



FW Educator and OT Student SUPERVISION AND LEARNING PLAN SUMMARY

Complete on the first day of the Level I student's placement

FEEDBACK

1. How often will the student and the fieldwork educator meet during the clinical placement?
 - hourly
 - daily
 - weekly
 - scheduled as needed
 - impromptu
 - other

2. Besides face-to-face meetings, what other means can be used to communicate between student and fieldwork educator?
 - Email
 - Phone

3. How should the student turn in assignments?
 - Email
 - Hard copy to FW educator
 - Other

4. What will be the frequency of feedback from the fieldwork educator to the student?
 - several times near the start and infrequently after that
 - fairly frequently until both feel comfortable with the student's skills, then infrequently
 - frequently, even after the student seems to have mastered the skill

5. Feedback from the student to the fieldwork educator will be provided?
 - only when a problem arises
 - several times near the start and infrequently after that
 - frequently throughout the placement

6. Discuss the importance of communication with:
 - clients/families
 - fieldwork educator/student
 - other health care professionals /staff

LEARNING STYLES

1. The student and the fieldwork educator have agreed on the following teaching styles. Check any that apply.
 - Structured with specified expectations
 - Scheduled meetings & learning activities
 - Laid back, work things out as we go along
 - Expect student to take the lead in ensuring her/his learning objectives are achieved
 - Other _____

2. The student and the fieldwork educator have agreed on the following teaching methods? Check any that apply.

- Provide reading materials
- Observing the student
- Discussions with the student
- Simulating with FW educator (others) then practicing with a client
- Demonstration with hands on
- Other _____

3. The fieldwork educator and student have agreed upon the following supervision methods when the student is learning new tasks. Check any that apply.

- Direct supervision and discussion during technique
- Direct supervision during technique with discussion before and/or after
- Distant supervision during technique with discussion before and/or after
- Discussion before and after with no direct supervision

4. Discuss the implications of different teaching and learning styles as a FW educator and student during this clinical placement.

- Are the differences manageable?
- How will differences be handled?

TIME MANAGEMENT

1. The fieldwork educator and student agree that the placement requires the following time commitment, outside of the regular working hours, for reading, preparation for evaluation, treatment, treatment planning and critical thinking related to the student's caseload.

- none
- 3 or more hours/week
- 1-2 hours/evening
- other _____

2. What are the key dates and time lines the fieldwork educator and student need to be aware of during this placement?

- Assignments/Project (s) _____
- Student Presentation(s) _____
- Formal Evaluation (s) _____

GENERAL QUESTIONS

1. How will the fieldwork educator and student know that the clinical placement is being successful? Check all that apply.

- Student is meeting learning objectives
- Ongoing evaluation of student indicates student meeting necessary performance criteria successfully
- Regular feedback provided to each other by the fieldwork educator and student is positive
- Fieldwork educator and/or student feedback results in the required change in skill, knowledge or behavior.
- Formal student evaluation of placement and fieldwork educator is positive.
- Others

2. What role will the other members of the clinical team/department play in the placement?

3. When might the student and/or fieldwork educator need to contact the Academic Clinical Education Coordinator?

ADDITIONAL COMMENTS

Student Signature

Fieldwork Educator Signature

Date _____

Revision Date _____

initials _____

initials _____

** Student and fieldwork educator each keep a copy and refer to it weekly during the placement.*

Adapted from Grey-Bruce Regional Health Centre and D'Youville College Student Placement Profile. Randall, C., Tate, B. & Lougheed, M. (2007). Emancipatory teaching-learning philosophy and practice education in acute care: Navigating Tensions. *Journal of Nursing Education* 46 (2), 60-64. Phillips-Jones (2003). *The Mentor's Guide* (revised edition). Grass Valley, CA: The Mentoring Group.