mid-term: "-"; end of placement: "+".

NE - Competency not explored during placement (✓); **ED** – Student experiencing difficulties; **MP** - Student making progress : **N** – Novice; **I** – Intermediate; **RP** - Student ready to practise

Mid-term comments <i>(supervisor: identify the student's strengths and areas of improvement, as well as resources available)</i>	Action plan for the remainder of the fieldwork education experience <i>(student: establish strategies and criteria for success and validation)</i>

Unit 3: Organization of Practice, Leadership and Interpersonal Relationships

Expected Level			Competencies	Development Scale				
N	I	RP		NE	ED	MP		RP
						N	I	
			The occupational therapy student:					
1	2	3	3.1 / 3.2 Utilizes and communicates conceptual and theoretical orientations relevant to occupational therapy and communicates the scope of practice to client or intended audience <i>(ex: explains, in appropriate terms, the philosophy, goals and benefits of occupational therapy; client-centred practice and the concept of occupational performance as it relates to an individual, the occupation and the environment, as well as an occupational therapist's roles and responsibilities in the team and the program/department)</i>					
4	5	--	3.3 Establishes parameters and structure for organization of services <i>(ex: establishes eligibility and discharge criteria; establishes the service structure and the underlying policies and procedures; structures the service to facilitate work with the team and partners)</i>					
1-2	3-4	5	3.4 Applies the knowledge of the current sociocultural, economic and political factors relevant to practice <i>(ex: multiculturalism, diversity, public policies and their impact on practice; partnership with the community)</i>					
2-3	4	5	3.5 Demonstrates leadership in practice <i>(ex: initiative; problem-solving; change agent; representation and social justice, mentoring)</i>					
3	4	5	3.6 Establishes collaborative communication with colleagues, team members and relevant stakeholders <i>(ex: active listening; respect for opinions; sharing relevant information; conflict management)</i>					

Legend – development scale

Instructions: indicate, in the appropriate box, the student's functional level, using the following symbols: mid-term: "-"; end of placement: "+".

NE - Competency not explored during placement (✓); **ED** – Student experiencing difficulties; **MP** - Student making progress : **N** – Novice; **I** – Intermediate; **RP** - Student ready to practise

Mid-term comments <i>(supervisor: identify the student's strengths and areas of improvement, as well as resources available)</i>	Action plan for the remainder of the fieldwork education experience <i>(student: establish strategies and criteria for success and validation)</i>

Unit 4: Quality Management of Occupational Therapy Services
Unit 5: Management and Promotion of Occupational Therapy Services

Expected Level			Competencies	Development Scale				
N	I	RP		NE	ED	MP		RP
						N	I	
			The occupational therapy student:					
4	5	--	4.1 Engages in a continuous process for evaluation and improvement of quality of service <i>(ex: knows quality standards and the processes for assessing and improving services, so that he can critically analyze services provided)</i>					
1-2	3	4	4.2 Engages in continuous evaluation of the services he provides <i>(ex: is aware of his attitudes, behaviours, skills and knowledge and their impact on client services; seeks feedback about his performance from his supervisor, team members and clientele; responds favourably to constructive criticism)</i>					
1-2	3	4	4.3 Interprets, utilizes and communicates results of evaluation of the quality of the services he provides <i>(ex: after each client intervention and each interaction with the team, reflects on his practice, learns from his experience and enhances the effectiveness and quality of his interventions and interactions; understands the importance of this process, with the goal of adapting services to anticipated outcomes and standards of practice)</i>					
2	3	4	5.1 Uses information and communication technology to support current and future occupational therapy services <i>(ex: uses general and specialized computer software to draw up reports; conveys the information to the team or client, and performs client assessments and interventions)</i>					
1-2	3	4-5*	5.2 Manages or participates in the management of human resources <i>(ex: contributes to healthy team dynamics by cooperation, support and sharing, fostering professional development, service quality and work satisfaction; *placement 5 for the assignment of tasks to support personnel)</i>					
1	2	3	5.3 Manages financial, physical and environmental resources <i>(ex: uses materials and space available to him fairly and in a manner that is respectful of the environment and the facility's financial constraints; observes occupational health and safety policies and procedures)</i>					
1	2	3	5.4 Participates in the promotion of occupational therapy <i>(ex: informs special interest groups and other professionals about the benefits of occupational therapy, while respecting the ethical principles entailed by such an activity)</i>					

Legend – development scale **Instructions:** indicate, in the appropriate box, the student's functional level, using the following symbols: mid-term: "-"; end of placement: "+".

