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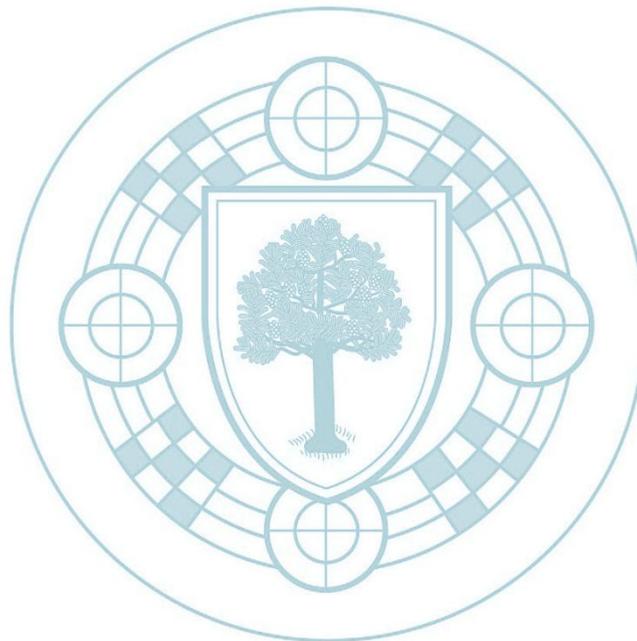
PHYSICAL & OCCUPATIONAL
Therapy



McGill University

ROLE-EMERGING COMMUNITY FIELDWORK HANDBOOK

EXCELLENCE THROUGH GROWTH



L'EXCELLENCE PAR LE RAYONNEMENT

CONFIDENTIAL INFORMATION

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Resource Guide
for
Role-Emerging
Community Placements
in
Occupational Therapy

1997

© Bossers, A., Polatajko, H.J., Connor-Schisler, A., Gage, M.
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WHAT IS A ROLE-EMERGING PLACEMENT?

An essential component of the occupational therapy educational experience is practical experience through what is referred to as fieldwork. Traditionally, the fieldwork placement involves working at a facility with clients under the direct supervision of an occupational therapist who is employed at that facility. However, many community agencies that do not employ occupational therapists assist clients who could benefit from the services of an occupational therapist. The role-emerging community placement was designed to provide students with the novel opportunity of developing a role for occupational therapy at a community agency, thereby enhancing the services of the agency (Bossers, 1995). Students engaged in fieldwork education must receive supervision from qualified members of their own discipline. As the community agencies used for role-emerging placements do not employ occupational therapists, a qualified therapist is recruited to provide 3-5 hours of supervision per week for the duration of the placement. This occupational therapist is referred to as the fieldwork educator. A staff member of the community agency is appointed to provide guidance to the student regarding the day to day operation of the agency and program development opportunities. This person is referred to as the onsite supervisor.

Role-emerging placements are valued by the community agency, the student and the fieldwork educator. The new perspective offered by both the student and the student's fieldwork educator is appreciated by the agency personnel. Both the programming the student offers during the placement and the materials the student develops for ongoing use by organization staff leave a lasting impact on the organization.

Fieldwork educators also benefit from participation in community placements. The benefit is derived both from the additional challenges presented by supervising a student who is working in a different location than the supervisor, and from gaining an understanding of the work of the involved community agency.

Role-emerging placements are valued by students because they afford the opportunity to develop a personal style, and allow a flexible and creative approach. Students experience the freedom to try their skills and learn through doing. The students rise to the challenge of working, often for the first time, without direct supervision and are proud of the contributions they are able to make to the community agencies. They often report being genuinely grateful for the trust other people put in them to be given this kind of fieldwork placement.

In general, students report having a more personal experience in role-emerging placements for a multitude of reasons (Bossers, 1995). They experience a lowering of the professional distance typically felt in institutional settings. Community agencies are smaller and tend to be non-hierarchical. Roles are new or expanded. Students have the opportunity to see clients in a home-like setting and join them in performing some daily occupations.

Students' clinical reasoning is challenged by the nature of the work in the community. Through exposure to complex work in the community, they may begin to show signs of maturity.

The student may demonstrate the ability to go back and forth between narrative, procedural and interactional reasoning and at times there will be evidence of conditional reasoning (Mattingly & Fleming, 1994; Bossers, Cook, Polatajko, & Laine, 1997). A student's understanding of physical, affective and cognitive resources during occupation may be heightened when the student observes the client in his/her natural setting. New insights may emerge from the contrast between a student's experience of working in an institutional setting, and of working in a community agency.

ESTABLISHING ROLE-EMERGING COMMUNITY PLACEMENTS

Role-emerging placements can be established in any community agency be that does not normally employ the services of an occupational therapist. These agencies may be profit-making or publically funded.

The first step in the establishment of a role-emerging placement is to enter into a discussion with a staff member of a prospective agency to determine if its client population might benefit from the services of an occupational therapist and if the agency is prepared to support a student in a role- emerging placement.

Demonstrating the value of supporting an occupational therapy student during a role- emerging placement is an important goal of the first placement with a given agency. Thus, it is important to document early goals of the agency, the student and the educational program prior to the commencement of the placement. At the end of the placement it is equally important to review the success of the placement based on the attainment of the stated goals.

