Occupational Therapy Clinical Education Program

Clinical Educator Tip Sheet

"Student Supervision"

The supervisory relationship is at the core of the fieldwork experience. The relationship developed with the student is intensely personal and critically important to the success of the placement (Kilminster and Jolly 2000). As supervisors, we should acknowledge that we teach as we prefer to learn and that different students will benefit from different modes of teaching and learning. Take time to develop a relationship with your student that will facilitate their development of therapeutic competence (James Cook University (JCU) 2009/2010). This tip sheet aims to provide guidelines on how to structure formal supervision sessions, including content, format and elements of effective supervision. Further references on supervision skills are included.

Minimum Standard of Student Supervision

- It is recommended that students and supervisors meet formally each week for at least 1 hour. Using a consistent time will assist the student in creating a routine for their week.

Effective Supervision Sessions

- Formal weekly supervision
- Identify permanent agenda items for the weekly supervision meeting
- Guided by student needs, facilitated by supervisor
- Have student set the agenda and encourage preparation and active participation

(JCU Placement Essentials Workshop)

Essential Elements of Supervision Sessions

- Scheduled and structured - not reactive… not to be missed (formalised)
- Encourages self reflection, learning and self appraisal
- Safe Environment
- Allows for problem solving
- Clarifies expectations – use learning plan and SPEF-R
- Being enabled – not controlled
- 2 way relationship- questions, reflection, clarification and discussion
- Guided - not directed
- Timely, regular and constructive feedback given
- Identifies goals for improvements and strategies to achieve these

(adapted from Fone, 2006)

Suggested Content for Supervision Sessions

- Use of an experiential learning diary or a reflective self appraisal tool can provide an indication of students' level of understanding and enable in depth reflection without the need for excessive questioning by the supervisor. They can be completed prior to or within the supervision session. Situations could be identified by either the student or supervisor. This enables the supervisee to direct the supervision agenda (Todd and Freshwater, 1999) and

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allows the learner to receive feedback on clinical and reflective practice skill (Clouder and Sellars, 2004).

For reflection tools please refer to Occupational Therapy Practice Education Collaborative - Queensland (OTPEC-Q), 2007 Clinical Educator's resource Kit part 3: http://www.qotfc.edu.au/resource/index.html?page=65340&pid=65377

- Discuss and review written work including progress notes, case conference notes, home visit reports and discharge summaries.

- Discuss the student's caseload including any difficulties. It is useful for the student to talk about every client they are involved with.

- Discuss treatment plans and assessment procedures.

- Review progress of projects.

- Discuss workload management and scheduling as required.

- Discuss problem areas (clinical or professional skills) and develop solutions (using previously defined placement objectives may assist in highlighting areas of strength and weakness).

- Ensure administrative requirements such as statistics are being consistently and correctly completed. Sign the student's Record of Placement of Attendance for that week.

(OTPEC-Q 2007)

Suggested Format for Supervision Sessions

Use the Ask-Listen-Tell approach in both formal and informal supervision sessions. At each of the following stages, ask first, listen, then tell (empathic, assertive and specific feedback).

- What is going well?
   - Students strengths, highlights, times of success.
- What are the areas for development?
   - Skills or competencies to be worked on.
- What are the strategies?
   - The way that the student will work on these areas and continue to develop their strengths.
- What are the opportunities?
   - The times that the student can use the strategies to develop their skills.

(WA On Track elearning Module 3: On the road of supervision)

Useful resources in Module 3 of the WA On Track elearning package include Supervision Record templates and methods of gathering information to assess student performance. Further information on matching student and supervisor learning and communication styles, can be found in Module 8: Navigating your way to more effective supervision.

http://www.health.wa.gov.au/wactn/home/wachs_resources.cfm

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