

SUGGESTION SHEET – Increasing Efficiency with the Collaborative Model

Consider the following:

- Use of a 'sample reference folder' containing high standard reports and documentation completed by past students as well as documentation guidelines that serve as a proforma and that students can refer to when writing up reports e.g. department of housing referrals; DVA application letters.

By enlisting other OTs or allied health professionals in the department to monitor and provide feedback on performance, we can "tag team" to gain a balanced picture of the student in different tasks and settings. This provides an efficient system"

(S, Bartholomai, personal communication, May,31,2007).

- Encourage students to read one another's' reports. This provides input, direction and feedback, prior to student seeking input from supervisor and also reduces supervisor time spent revising and guiding structure and content of reports.
- Try to balance one-on-one supervision, with combined feedback - in which group sessions include peer discussion, education and exploration of specific topics, as well as peer-learning between students who are for instance allocated to different client groups and settings.

"With [the collaborative model], I do expect a high level of self-directed learning from the students. This can be facilitated by providing them with planning forms and proformas regarding observations, communication and reflections". (Bartholomai, 2007)

- Arrange for students to work collaboratively on a project that is of relevance to the facility and their learning. Examples could include:
 - Resource development such as a de-sensitisation kit for patients with hypersensitivity,
 - Development of a proforma for neurological assessment of CVA, or guidelines for cognitive re-training activities, where each student has responsibility for addressing a different functional task e.g. banking, using a telephone or planning a meal.
- For projects it is important to provide the student with explicit instructions regarding your expectations. For instance, show the students an example of a similar existing resource or provide a proforma as a guide.

Reference: S. Bartholomai, Occupational Therapy Clinical Educator, collaborative placement model (personal communication, May,31, 2007)

For more information about multiple mentoring placements, in addition to a wide range of OT practice education resources, visit our website at: otpecq.group.uq.edu.au