The following steps are recommended in an effort to ensure the success of a role-emerging placement:

1. INITIAL ORGANIZATION FOR THE PLACEMENT

- i) The agency/organization needs to meet the standards for approval of a clinical site as specified by the respective professional association and the university program. One of these standards involves understanding the needs of the agency and its clients as well as the role of occupational therapy in this setting.
- ii) Establish who the agency contact person will be and whether the same person or another person will act as the onsite supervisor during the placement. Review the onsite supervisor's responsibilities. Be very clear about any expectations there may be for the

onsite supervisor to complete documentation related to the student's progress and success at the agency.

- iii) Determine in consultation with the onsite supervisor if there are any other pertinent medical/legal/safety issues that should be discussed with the fieldwork educator
- iv) Establish whether there are any other conditions the student must meet before the agency/organization can accept the student. For example, requirement for a criminal reference check, access to a car or special insurance, or a record of immunization.
- v) Determine if the agency/organization's work environment will be conducive to student learning. For example, is there work space for the student will adequate access to the client population be possible at the time of the placement, will the student have access to agency resources such as books.
- vi) Establish whether the agency has any special questions/needs.
- vii) If the student will incur travel costs or unusual expenses owing to the nature of the agency's work, determine how these expenses will be covered.
- viii) Discuss goals with the agency that are realistic given the length of the placement and the level of the student and thoroughly explain the student evaluation process. It is important that the agency staff have realistic expectations of what will be accomplished so that they are not expecting something the student cannot deliver.
- ix) Identify the same-discipline fieldwork educator and thoroughly explain his/her responsibilities and the student evaluation process. Ensure that the agency is prepared to allow the fieldwork educator to observe the student in action if necessary
- x) Discuss the process of student evaluation to ensure that the onsite supervisor and the same discipline fieldwork educator understand their respective responsibilities.

THE ROLES AND RESPONSIBILITIES OF PARTICIPANTS

2. THE UNIVERSITY

A representative of the University is responsible for:

- identifying appropriate community agencies and securing the commitment of each agency/organization.
- ensuring that the agency and onsite supervisor are fully informed, and understand and agree to their respective roles in the role-emerging placement.
- ensuring that the site meets the requirements for approval as a placement facility.
- ensuring that the fieldwork educator understands his/her role concerning responsibility for the student throughout the placement, the evaluation process, and provides resource material to the fieldwork educator regarding supervision strategies.
- recruiting students for the placement and informing them of the expectations of role-emerging fieldwork.
- making available material about the community agency which will assist with the student and fieldwork educator's orientation to the facility.
 - providing support/consultation for all parties throughout the clinical placement.
 - providing assistance in the development of learning contracts appropriate to the needs of the agency, student, and university.

3. THE AGENCY

The agency is responsible for ensuring that the student:

- receives an appropriate orientation to the community agency, including an understanding of relevant policies and procedures.
- selects a staff member who is committed to meeting the agency, student and university placement goals to act as an onsite supervisor to provide day to day supervision and feedback to the student.

4. THE ONSITE SUPERVISOR

The individual selected by the agency to act as an onsite supervisor for the student will:

- develop an appropriate orientation program for the student that may include a tour of the site(s), explanation of the mission, goals and objectives of the program. Explanation of relevant policies and procedures (including applicable occupational health and safety regulations), information about expected times and dates of student attendance at the placement site, and introduction to key agency personnel.
- negotiate development of specific objectives that are consistent with the agency's, student's and university's goals established for the placement.
- negotiate with the student a supervision schedule appropriate to the needs of the student and the agency.
- provide on-going feedback to the student concerning his/her progress throughout the placement.
- prepare written progress reports at midterm and at final (written evaluations are to be cooperatively developed with the fieldwork educator assigned to the student for this placement).

5. THE FIELDWORK EDUCATOR

The fieldwork educator in a role emerging placement is an occupational therapist assigned to guide and mentor the student in occupational therapy practice. Careful selection of the fieldwork educator is essential to the success of the role emerging community placement. The fieldwork educator ideally is someone who is prepared to act as a mentor to the student and guide the student to practice independently. Clinicians who view supervision as ongoing direct teaching and are reluctant to engage in a consultative mentoring process of supervision *while* allowing the student to work independently will have difficulty providing supervision in a 3-5-hour period each week.

The fieldwork educator:

- establishes objectives for the placement in consultation with the student and the agency
- negotiates a schedule of supervision, (approx. 3-5 hours per week when averaged over the total placement), that recognizes the increased need for supervision in the initial stages of the placement.
- provides supervision in compliance with the regulations of the applicable regulatory body.
- establishes back up plans for supervision should the student require advice when the fieldwork educator is unavailable.
- evaluates the student in a collaborative manner with the onsite supervisor.
- maintains regular communication with the university, particularly if there are early indicators of placement difficulties.

6. THE STUDENT

The student:

- reviews any information provided by the agency to the university prior to commencement of the placement.
- reviews literature on self-directed learning (Knowles. 1975, Gaipman & Anthony. 1989) and role-emerging fieldwork (Bossers et. al., 1997)
- meets with the fieldwork educator and the onsite supervisor before commencement of the placement to establish goals and become familiar with the environment.
- accepts responsibility for his/her learning during the placement with the support of the other involved parties.
- Develops learning objectives that are consistent with the placement site's goals and ability to provide the experience, with the university program's expectations, and with personal learning needs.

