

**Middle Georgia State University
OTA Program**

**Fieldwork Educators Inservice:
Student Supervision 101**

**Provided By:
Middle Georgia State University
Occupational Therapy Assistant Program**

* Taken from: (Bird and Zukas) "Meeting the Fieldwork Challenge: Strategies for a New Century" AOTA Workshop, January 1998, Orlando, FL

STUDENT SUPERVISION 101

AGENDA

- | | | |
|------|---|------------------------|
| I. | Welcome/ Warm up/ Objectives | 15 min. |
| II. | Lecture—Definition of Roles
- Teaching & Learning Styles | 30 min. |
| | Questionnaire Activity | |
| III. | Wrap Up/ Questions/ Assessment | <u>15 min.</u>
1 hr |

OBJECTIVES

Upon completion of this inservice, the participant will be able to:

1. Define roles of supervisor and student
2. Identify and describe a personal teaching style
3. Identify and describe individual Student learning styles and ways to adapt supervision to these.

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Teaching Style Assessment

This assessment was adapted from material presented at "Meeting the Fieldwork Challenge: Strategies for a New Century" January 1998, Orlando, Florida.

Please circle the number that best matches your teaching style.

- | | 1 | 2 | 3 | 4 | 5 |
|---|-----------|---|---|---|------|
| me | unlike me | | | | like |
| 1. I teach because I value personal growth, my own as well as the student's. I am open and talk about my own feelings. I want students to know I exist beyond the work place. | 1 | 2 | 3 | 4 | 5 |
| 2. I am a subject matter expert and am Information-giver. I am very knowledgeable and students can learn much from me. | 1 | 2 | 3 | 4 | 5 |
| 3. Students look up to me. I have lots of
5
Energy and enthusiasm for what I am doing. I may not be an expert but I can be a model for living. | 1 | 2 | 3 | 4 | 5 |
| 4. I expect work to be handed in on time and done correctly. It is my job to evaluate the student's performance. | 1 | 2 | 3 | 4 | 5 |
| 5. I don't feel comfortable telling the student what they are suppose to learn. I want to enable people to learn what they think is important. My job is to respond to the learning goals of the student. | 1 | 2 | 3 | 4 | 5 |
| 6. I see myself as a gate keeper for the profession, a recruiter of some sorts. I look for promising students and help them fit into the profession. I feel a lot of satisfaction when my students make | 1 | 2 | 3 | 4 | 5 |

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achievements in the profession.

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Teaching Styles Answering/Interpretation Handout

Remember there are no right and wrong answers. Most people are a combination of several types with one predominant type. This just helps you identify what you feel your role in supervision is and how you are most comfortable.

If you scored in the upper ranges of question #1, you can be seen as:

Type F - "The Person" You put much value on being a good human being and a real person. You see teaching as a dynamic social system. You value an atmosphere of trust and openness.

If you scored in the upper ranges of question #2, you can be seen as:

Type A - "The Expert" You are a charismatic leader who people frequently admire. You want to inspire your students to do great things in the profession as well as personally.

If you scored in the upper ranges of question #4, you can be seen as:

Type B - "Formal Authority" You expect professionalism on the part of your student. It's your job to evaluate performance. You like to be in control of the learning situation. You want respect for your students.

If you scored in the upper ranges of question #5, you can be seen as:

Type D - "Facilitator" You tend to take people on their own terms. You listen and ask lots of questions. You try to enable the student without lots of strict rules. You feel comfortable with flexibility.

If you scored in the upper ranges of question #6, you can be seen as:

Type C - "Socializing Agent" You see your role as helping new recruits into the circle of occupational therapy. You believe in a personal, mentoring type relationship and receive satisfaction at helping others grow in profession.

(Adopted from material at Meeting the Fieldwork Challenge: Strategies for a New Century January 1998, Orlando, FL.)

