



**Masters Program in Occupational Therapy
Observation Placement with Collaborative Group Supervision
Suggested Learning Activities and Placement Procedures**

Brief description of placement 1:

The placement is to occur 8-10 days consecutive days in December, or if decided by the facility management or the supervisor, ten (10) days within a two-week period during that month. For many students, this will be their first practical experience in healthcare and occupational therapy. The students will follow more than one supervisor and be exposed to a variety of work situations in the host institution.

Students will observe the occupational therapists in their work and will help to perform some of the tasks. Two or more students will be together (depending on the site and possibilities) and learn through a collaborative approach. Through supervision by a group of occupational therapists, students will develop a multi-faceted, comprehensive view of occupational therapy, with concrete images of the practice that will help start the integration of theory and practice.

Purpose and benefits of this form of supervision for students:

- 1) Becoming familiar with a broad range of occupational therapy practices, roles and clients;
- 2) Observing different models and approaches based on each supervisor's unique approach;
- 3) Learning with and from peers in working with clients and supervisors (sharing questions, information and feedback).

Purpose and benefits of this form of supervision for supervisors :

- 1) Sharing responsibilities with colleagues;
- 2) Encountering many types of students and, as a result, various learning styles, which will foster the development of supervisory skills;
- 3) Refining supervisory skills by resuming supervisory activities, including reflection on the supervision process, repeatedly and over a short period of time;
- 4) Developing a broader view of occupational therapy students in the University of Ottawa program.

Supervisor responsibilities:

- Serve as a role model for students.
- Familiarize yourself with the University's clinical education program (through this document and the performance evaluation) and learn supervision strategies.
- Provide a welcoming environment, adequate guidance and, if possible, a space that can be used by students.
- Clearly inform students of what you expect of them. If the students spend more than a day on a unit, gradually increase the expectations and responsibilities, and make yourself available for formative supervision.
- Meet with the students at the end of the day to complete individual performance evaluations.
- Contact the University Academic Fieldwork Coordinator as soon as possible if a student is having major problems or is behaving inappropriately.

Student responsibilities:

- Demonstrate sensitivity to the needs of clients, the skills and motivation to establish a helping relationship with them, the ability to explore your own reactions to disabilities and suffering, and to identify your strengths, limitations and progress as an individual and future occupational therapist.
- Learn about the role played by the occupational therapist and other members of the team.
- Comply with the code of ethics, the standards of practice (respect, confidentiality, punctuality, dress code, etc.), and the policies and procedures of the facility and the University.
- Develop your observation skills (by watching both the occupational therapist and client) and get to know how to activity analyses.
- Learn to read patient records and write observation notes.
- Take responsibility for your learning and the direction it needs to take, in collaboration with the supervisor and your peers.
- Get to know the clients while working with your supervisor and peers.
- Express how you feel about dealing with clients and about the setting.
**Please refer to the performance evaluation for expected competencies.

A few suggestions for the placement:**Before the students arrive:**

- Determine the expectations for the placement based on the occupational therapists / practices involved.
- Define the roles of the people who are involved: supervisors, team members, students.

Day 1: your usual orientation, which may include:

- Introducing the occupational therapists
- Rules of the institution
- Hygiene and health/safety measures
- Introduction client record keeping
- How the placement will work (overall view)
- Recommended readings to prepare for each practice
- Specify the expectations that are common to all supervisors (e.g. punctuality, dress code, what to do if they are going to be absent, prepare questions for each supervisor about each practice, etc.)

Start of the day (when introducing a new rotation unit): Introduce yourselves (supervisor for the day and students), explain the procedure and learning activities that will take place that day (see suggestions below), clarify the day's expectations, share important telephone numbers.

End of the day: Sum up the key observations and main things learned during the day (students share and add ideas and, if applicable, the supervisor adjusts perceptions, answers questions and adds to the information). Ask students to supplement the information by writing in their journal in the evening. At the end of each day, students are to complete the formative evaluation of their collaboration during the day (the supervisor can choose to look at the comments to provide further feedback). **When students have completed their stay on a unit**, the supervisor completes their performance evaluation.

Last day: Before students leave (if possible), encourage them to summarize what they have learned during their week on the unit or over the entire placement. Here are a few examples: roles and responsibilities of the occupational therapist (in dealing with clients, on the interprofessional team, and in regard to the occupational therapist assistant), types of clients, assessments and typical interventions, resources, organization of services, and key similarities and differences between practices.

Suggested activities:

- Read and summarize the file of the client to be observed or with whom the supervisor is to work.
 - For example, the students can work together to read and summarize a file before presenting it to the supervisor. The students can also do this individually and present the file to the supervisor and fellow students before the client is met.
- As the supervisor works with clients, make observations on the intervention and the role the supervisor plays and, if requested, take brief observation notes. **(SOAP notes is not covered in the first school term)**
 - For example, three students could take notes and then take turns presenting their observations. The supervisor and other students could add to the information and provide feedback.
 - For example, the students could complete an activity analysis as a team using the analysis grid seen in class.
- Break the ice with the client by introducing yourself and introducing the supervisor and other students.
 - For example, ask clients for permission to work with them and then thank them. Time and circumstances permitting, the student could talk about the role of the occupational therapist.
- Familiarize yourself with the available material and equipment. **(Equipment and assessments are not covered in the first school term)**
 - For example, learn about various mobility aids and assessments used, and get to know their primary use.
- Help out with simple duties.
 - For example, go and get clients in their room, prepare the therapy materials, talk to clients for a few minutes while the supervisor steps out, make a call or do an Internet search for resources.

- Participate in part of an interview or intervention with a client, depending on the time available to prepare for it.
 - For example, students could take turns with a client or a student could share the job with the supervisor while the others stand back and observe.
 - For example, observe how an OT assistant administers a treatment plan assigned by the occupational therapist (and learn about delegating and how to implement it).
- Involve placement 3 students with students who are on their first placement (if they are on the same unit).
 - For example, a placement 3 student could be tasked with presenting a typical case seen during the placement to the placement 1 students on the unit.

Key topics covered in the fall session (completed before the observation stage):

- Introduction to Occupational Therapy
- Dimensions of the Person
- Occupations
- Environments
- Professional Practice
 - Self-knowledge (e.g. values, beliefs) and knowledge of others (e.g. diversity, interprofessionnalism) in the work setting (e.g. ethics, standards of practice)
 - Helping relationships (interpersonal communication, ethical aspects, organization principles and implementation)
 - Ethics and standards of practice
 - Roles and responsibilities (occupational therapy competencies profile)
 - The health system and health issues
- Research methodology