- seeks assistance from the appropriate party whenever knowledge to act independently is lacking.
- works in collaboration with the onsite supervisor and the fieldwork educator.

7. PARTICIPANTS' INTERACTION

The success of a role-emerging placement is dependent upon the awareness, recognition and the working relationship of the participants. The nature of these interactions is described below:

7.1. STUDENT AND FIELDWORK EDUCATOR RELATIONSHIP

Students in fieldwork placements require supervision by experienced occupational therapists. In the role-emerging placement the student is matched with a fieldwork educator for 3-5 hours of supervision per week. The fieldwork educator has a dual role of affirming, monitoring and enabling the student to develop his/her professional skills while also supporting, monitoring, and challenging the student's content knowledge and critical appraisal skills. The fieldwork educator's function is to help the student to reflect and examine his/her experiences during the fieldwork in order to develop self-correcting behaviors and adapt to the demands of the workplace. The fieldwork educator is responsible for guiding the student in a manner that will facilitate quality occupational therapy practice. The fieldwork educator becomes a mentor and observer of the process through which the student creates a role for occupational therapy within the agency.

Part of the fieldwork educator's role is to introduce and foster a consultative relationship with the student. Students may consider it a sign of weakness to solicit assistance from the fieldwork educator. Establishing a structured schedule of contact with the fieldwork educator in the initial stages of the placement has been found to be an effective way to ensure that students receive appropriate guidance during this critical phase of the placement. Additionally, the fieldwork educator must make it clear to the student that the fieldwork educator's role is to mentor the

student's development as an independent clinician and to encourage reflection, not just to evaluate the student's progress.

In addition to the discussion of issues related to the student's work at the community agency it is essential that the student spend quality time with the fieldwork educator discussing the profession and the multi-faceted connections between it and the person/environment. Only through such discussion will the student's role identity develop. Issues of importance to the student may include:

- Professional ethics;
- Standards of practice and professionalism;
- Socializing with clients;
- Appearance and dress;
- Performance of professional activities;
- Clinical and administrative dilemmas,
- Preparation for informal and formal presentations;
- Exploring additional information needed to function effectively in the community environment.

It is not critical for the selected fieldwork educator to have first-hand knowledge of the community agency that is hosting the placement or to have experience in a similar environment. Rather, the fieldwork educator's willingness, ability, and enthusiasm to help each student reflect on his/her experiences, issues, concerns and success, and to assist the student as he/she learns to integrate theory into practice is of utmost importance. According to Richan (1989) it is essential that a fieldwork educator be visible in the community agency; frame constructive criticism in a positive context; model professionalism more in attitudes than through didactic teaching; and be willing to work through tensions.

It is important that the fieldwork educator actively listen and when necessary guide the student with respect to the identification of areas for new learning and the development of strategies

for acquiring new knowledge. The fieldwork educator must also assess the quality of information gathered as the student investigates new areas of clinical practice that are applicable to the client population. Student learning is promoted when the fieldwork educator shares similar experiences, even if they have occurred within different environments.

The fieldwork educator may invite the student to search the literature on a particular issue and/or provide academic/clinical resources. The fieldwork educator should engage in a serious appraisal of the information with the student.

In essence, the fieldwork educator is expected to be attentive to the student's focus and to support the development of the student within his/her profession. The fieldwork educator acts as a mentor, helping the student to learn through a process of reflection on placement experiences. The challenges and confrontations that may be inherent in fieldwork educator-student discussions promote role development and elaboration. Through the relationship, the student matures with respect to the discipline's philosophy and theory base, and acquires more experience, confidence and commitment in becoming a self-directed; lifelong learner.

7.2. STUDENT, FIELDWORK EDUCATOR, AND ONSITE SUPERVISOR RELATIONSHIP

The student is matched with a staff member of the community agency who acts as an onsite supervisor for purposes of orientation, support and learning related to the day to day operations of the agency. The fieldwork educator plays a vital role with respect to ensuring that the student. Onsite supervisor and fieldwork educator work as a team. While the fieldwork educator is ultimately responsible for supervising the student's clinical practice, the onsite supervisor is responsible for ensuring that the student's work is appropriate to the mission and policies of the community agency. Coordination of these two key roles is essential to the success of the role-emerging placement

The onsite supervisor and fieldwork educator need to work cooperatively and collaboratively with each other and with the student. It is important that all parties get to know one another

and recognize the unique role each party plays in the student's learning process. Ideally, the fieldwork educator will visit the community agency weekly and meet with both the student and the onsite supervisor. Having a space for the student and the fieldwork educator to meet at the agency facilitates the development of their relationship. It is often valuable for the fieldwork educator to be on site observing the student's interaction with clients. The fieldwork educator should discuss any agency requirements regarding observation of the student while working directly with clients with the onsite supervisor.

Given that the fieldwork educator is not regularly available at the community agency, telephone contact can play an important role in the ongoing communication between all parties. Telephone numbers and expectations with respect to frequency of telephone contact could be discussed at the first meeting.