STUDENT LEARNING STYLES

Independent:

This response style is characteristic of students who like to think for themselves. They prefer to work on their own, but will listen to the ideas of others in the classroom. They learn the content they feel is important and are confident in their learning abilities.

Avoidant:

This response style is typical of students who are not interested in learning course content in the traditional classroom. They do not participate with students and teachers in the classroom. They are uninterested or overwhelmed by what goes on in classes.

Collaborative:

This style is typical of students who feel they can learn the most by sharing their ideas and talents. They cooperate with teachers and peers and like to work with others. They see the classroom as a place for social interaction as well as content learning.

Dependent:

This style is characteristic of students who show little intellectual curiosity and who learn only what is required. They see teachers and peers as sources of structure and support. They look to authority figures for guidelines and want to be told what to do.

Competitive:

This response style is exhibited by students who learn material in order to perform better than others in the class. They feel they must compete with other students in the class for the rewards of the classroom, such as grades or teacher's attention. They view the classroom as a win-lose situation, where they must always win.

Participant:

This style is characteristic of students who want to learn course content and like to go to class. They take responsibility for getting the most out of class and participate with others when told to do so. They feel that they should take part in as much of the class related activity as possible but they do little that is not part of the course outline

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STUDENT LEARNING STYLES QUESTIONNAIRE: GENERAL FORM

The following questionnaire has been designed to help you clarify your attitudes and feelings toward the courses you have taken in college and to identify your preferred learning style(s). Remember, formulate your answers with regard to your general attitudes and feelings toward your courses.

Write your answers on the enclosed questionnaire. To the left of each question number, write the number that best explains how you feel about the statement as follows:

Mark 1 if you *strongly disagree* with the statement.

Mark 2 if you *moderately disagree* with the statement.

Mark 3 if you are *undecided*.

Mark 4 if you *moderately agree* with the statement.

Mark 5 if you *strongly agree* with the statement.

-
- ___ 1. Most of what I know, I learned on my own.
 - ___ 2. I have a difficult time paying attention during class sessions.
 - ___ 3. I find the ideas of other students relatively useful for helping me to understand the course material.
 - ___ 4. I think a teacher who lets students do whatever they want is not doing his job well.
 - ___ 5. I like other students to know when I have done a good job.
 - ___ 6. I try to participate as much as I can in all aspects of a course.
 - ___ 7. I study what is important to me and not necessarily what the instructor says is important.
 - ___ 8. I feel that I have to attend class rather than feeling that I want to attend.
 - ___ 9. I think an important part of classes is to learn to get along with other people.
 - ___ 10. I accept the structure a teacher sets for a course.

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Student Learning Styles Questionnaire, cont'd

- 11. To get ahead in class, I think sometimes you have to step on the toes of the other people.
- 12. I do not have trouble paying attention in classes.
- 13. I think I can determine what the important content issues are in a course.
- 14. If I do not understand course material, I just forget about it.
- 15. I think students can learn more by sharing their ideas than by keeping their ideas to themselves.
- 16. I think teachers should clearly state what they expect from students.
- 17. I think students have to be aggressive to do well in school.
- 18. I get more out of going to class than staying at home.
- 19. I feel that my ideas about content often as good as those in a textbook.
- 20. I try to spend as little time as possible on a course outside of class.
- 21. I like to study for tests with other students.
- 22. I like tests taken right out of the book.
- 23. I feel that I must compete with the other students to get a grade.
- 24. I attend classes because I want to learn something.
- 25. I am confident in my abilities to learn important course material.
- 26. School does not really interest me.
- 27. I think students should be encouraged to work together.
- 28. I feel the facts presented in textbooks and lectures are correct.
- 29. I like the teacher to notice me.
- 30. I feel that classroom activities are generally interesting.
- 31. I like to think things through for myself before a teacher lectures on course material.
- 32. I seldom get excited about material covered in a course.
- 33. I prefer not to work alone on assignments.
- 34. Before working on a class project, I try to get the approval of the instructor.

