



Guidelines for Student Supervision

Welcoming the Student and Setting the Tone

- Familiarize yourself with the students' learning objectives and curriculum.
- Jointly formulate clear, objective, and measurable goals that will form the basis for feedback and evaluation.
- Understand and clarify the responsibilities that both the student and the fieldwork educator will assume.
- Orient the student to the facility (including equipment, protocols and documentation requirements) and to the specific conditions, needs and goals of individual clients.
- Provide a positive, open, respectful and professional environment that will facilitate learning and clinical growth.
- Recognize and explore the learner's cultural perspective.
- Assignments and expectations should be commensurate with the student's learning goals as well as the complexity of the environment/practice setting.

Supervising Clinical Practice and Facilitating Learning

- The primary responsibility is to the client.
- Assess the students' level of preparation before they work with clients.
- Using professional judgment, the fieldwork educator is to determine what level of supervision is appropriate while still encouraging a safe level of student autonomy
- Informed consent is to be obtained from the client or other decision maker, prior to the student initiating contact with the client.

- The fieldwork educator should be competent in the clinical area in which she/he is supervising.
- Client records and related documentation written or completed by the student must include the student's full name and title and follow the guidelines and expectations of the facility and co-signed by the fieldwork educator if indicated.
- The fieldwork educator is to be available to the learner for consultation or assistance with assigned activities.
- The fieldwork educator guides the learner to effectively access resources and to work within the setting.

Evaluation

- The fieldwork educator should be comfortable evaluating the skills and abilities of others.
- Written and verbal feedback should be given on a consistent and timely basis using the criteria established by Philadelphia University.
- Ask the student to evaluate themselves using the evaluation form provided by Philadelphia University. Use this as a talking point when reviewing the student's status either weekly, at midterm or at final.
- Conducting ongoing evaluation of students to ensure that they are competent to perform all clinical skills, services or activities that are assigned to them; and that their performance of assigned clinical skills, services and activities meets the standard of practice of the profession.
- Immediately discontinue student involvement in client care in circumstances where their actions or deficient knowledge, skills and clinical reasoning places the client/caregiver at risk, or where the client withdraws consent for their involvement.
- Identify student performance issues and take appropriate action leading to a resolution of the situation including contacting and working with the Academic Clinical Education Coordinator from Philadelphia University.