SWOT or Needs Analysis Framework

1. Situate Agency and state mission.

Overview

2. Needs Analysis (data collection of strengths weaknesses =internal and opportunities and threats = external or macro). Can display as a 4 quadrant template

3. Analysis/recommendations for OT role (study gaps)

Strengths	Weaknesses
Opportunities	Threats

Role-Emerging Community Placements

STUDENT'S CHECKLIST

- Letter of intent (why and where).
- Contact site approved by ACCE.
- Finalize approval in conjunction with the ACCE.
- Attend pre-role-emerging mandatory group meeting with Prof. Caroline Storr.
- Locate off-site OT Supervisor.
- Begin “needs assessment” of agency during first week of placement (earlier if possible).
- Set learning objectives.
- Write daily reflective journals and share with OT off-site supervisor weekly.
- Complete student evaluation of experience (in booklet) and CBFE.
- Schedule & attend mandatory role-emerging post-experience meeting with Prof. Caroline Storr.

Role-Emerging Community Placements OT

OFF-SITE SUPERVISOR'S CHECKLIST

- Review student's learning objectives.
- Provide feedback on reflective journal weekly.
- Weekly contact with students (3 to 5 hours weekly).
- Provide mid-term feedback on student's performance.
- Complete competency based fieldwork evaluation at the end of placement, sign it and return it to Prof. Caroline Storr.

Role-Emerging Community Placements OT

ONSITE AGENCY SUPERVISOR'S CHECKLIST

- Orient students and off-site OT supervisor to agency.
- Understand goals of role-emerging fieldwork. (direct individual client intervention is restricted by the order).
- Be available for on-going communication with student(s), and/or off-site OT supervisor as needed.
- Complete informal role-emerging student evaluation form (in this booklet).

ADULT LEARNING PRINCIPLES

The following six principles of adult learning can be integrated into the structure of the role-emerging fieldwork placement. (Griffin, 1996):

8. ADULT LEARNING IS ENHANCED WHEN THE LEARNING CLIMATE FOSTERS SELF-ESTEEM AND INTERDEPENDENCE

It is particularly important:

- To ensure that each student feels that he/she is respected, accepted, and valued by the fieldwork educator and agency personnel;
- To encourage all participants to be open and honest about themselves and their experiences;
- To establish that differences are considered to be good and desirable;
- To let the student, know that making mistakes is an expected part of the learning process;
- For the fieldwork educator and onsite supervisor to be supportive instead of judgmental, and collaborative rather than competitive;
- To recognize and build on the student's experience, attitudes, and knowledge;
- To establish a climate where supportive confrontation is valued as a method of learning.

9. ADULT LEARNING IS ENHANCED WHEN STUDENTS EXPECT THAT THE LEARNING OUTCOMES WILL BE MEANINGFUL FOR THEM AND THEIR LIVES

Specific strategies include:

- Beginning the learning process with a review of what a student already knows and the strengths he/she possesses before needs, gaps, deficiencies, or new directions are determined;
- Setting goals, based on identified needs, through mutual sharing, interaction and negotiation;

- Stating goals or directions in terms of what the student wishes to know, feel, or be able to do;
- Allowing goals or directions to emerge and be acted upon throughout the learning experience, rather than being established only at the beginning.

10. ADULT LEARNING IS ENHANCED WHEN PEOPLE HAVE AN ACTIVE ROLE IN DECISION-MAKING AND PLANNING FOR THE LEARNING EXPERIENCE, AND WHEN AUTHORITY IS SHARED

Specific strategies include:

- Recognizing, and using, the competency of the student as a learner and choice-maker for his/her own life;
- Promoting participative decision-making throughout the learning experience.

11. STRATEGIES TO ENHANCE ADULT LEARNING

Processes, traditionally used in clinical fieldwork placements, such as the establishment of learning objectives facilitate adult learning and should also occur for role-emerging placements. Some additional strategies that may facilitate adult learning are:

11.1. STUDENT INITIATED AGENDA

The student initiated agenda (Peaper, 1984) is a tool that the student used to direct the time within feedback sessions. An agenda provides a framework for the meeting. Ideally it will be the student who brings issues for discussion to each meeting. The student may not assume this responsibility naturally. The fieldwork educator and agency supervisor may need to promote this behaviour by clearly articulating that the student is expected to structure the agenda for the meeting and providing support as the student experiments with this process.

It is recommended that the student prioritize his or her list of agenda items and seek additional items from the fieldwork educator and onsite supervisor at the beginning of the meeting. The final agenda can then be established through a process of negotiation, thereby ensuring that

the needs of all participants are considered. It is beneficial to include as an agenda item a time to reflect on the effectiveness of the supervision process. Encourage the consideration of what has been helpful, what has not been helpful, and what additional or different strategies might be tried in the future.

11.2. DIRECT OBSERVATION AND FEEDBACK

It is recommended that both the fieldwork educator and onsite supervisor establish times when they can individually observe the student working directly with clients. Time should then be set aside to provide the student with feedback regarding his or her performance. The more a student receives feedback from different people with different backgrounds and different skills, the more the student is challenged to integrate the feedback from multiple sources and to develop his or her own personal style.