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Student Learning Styles Questionnaire, cont'd

- 35. To do well in a course, I have to compete with the other students for the teacher's attention.
- 36. I do my assignments before reading other things that interest me.
- 37. I do not like a lot of structure in a class.
- 38. I have given up trying to learn anything from going to class.
- 39. I like to hear what other students think about the issues raised in class.
- 40. I think teachers are the best judges of what is important in a course.
- 41. During class discussion I feel that I have to compete with the other students to get my ideas across.
- 42. I think classes are very worthwhile.
- 43. I work on class related projects (e.g., studying for exams, preparing term papers) by myself.
- 44. I feel that classroom activities are generally boring.
- 45. I prefer to work in groups rather than alone on class projects.
- 46. I try my best to do assignments the way the professor says they should be done.
- 47. I like to see if I can get the answers to problems or questions before anybody else in class does.
- 48. I am eager to learn about areas covered in class.
- 49. I do assignments my own way without checking with other students about how they are going to do them.
- 50. I do not feel that I miss anything if I cut class.
- 51. I like to talk to other students outside of class about the ideas and issues raised in class.
- 52. I tend not to think or work on problems or issues in a field unless they were first covered in the text or lectures.
- 53. I think students are hurting themselves if they share their notes and ideas with other students before an exam.
- 54. I feel that I can really learn something in a course.
- 55. I feel that too much assigned work keeps students from developing their own ideas.
- 56. I am in school only to get a degree.
- 57. I try to get to know other students in my classes on a personal level.

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- 58. I think too much class discussion prevents the teacher from covering enough required material.
- 59. I like to know that I have done better than other students in my class.
- 60. I do my assignments whether I think they are interesting or not.
- 61. My ideas about content issues are often as good as those of the instructor.
- 62. I sit where the teacher is unlikely to notice me.
- 63. I feel that students and teachers should develop the kind of relationship where a student can tell his teacher if he feels a course is not going well.
- 64. I feel that I can learn what is important by doing what the professor says.
- 65. I think students should be graded according to how well they do in a class.
- 66. I try to do the best that I can in my courses.
- 67. I do not like a teacher to tell me what I have to learn.
- 68. I study just hard enough to get by in a course.
- 69. I like courses where students are encouraged to discuss course material.
- 70. I seldom try to learn things related to the course that are not covered in the text or lectures.
- 71. I like to know how well the other students are doing on exams.
- 72. I feel that I can get something out of going to class.
- 73. I like courses where students are allowed to pursue topics that interest them.
- 74. I prefer that the teacher never calls on me.
- 75. I think learning should be cooperative effort between faculty and students.
- 76. I think the teacher should emphasize the content that I must learn.
- 77. I only help with other students when I feel it will not hurt me.
- 78. I sit where I can be sure to hear the professor and see what he or she writes.

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___ 79. If a topic raised in class interests me, I will go out on my own to find out

more about it.

___ 80. I think one of the most important things about a course is how easy it is

for me to get a good grade.

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Student Learning Styles Questionnaire, cont'd

___ 81. I try to help other students when they have a hard time understanding course material.

___ 82. I enjoy class sessions that are highly organized.

___ 83. I do not like the instructor to deviate from the lectures.

___ 84. I work on reading assignments until I feel I understand the material.

___ 85. I have my own ideas about how a course should be run.

___ 86. I feel that school is not relevant to what I want to do when I graduate.

___ 87. I feel a responsibility to help other students learn.

___ 88. I try my best to write in my notes everything the teacher says.

___ 89. I try to do assignments better than other students.

___ 90. I do my assignments as soon as possible after assignments are made.

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SCORE SHEET
STUDENT LEARNING STYLES QUESTIONNAIRE:
GENERAL FORM

Instructions: The numbers below represent the numbers of the statements in the questionnaire. To the right of each number, place the number (1 to 5) that you assigned it on the questionnaire. Add the numbers in each column. The relative total will indicate your preferred learning style(s) as described on the next page.

