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Faculty of Health Sciences
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Clinical Education

Guide to Fieldwork 1 Supervision Process for Students and Supervisors (2011) 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.**

Supervisors may also refer to the document *Fieldwork Supervisors Required Profile** for a description of their responsibilities. Like the M.O.T.DECC, this document can be found in the electronic fieldwork kit located on our website. Students, however, must refer to the *Fieldwork Preparation Guide* located in their portfolios. This document describes expected tasks and responsibilities during fieldwork.

* **Fieldwork educators are expected to:**

- Act as role models for students;
- 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;
- 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;
- Offer a positive and comprehensive learning environment to enable student development within the core competencies required for occupational therapy practice;
- 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 at any time during the placement if the student encounters significant challenges;

1- Placement 1 Overview

This is a part-time 5-day experience taking place in January/February (on Tuesdays) of the first year. For many students, it is their first practical introduction to occupational therapy. Students will participate in the supervisor's professional life, accompanying him and helping perform certain tasks. In so doing, they will acquire a realistic idea of the practice, which will promote their understanding of first year theoretical courses.

In general, students will:

- Show sensitivity to client needs and the ability and motivation to establish a helping relationship with clients, and explore clients' reactions to their disabilities and pain, as well as identifying their own limits as individuals and future occupational therapists;
- Be introduced to the role of an occupational therapist and the roles of other members of the interdisciplinary team;
- Respect the code of ethics and standards of practice;
- Develop their observation skills and be introduced to activity analysis;
- Be introduced to chart review and progress note writing.

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.

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* 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 journal 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: During a formal supervision meeting at the end of each day, students will reflect on and discuss the day's events, their learning and the supervisor's feedback.

3 - Specific Fieldwork Supervision Process

Placement 1: January-February, 1st year (5 Tuesdays)

Day 1: General orientation

Students must:

- Observe the occupational therapist's client interventions, write short observation notes and then discuss them with supervisor;
- Gather general information and become acquainted with the materials and equipment available.

Day 2: Observation and participation

Students must:

- Continue and complete the activities started the first day;
- Perform simple tasks assigned by supervisor: bringing a client from his room, preparing the therapeutic materials, etc;
- Observe the occupational therapist's client interventions, write short observation notes and then discuss them with supervisor.

Days 3 and 4: Observation and participation

Students must:

- Summarize a client's chart;
- Interview the client (occupational assessment) and produce a written report on the information collected;
- Observe a second client and write the observation note;
- Accompany a client for about an hour while he is engaged in a therapeutic activity other than occupational therapy;
- Students should read the relevant chart and documents beforehand (reports, supervisor's notes and intervention plan...) to give them a better grasp of the interventions;
- Attend team meetings;
- Be introduced to activity analysis (use an activity analysis form).

Day 5: Finalize activities and carry out the final evaluation

Students must:

- Continue the previous week's activities, based on the objectives to be achieved;
- Participate more actively in assessments and therapeutic interventions (for example, prepare for and implement a common intervention they have already observed with supervisor);
- Describe the roles of the occupational therapist and team members;
- Participate in the final evaluation.