11.3. REFLECTIVE JOURNALING

Reflective journaling is the process of recording feelings, conflicts, insights, issues and events which are significant for the student. The student is encouraged to include critical questions about issues, people and him/herself. Journaling requires honesty and paints a picture of a very personal experience. Journaling provides the student with the opportunity to capture, to remember and to explore occurrence(s) that may require further reflection or probing. An effective journal is not a work log listing times, dates and events. Instead it is a written document that is used to “meditate” on what was seen, felt and experienced, and by so doing help the author understand the aspects of the experience that continue to excite, trouble, impress or unnerve him or her (Cooper, 1996).

By choosing entries to share with the fieldwork educator the student can further refine the insights gained through the process of self-reflection. It is important the choice of entries for discussion be left with the student. Knowing that the journal is private, unless the student chooses to share, increases the chance that the student may decide that it is not an essential

activity and discontinue the process. Other strategies suggested to enhance student reflectivity are included later in this guide.

11.4. MISCELLANEOUS STRATEGIES

The most successful clinical learning experiences are collaborative, and increasingly initiated and directed by the student. The following actions have been found to facilitate learning:

Helping the student understand how to use learning resources, especially the experiences of others, including the fieldwork educator and onsite supervisor and how to engage in reciprocal learning relationships.

Assisting the student to assume increasing responsibility for defining learning objectives, planning his/her own learning program, and evaluating progress.

Encouraging the student to expand the range of options by taking the time to understand the perspective of others who may have alternative views.

Facilitating the posing and solving of problems.

Reinforcing the self-concept of the student as a learner and doer by providing a supportive climate with feedback to encourage efforts to change and to take risks.



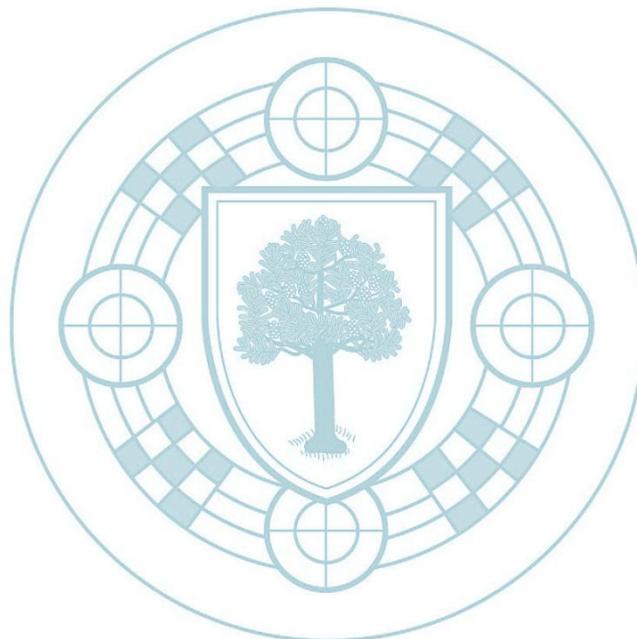
McGill

School of
**Physical and
Occupational Therapy**

École de
**physiothérapie et
d'ergothérapie**

**EVALUATION FORMS
FOR STUDENTS
& ONSITE SUPERVISORS**

EXCELLENCE THROUGH GROWTH



L'EXCELLENCE PAR LE RAYONNEMENT

EVALUATION FORMS FOR STUDENTS AND ONSITE SUPERVISOR

Evaluation Forms to Complete:

Teaching & Learning Partner	Onsite Agency Contact Completes	OT Off-Site Educator Completes	OT Student Completes
	<ul style="list-style-type: none"> – Informal <i>Role-emerging community placement evaluation</i> form in booklet <p>(1)</p>	<ul style="list-style-type: none"> – <i>Competency Based Fieldwork Evaluation</i> – (CBFE provided by student or program through portal confirmation email) – <i>Written mid-term is optional but verbal mid-term required. Written final is mandatory.</i> <p>(1)</p>	<ul style="list-style-type: none"> – <i>Student Feedback</i> onsite form in portal <p>AND</p> <ul style="list-style-type: none"> – <i>Informal Student evaluation of fieldwork experience</i> form in booklet. <p>(2)</p>

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**ROLE-EMERGING COMMUNITY PLACEMENT
EVALUATION FORM**

(To be filled out by agency upon completion of a role-emerging community placement)

Please do not hesitate to contact McGill University if you have any questions or to problem solve a challenging situation, after having attempted the following steps:

- Describing the agency's expectations to the student at the start of the placement.
- Providing the student with regular constructive feedback especially when an area needs improvement.
- Forewarning the student of performance concerns prior to the last few weeks of placement.
- Inviting the student to participate in the problem solving process.