Independent

1 _____
 7 _____
 13 _____
 19 _____
 25 _____
 31 _____
 37 _____
 43 _____
 49 _____
 55 _____
 61 _____
 67 _____
 73 _____
 79 _____
 85 _____
 Total _____

Avoidant

2 _____
 8 _____
 14 _____
 20 _____
 26 _____
 32 _____
 38 _____
 44 _____
 50 _____
 56 _____
 62 _____
 68 _____
 74 _____
 80 _____
 86 _____
 Total _____

Collaborative

3 _____
 9 _____
 15 _____
 21 _____
 27 _____
 33 _____
 39 _____
 45 _____
 51 _____
 57 _____
 63 _____
 69 _____
 75 _____
 81 _____
 85 _____
 Total _____

Dependent

4 _____
 10 _____
 16 _____
 22 _____
 28 _____
 34 _____
 40 _____
 46 _____
 52 _____
 58 _____
 64 _____
 70 _____
 76 _____
 82 _____
 88 _____
 Total _____

Competitive

5 _____
 11 _____
 17 _____
 23 _____
 29 _____
 35 _____
 41 _____
 47 _____
 53 _____
 59 _____
 65 _____
 71 _____
 77 _____
 83 _____
 89 _____
 Total _____

Participant

6 _____
 12 _____
 18 _____
 24 _____
 30 _____
 36 _____
 42 _____
 48 _____
 54 _____
 60 _____
 66 _____
 72 _____
 78 _____
 84 _____
 90 _____
 Total _____

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Participant's Evaluation

"Student Supervision: An Introduction."

I. Please rate yourself in how well you achieved the objectives in this inservice.

1 - 2 - 3 - 4 - 5
Not well **very well**

- A. define the roles of the student and supervisor in the supervisory process **1 - 2 - 3 - 4 - 5**
- B. identify and describe your personal teaching style **1 - 2 - 3 - 4 - 5**
- C. identify and describe individual student learning styles and ways to adapt supervision **1 - 2 - 3 - 4 - 5**

II. Please rate the usefulness of the following in today's inservice.

1 - 2 - 3 - 4 - 5
Not useful **very useful**

- A. cut the cake activity **1 - 2 - 3 - 4 - 5**
- B. Flip chart - What are our Roles? Activity **1 - 2 - 3 - 4 - 5**
- C. Teaching Style Assessment Activity/Handout **1 - 2 - 3 - 4 - 5**
- D. Student Learning Style Activity/Handouts **1 - 2 - 3 - 4 - 5**

What was the most helpful to your learning today?

What was the least helpful to your learning today?

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Additional Comments:

Participant's Self Assessment

In order to see if you retained any of the information discussed today, please complete this short assessment. This is not a test but an exercise designed to help you identify topics or areas that you may need to study in greater detail in order to gain a greater understanding of the material. If possible try not to use your notes.

1. List 3 roles of the supervisor.
 - a.
 - b.
 - c.
2. List 3 roles the supervisor is **not**.
 - a.
 - b.
 - c.
3. List 3 roles of the student.
 - a.
 - b.
 - c.
4. List 3 roles the student is **not**.
 - a.
 - b.
 - c.
5. Identify your own personal teaching style.
6. Identify the teaching style that is most in contrast to your preferred style.
7. Identify the learning style of your "favorite" student or your own learning style.
8. Identify the learning style of your "least favorite" student or someone you've given instruction to or attended class with.
9. Describe how you'd adapt your teaching style, to better facilitate someone with the above learning style.