NE - Competency not explored during placement (✓); **ED** – Student experiencing difficulties; **MP** - Student making progress : **N** – Novice; **I** – Intermediate; **RP** - Student ready to practise

Mid-term comments <i>(supervisor: identify the student's strengths and areas of improvement, as well as resources available)</i>	Action plan for the remainder of the fieldwork education experience <i>(student: establish strategies and criteria for success and validation)</i>

Section C: Chart of Personal Learning Objectives

Learning Objectives	Strategies and Resources	Criteria for Success and Validation
Here are the aspects I will have to improve to develop the competencies required to practise occupational therapy, presented in the form of specific, measurable and realistic objectives, within a timeframe.	This is how I will improve my competencies and achieve my objectives (for example, list resources and concrete tips and tools required for success).	This is how I will prove that I have achieved my objectives (for example, describe the criteria for success; indicate who will validate them and when).

Section D: Joint Summary of the Formal Supervision Meetings

At the end of the formal supervision meeting, the supervisor and the student summarize the highlights of their discussion. **It is suggested that the student write the agreed-on summary in the blocks below.** Depending on the length of the placement (full-time, part-time and number of weeks), some blocks may remain empty. In addition, feedback at the evaluation meetings held during the mid-term week and the final week of the placement does not need to be reported here, as space is provided for this purpose at the bottom of each unit in section B for mid-term use and in sections E and F for use at the end of the fieldwork education experience).

Week of

Student's initials: Supervisor's initials: Date:

Week of

Student's initials: Supervisor's initials: Date:

Week of

Student's initials: Supervisor's initials: Date:

Week of

Student's initials:	Supervisor's initials:	Date:

Week of

Student's initials:	Supervisor's initials:	Date:

Week of

Student's initials:	Supervisor's initials:	Date:

Section E: Summary of the Fieldwork Education Experience

Supervisor's comments at the end of the placement:

1) Learning opportunities and specific experiences

2) Student's strengths:

3) Areas for improvement:

4) Overall comments on the student's progress and on the fieldwork experience:

Supervisor: In my opinion, the student's competency development is

Student: I _____ with the supervisor's evaluation of my competencies.

Do not sign until all sections of this form have been filled in.

Student Signature and Date

Supervisor Signature and Date

Number of days absent from placement:

(pls attach medical note if more than 2 consecutive days)

Number of days made up due to absences:

Total number of days of placement completed:



uOttawa

L'Université canadienne
Canada's university

Faculté des sciences de la santé
École des sciences de la réadaptation
Formation clinique (ergothérapie)

Faculty of Health Sciences
School of Rehabilitation Sciences
Clinical Education (OT)

Section F: Continuing Education Plan

(Summary of the Student's Fieldwork Education Experience)

Student's name:

Instructions to the student:

No later than one week after the end of the placement, the student must email his duly completed education plan to the University of Ottawa fieldwork coordinator. After it has been reviewed and validated by the coordinator, the student must file this document in his student's Professional e-Portfolio. This plan enables him to synthesize learning and serve as a reminder to the student when he prepares for his next clinical experience (fieldwork experience or employment).

Following my fieldwork education experience

Fieldwork site:

Main clientele:

Here are the most significant experiences acquired during my fieldwork education experience:

Here are three of my strengths (competencies):

1)

2)

3)

Here is what I need to work on:

1)

2)

3)

Here is my continuing education plan:

Here are the aspects I will have to improve to develop the competencies required to practise occupational therapy, presented in the form of specific, measurable and realistic objectives, within a timeframe.	This is how I will improve my competencies and achieve my objectives (for example, list resources and concrete tips and tools required for success).	This is how I will prove that I have achieved my objectives (for example, describe the criteria for success; indicate who will validate them and when).
1)	1)	1)
2)	2)	2)
3)	3)	3)

Student's signature / date

University Fieldwork Coordinator's signature / date