Please rate the following using the scale below:

1	2	3	4	N/A	N/O
Unsatisfactory	Satisfactory	Good	Very good	Not Applicable	Not observed

I. COMMUNICATION SKILLS

The student:

1. Expresses self verbally in clear and concise manner.	1	2	3	4	N/A	N/O
2. Expresses self in writing in clear and concise manner.	1	2	3	4	N/A	N/O
3. Uses effective lines of communication with other disciplines.	1	2	3	4	N/A	N/O
4. Communicates effectively with clientele (e.g. client, family member)	1	2	3	4	N/A	N/O
5. Demonstrates adaptability in communication style.	1	2	3	4	N/A	N/O

II. PROBLEM SKILLS

The student:

1. Seeks constructive feedback from contact person/ agency.	1	2	3	4	N/A	N/O
2. Identifies service needs or requirements.	1	2	3	4	N/A	N/O
3. Establishes objectives for provision of service project development.	1	2	3	4	N/A	N/O
4. Develops alternatives to the program.	1	2	3	4	N/A	N/O
5. Takes initiative by seeking information.	1	2	3	4	N/A	N/O

III. INDEPENDENT WORK SKILLS

The student:

1. Demonstrates organizational skills.	1	2	3	4	N/A	N/O
2. Structures time efficiently.	1	2	3	4	N/A	N/O
3. Implements the program/plan.	1	2	3	4	N/A	N/O

IV. PROFESSIONAL SKILLS

The student:

1. Demonstrates discretion in use of confidential information.	1	2	3	4	N/A	N/O
2. Exercises judgment.	1	2	3	4	N/A	N/O
3. Demonstrates enthusiasm.	1	2	3	4	N/A	N/O
4. Is aware of the regulations/procedures of the agency/program.	1	2	3	4	N/A	N/O

V. OVERALL ASSESSMENT

1	2	3	4	N/A	N/O
Unsatisfactory	Satisfactory	Good	Very good	Not Applicable	Not observed

VI. ADDITIONAL COMMENTS

Signature of primary contact person: _____

Signature of student: _____ Date: _____

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STAGE DE RÔLE EN ÉMERGENCE OU STAGE COMMUNAUTAIRE
FORMULAIRE D'ÉVALUATION

(A être remplie par l'établissement après que le stage de rôle en émergence ou communautaire soit complété)

N'hésitez pas à communiquer avec l'université McGill si vous avez des questions ou lors de situations difficiles. Il nous fera plaisir de vous aider afin de résoudre le ou les problèmes durant votre stage. Toutefois, il est d'abord recommandé de suivre les étapes suivantes :

- Au tout début du stage, décrire à l'étudiant les attentes de l'établissement.
- Fournir à l'étudiant des commentaires constructifs sur une base régulière, et ce tout particulièrement lorsqu'il doit améliorer certains éléments.
- Avertir l'étudiant aussitôt que vous avez des inquiétudes quant à son niveau de performance.
- Encourager l'étudiant à prendre part au processus de résolution de problème.

Veillez indiquer votre niveau de satisfaction pour chacun des points suivants en utilisant la grille d'évaluation ci-dessous :

1	2	3	4	N/A	N/O
Insatisfaisant	Satisfaisant	Bien	Très Bien	Non applicable	Non observé

I. LA COMMUNICATION

L'étudiant:

1. S'exprime verbalement avec clarté et de manière concise.	1	2	3	4	N/A	N/O
2. S'exprime par écrit avec clarté et de manière concise.	1	2	3	4	N/A	N/O
3. Utilise des moyens efficaces pour communiquer avec les différents intervenants.	1	2	3	4	N/A	N/O
4. Communique de façon efficace avec la clientèle (ex. client, famille).	1	2	3	4	N/A	N/O
5. Démonstre l'habileté d'adaptation dans son style de communiquer.	1	2	3	4	N/A	N/O

II. RÉSOLUTION DE PROBLEME

L'étudiant:

1. Recherche les commentaires constructifs de la personne ressource ou l'établissement.	1	2	3	4	N/A	N/O
2. Identifie les besoins de service.	1	2	3	4	N/A	N/O
3. Établi des objectifs pour fournir les services/le développement de projets.	1	2	3	4	N/A	N/O
4. Développe des alternatives au programme.	1	2	3	4	N/A	N/O
5. Prend l'initiative de chercher les informations.	1	2	3	4	N/A	N/O

III. TRAVAIL AUTONOME

L'étudiant:

1. Démontre de l'organisation e.	1	2	3	4	N/A	N/O
2. Structure son temps de façon efficace.	1	2	3	4	N/A	N/O
3. Exécute le plan de programme.	1	2	3	4	N/A	N/O

IV. HABILITÉS PROFESSIONELLES

L'étudiant:

1. Démontre de la discrétion avec l'information confidentielle.	1	2	3	4	N/A	N/O
2. Exerce du jugement.	1	2	3	4	N/A	N/O
3. Démontre de l'enthousiasme.	1	2	3	4	N/A	N/O
4. Est conscient des règles et procédures de l'établissement/programme.	1	2	3	4	N/A	N/O

V. ÉVALUATION GLOBALE

1	2	3	4	N/A	N/O
Insatisfaisant	Satisfaisant	Bien	Très Bien	Non applicable	Non observé

VI. COMMENTAIRES ADDITIONNELS

Signature de la personne ressource : _____

Signature de l'étudiant: _____ **Date:** _____

McGILL UNIVERSITY
SCHOOL OF PHYSICAL AND OCCUPATIONAL THERAPY
3654 Promenade Sir William-Osler (Drummond)
Montréal (Québec) H3G 1Y5

STUDENT EVALUATION OF FIELDWORK EXPERIENCE

(To be filled out by agency upon completion of a role-emerging community placement)

Please comment on the following items:

1. What did you feel was the impact of a role-emerging placement on the development of clinical competencies of occupational therapy practice?
2. What did you prepare for this role-emerging placement? How did this assist in your clinical experience?
3. Were you satisfied with the occupational therapy supervision you received (i.e. frequency, availability)? If you were not satisfied, please explain why.
4. Were you satisfied with the level of assistance received by the agency/program staff? If you were not satisfied, please explain why.