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SUGGESTED PACING OF COTA STUDENT PROGRAM

A. Orientation Phase (2 - 4 days)

- ▶ Student receives tour of placement, and an explanation of philosophy of placement and placement procedures.
- ▶ Student receives "in-depth" tour and explanation of OT department including safety aspects and services that impinge directly on OT.
- ▶ Student receives time to familiarize self with equipment and media available.
- ▶ Student receives explanation of record system and is allowed time to familiarize self with records and related forms used by OT department.
- ▶ Student attends lectures and training sessions, reads text and educational materials, and receives instruction on disability, treatment, procedures, etc. relevant to placement.(done throughout fieldwork)

B. Initial Phase (1 - 3 weeks)

- ▶ Student assumes responsibility for simple tasks assigned by educator (e.g., transporting client to and from therapy, if appropriate; preparing work area, cleaning up work area.
- ▶ Student maintains equipment, materials, and supplies as assigned by educator.
- ▶ Student reports relevant observations to educator.
- ▶ Educator discusses with student patient disability, patient strengths and weaknesses, treatment goals, techniques for implementation, safety precautions, etc.
- ▶ Educator offers constructive feedback and criticism on student's initial performance.
- ▶ Educator assigns clients appropriate to a beginning student.

C. Mid to Final Phase (3 - 8 weeks)

- ▶ Student can continue activities begun under A and B, as appropriate and can assume more responsibility such as increased case loads, increased responsibility in documentation, treatment planning, assisting with evaluation process, etc.
- ▶ Student performs case study, projects, etc. as required by individual facilities.

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PREINFORMATION FOR STUDENT

General information in a student pre-packet may include the following:

1. philosophy of placement;
2. description of placement;
3. transportation services - to and within city; bus maps;
4. baggage, where it should be sent;
5. housing - types, cost, laundry facilities, linens furnished?
6. parking at placement - whether a car is essential at the placement, cost, location;
7. student health - location and extent of health services, amount and type of health insurance required;
8. liability insurance - amount required and source
9. stipends, grants, and scholarships offered; amount and types of student discounts offered.
10. meals - location, type, cost, hours;
11. recreational programs available to the student at the placement or within the community.
12. check-cashing privileges;
13. promotional material from the placement;
14. other student services and programs offered;
15. further learning experiences available - surgery observations, self-paced media;
16. dress code for placement;
17. working hours and procedures for tardiness and absences.

**SAMPLE - OTA
LEVEL II OBJECTIVES
FOR ADULT/GERIATRIC/PHYSICAL DISABILITIES SETTING**

1. The student will demonstrate an understanding of this facility and its treatment philosophy and protocols.
2. The student will demonstrate competency of data gathering, chart review and screening protocol.
3. The student will utilize oral and written means to express awareness of dysfunction, etiology and the effect on the patient as assigned by supervisor.
4. The student will demonstrate professional communication/behavior skills with staff, patients and family.
5. The student will demonstrate competency with documentation of the patient's progress as related to evaluation, treatment plan and discharge summary.
6. The student will demonstrate the ability to explain the role of occupational therapy personnel in relation to total rehab team.
7. The student will demonstrate the ability to interpret evaluation and treatment plan and implementation into treatment sessions under supervision.
8. The student will demonstrate competency with medical records, billing procedures and statistics utilized by the occupational therapy department.
9. The student will submit satisfactory written documentation to supervisor.
10. The student will present one project and/or inservice to facility.

SAMPLE - CALENDAR FOR OTA'S LEVEL II FIELDWORK IN PHYSICAL DYSFUNCTION SETTING

1. First Week:

- Orientation modules.
- Shadow all acute therapists.
- Familiarize self with hospital environment and O.T. department procedures.

2. By end of second Week:

- Review charts with minimal guidance from supervisor and be able to summarize.
- Assist with 4 - 6 tx sessions with supervisor, and write observation notes on all patients observed.
- Responsible for choosing activities for one patient according to tx plan and implement them in a session with supervisor.
- I PROM UE.
- Measure AROM UE (goniometer) and identify problem areas.
- Write progress notes on 2 patients with supervision.
- Complete charges and statistics of treatments with daily check by supervisor.
- Review an evaluation and assist in identifying problems and developing goal areas.

