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Faculté des sciences de la santé
École des sciences de la réadaptation
Formation clinique

Faculty of Health Sciences
School of Rehabilitation Sciences
Clinical Education

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

Observation placement - Condensed version

Date of placement: from _____ to _____

Student's name: _____

Location of fieldwork experience: _____

Supervisor's name: _____

At the end of the placement, the student must make a copy of this document and file it in his portfolio.
The supervisor is responsible for returning the original MOTDECC to the University
of Ottawa fieldwork coordinator, with the other required documents.
This task may be delegated to the student.

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Introduction: Background

The Occupational Therapy Master's 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. This tool was developed based on the following: the competencies required by regulating bodies, the conceptual foundation of the curriculum of the Master's program and the principles of adult education, where the student's awareness of his/her own learning process is valued.

This version of the MOTDECC has been summarized in order to reflect the realities of the first placement, which consists of 5 days of observation. For more detailed information on how to use this tool and to learn more about the supervision process, it is suggested you refer to the original version of the MOTDECC. This original version is available on the University of Ottawa website at www.health.uottawa.ca/sr/ce, under occupational therapy, under placement kit - Masters.

Notes on section A: On the first fieldwork day, the student and the supervisor identify supervision methods. A contract-like document must be set-up during the first day of placement. The type and the number of meetings are identified. For example: "Every morning, upon arrival, meet to prepare for the day. At the end of each day, meet to review the day's events. Answer the student's questions throughout the day or at any other interval deemed to be appropriate." In addition, the supervisor and the student discuss expectations regarding how the placement will unfold and regarding any specific learning activities. The supervisor also provides the student with a list of planned and requested learning activities, including their timeframes. Finally, 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. For placement 1, the student only needs to complete the section "End of Placement" of the evaluation form.

Notes on sections B, C, E and F: In addition to the development scale in section B, the MOTDECC allows both the supervisor and the student to write qualitative comments on the student's learning experience. The writing allows for time to step back and reflect, therefore, allowing for a connection between theory and practice to be made and facilitating the integration of knowledge to previous experiences. Prior to the beginning of the placement, the student must establish objectives corresponding to his individual learning needs (section C – The student may ask the supervisor to help with identifying strategies & resources and criteria for success & validation.). Furthermore, at the end of the placement, the supervisor's comments (section E)

and the student's comments (section F) are crucial for documenting the student's evolution towards the development of competencies necessary for practice.

The supervision process 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 in order to promote his professional growth.

Notes regarding the 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 end-of-placement meetings on the learning integration process:

This procedure consists of three 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 ten competencies:
 - 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). **The supervisor must evaluate the student as if he were a new graduate on his first day at work.**
 - e) The supervisor and the student add their comments in the appropriate sections of chart B (mid-term).
- 3) Lastly, the student provides his supervisor with feedback and completes the "Student's Evaluation of the Placement" form.

Notes on section E: 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.

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.

Section A: Supervision Methods

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

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2. Specific expectations and individual requirements:

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3. List of planned learning activities

Activities Requested	Timeframes

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

Signature (student)

Date

Signature (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>					
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>					
1-2	3	4	1.5 Adheres to and supports legislative statutes <i>(ex: respects standards of practice)</i>					

Unit 2: Occupational Performance Practice Process

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>					
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Unit 3: Organization of Practice, Leadership and Interpersonal Relationships

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.)</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>					

Unit 4: Quality Management of Occupational Therapy Services

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>					

Unit 5: Management and Promotion of Occupational Therapy Services

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: At the end of the placement, indicate in the appropriate box the student's functional level, using the "+" symbols.

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

Section C: Chart of Personal Learning Objectives

Learning Objectives	Strategies and Resources	Criteria for Success and Validation
<p>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.</p>	<p>This is how I will improve my competencies and achieve my objectives (for example, list resources and concrete tips and tools required for success).</p>	<p>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).</p>
		<div style="border-left: 1px dashed black; padding-left: 10px; text-align: right;"> <p>Supervisor's initials, if objectives achieved by mid-term or end of placement:</p> </div>

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:

In my opinion, the student's competency development is satisfactory ; is not satisfactory .

Signatures:

→ I agree /disagree with the supervisor's evaluation of my competencies.

Student

Date

Supervisor



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-Professional e-Portfolio. This plan enables him to synthesize learning and serves as a reminder to the student when he prepares for his next clinical experience (fieldwork experience or employment).

Following my fieldwork education experience 1 2 3 4 5:

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 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

Fieldwork Coordinator's signature / date