5. How could the role-emerging community placement experience be improved?

6. Would you recommend that this particular placement continue to be used for students in the future? Please expand.

7. Please list 3 areas of strengths for your peer student partner(s) and 3 areas that require additional development. (This is to be shared with your student partner(s) as part of the final evaluation).

8. As role-emerging fieldwork is designed to foster learning through peer collaborations, reflect on your own contribution to this peer collaboration. What competencies require further development by you?

Name of student: _____ **Signature:** _____

Name of OT Supervisor: _____ **Signature:** _____

Date: _____

5. Selon vous, comment est-ce que l'expérience de stage de rôle émergent pourrait être améliorée ?

6. À l'avenir, recommanderiez-vous ce stage à d'autres étudiants ? SVP expliquer.

7. Veuillez indiquer 3 points forts de votre étudiant partenaire (ou vos partenaires étudiants) ainsi que 3 points à améliorer. (À partager avec vos partenaires étudiants comme étape de l'évaluation finale).

8. Compte tenu du fait que les stages de rôle émergent visent à favoriser l'apprentissage par le biais de collaboration pair à pair, réfléchissez sur vos propres contributions à cette collaboration de pair à pair. Quelles compétences devriez-vous développer davantage ?

Nom de l'étudiant : _____ **Signature :** _____

Nom de l'ergothérapeute /superviseur : _____ **Signature :** _____

Date : _____



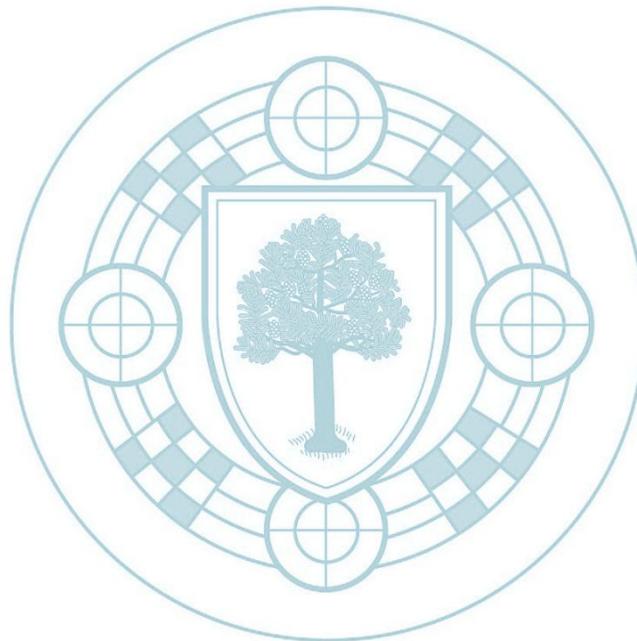
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Occupational Therapy**

École de
**physiothérapie et
d'ergothérapie**

SAMPLE STUDENT CONTRACT TEMPLATE

EXCELLENCE THROUGH GROWTH



L'EXCELLENCE PAR LE RAYONNEMENT

SAMPLE STUDENT CONTRACT TEMPLATE

Students	Name
	Name
Site :	Name
	Address
	Website, phone number
Site contacts :	Name, email, number
OT supervisor :	Name, email, number

Other site contacts:

- Name, email, phone number

Expectations:

- Arrive on time at the site.
- Participate actively to all programs, courses and workshops.
- Take many and frequent notes and research topics, subjects that are new.
- Complete your reflective journals and email them to OT supervisor (this is your communication tool with yourself and also to share your critical reflection about how you and the practice of OT fits into this agency system). Determine the frequency of journal writing.
- Highlight any uncertainties and concerns.
- Remember that any detail related to your placement, learning goals, placement expectations, and any OT related question should be addressed with your OT supervisor. Seek your OT supervisor's help to intervene with the site contacts if needed.
- The site coordinators are your client experts, you should get to know them and learn from their expertise about the site, services, population.
- Your main role is to think 'like an OT' – what would an OT do? What can an OT do? What would be the value added of an OT? What is the role of OT with this type of population/environment/resources?
- You are expected to do needs assessment (environmental scan or SWOT) of the site and propose an OT resource plan based on your assessment. Your plan would be your OT intervention/treatment. Consult your OT supervisor for guidance and brainstorm together on ideas for projects. These types of projects are working with populations and/or communities more than individuals typically. Some sites may already have pre-determined needs but you need to also do your own needs assessment to understand the agency.
- Don't forget to identify your own learning goals, this is your placement! Think about occupational justice, social justice, advocacy/change agent, collaboration.
- Most of all, enjoy this unique experience expanding your personal boundaries!

In case of absence/emergency:

- Notify your OT supervisor, your OT student colleague and your main site contact.

Generic Sample 7-week Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Before Placement	<ul style="list-style-type: none"> - Read the role emerging booklet - Review the site website - Learn about the services (programs, resources, community links) of the site and the population served - Research the population/main diagnosis/disease (diagnosis, prognosis, symptoms, treatment, statistics) - Prepare a list of key points that draw your attention (about the placement site/services/population) - Review your class notes about a needs assessment (POTH 563) - Email your OT supervisor your placement introduction with areas of interest 				
Week 1	9:30 am- 9pm	9:30 am- 5pm	9:30 am- 5pm	9:30 am- 5pm	OFF-SITE
	<ul style="list-style-type: none"> - Meet OT supervisor onsite if possible. - Orientation. - Meet and greet with staff and clients. 	<ul style="list-style-type: none"> - Needs assessment/ collect data. - Attend courses, workshops of the day. 	<ul style="list-style-type: none"> - Needs assessment. - Attend courses, workshops of the day. 	<ul style="list-style-type: none"> - Needs assessment. - Attend courses, workshops of the day. 	<ul style="list-style-type: none"> - Summarize learning. - Identify goals. - Identify subjects for placement project. - Plan to present project to OT supervisor.
Week 2	9:30 am- 9pm	9:30 am- 5pm	9:30 am- 5pm	9:30 am- 5 pm	OFF-SITE
	<ul style="list-style-type: none"> - Develop project plan and outline. 	<ul style="list-style-type: none"> - Develop project plan and outline. - Meet with OT supervisor suggested. 	<ul style="list-style-type: none"> - Develop project plan and outline. 	<ul style="list-style-type: none"> - Work on project. 	<ul style="list-style-type: none"> - Meet with group and share learning and resources.
	9:30 am- 9pm	9:30 am- 5pm	9:30 am- 5pm	9:30 am- 5pm	OFF-SITE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	- Meet OT supervisor suggested.	- Work on project.t	- Work on project.	- Work on project.	- Complete midterm self-evaluation in preparation for Monday.

	9:30 am- 9pm	9:30 am- 5pm	STAT	9:30 am- 5pm	9:30 am - 5pm
Week 4	- Meet OT supervisor. - Midterm presentation/evaluation.	- Work on project.	- Work on project.	- Work on project.	- Make up for stat day hours. Work on your project.

	9:30 am- 9pm	9:30 am- 5pm	STAT	9:30 am- 5pm	OFF-SITE
Week 5	- Prepare for final presentation. * schedule 1:1 meetings with OT supervisor as needed.	- Prepare for final presentation. * schedule 1:1 meetings with OT supervisor as needed.	- Work on project.	- Prepare for final presentation. * schedule 1:1 meetings with OT supervisor as needed.	- Prepare for final presentation. * schedule 1:1 meetings with OT supervisor as needed.

	9:30 am- 9pm	9:30 am- 5pm	9:30 am- 5pm	9:30 am- 5pm	OFF-SITE
Week 6	- Work on project.	- Luncheon/ Final Presentations/Final evaluation.	- Work on project - Make corrections as necessary based on feedback.	- Work on final paper.	
	9:30 am- 9pm	9:30 am- 5pm	9:30 am- 5pm	9:30 am- 5pm	

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	<ul style="list-style-type: none"> - Work on final paper. 	<ul style="list-style-type: none"> - Work on final paper. 	<ul style="list-style-type: none"> - Work on final paper. - Submit final paper based on presentation feedback to OT Supervisor. - Feedback and grades will be provided at that time. Schedule a 1:1 meeting as needed. 	<ul style="list-style-type: none"> - Last day. - Complete student evaluation experience. - Complete all informal evaluation forms and email to McGill (Prof. Caroline Storr). 	



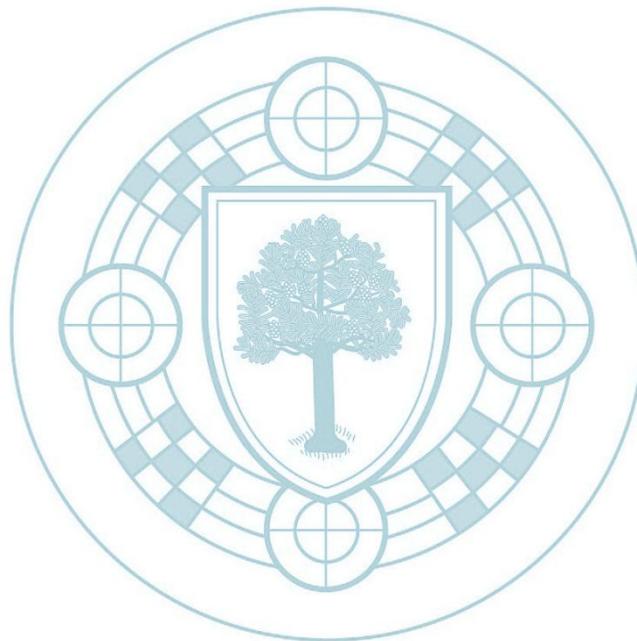
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d'ergothérapie**

SUGGESTED READINGS

EXCELLENCE THROUGH GROWTH



L'EXCELLENCE PAR LE RAYONNEMENT

*Articles only available
within hard copy document*

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