3. By the end of the Third Week:

- I chart review.
- I in partial ADL assessment.
- Observe and participate in Total Hip Class.
- Progress notes with moderate assistance.
- Given a tx plan, set tx priorities and identify a variety of appropriate tx activities.
- Caseload of 2-3 patients with minimal supervision.

4. By the end of the Fourth Week:

- Assist with splinting of one patient with supervision.
- Demonstrate understanding of hip/knee protocols and instruct class in adaptive equipment.
- Progress notes with minimal to moderate assistance.
- Identify 2 - 3 activities for any given problem area.
- Treatment of patients with occasional supervision for implementation.
- Caseload of 3-5 patients.

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5. During the Fifth Week:

- Plan and implement Activity Group independently.
- Mid-term evaluation

6. By the end of the Sixth Week:

- I ADL assessment and treatment.
- Responsible for 3/4 of hip class and follow-up with supervision needed.
- I splinting for 1 patient.
- OT process notes with occasional need for guidance or minimal assist.
- Demonstrate ability to verbally report patient progress comprehensively to supervisor, OTR, team.
- Grade activities independently.
- I planning of treatment, implementation, tx.
- Caseload of 4-6 patients, independent management of scheduling.

7. By the End of the Affiliation:

- I documentation.
- Conduct Total Hip Class independently including appropriate follow-up treatments.
- Participate responsibly in OTR/COTA communication/supervision/relationship.
- Full caseload of at least 6-8 patients.
- Satisfactorily meet behavioral objectives of fieldwork site.

Throughout fieldwork, the student is responsible for planning to attend appropriate lectures and meetings as schedule allows; approved by coordinating supervisor.

SUGGESTIONS FOR STUDENT SUPERVISION

1. **Before student arrives formulate a list of learning activities to help achieve fieldwork objectives.** (Fieldwork coordinator will be glad to help) These activities should be in developmental sequence and provide a variety of ways to work through the concepts. Keep this list handy and draw from it during the fieldwork to facilitate the student's learning. For example, to assist in writing SOAP notes, a progression of activities might be:
 - a. Having the student tell you what he or she remembers about what goes into each section, with you filling in the gaps. (Remember, you don't need to teach students what they already know.)
 - b. Provide the student with sample documentation.
 - c. Have the student write a SOAP note on sessions observed early in the fieldwork.
 - d. Have the student critique already written SOAP notes.
 - e. Have the student develop a SOAP note checklist of which basic components need to be included in your facility's documentation. This way the student can check his or her own notes before handing them to you.
2. **About a week before your student starts, organize both your and the student's schedules.**

Schedule in the formal supervision meetings. Some supervisors start with four 1/2 hour sessions and 1-hour session per week. Double check to make sure that the clients or groups that the student will be working with are scheduled for both of you. Most students benefit from a more structured schedule in the beginning of fieldwork because they do not realize what they need to know and may not be able to fill open times meaningfully. Some facilities give students a list of tasks or activities that they need to complete independently as a way of complementing their orientation to the facility and relying less on their supervisor.
3. **Get to know the student before they arrive.** Look over the student data form which has information on strengths, weaknesses, learning style, and supervisory needs.
4. **Develop a rapport with the student in order to establish an open 2-way communication style from the first day.**
 - a. Don't be afraid to let the student know that you will also be learning new skills.

- b. Find out what part of fieldwork makes them nervous, their interest areas.

5. During the first few weeks, evaluate the students general knowledge base.

(Refer to MGA - Pre-Fieldwork Clinical Assessment) You can also do this by listening to the depth of questions or by gently questioning in a way that highlights problem-solving abilities. The goal is for you to gauge the level of your instruction to meet the student's level of understanding. Starting at a point that is either below or above the student's understanding will result in time not efficiently spent.

6. Encourage Independence.

As part of the orientation, have the student go on a scavenger hunt for important information as a fun way to develop independent problem-solving skills. Also, do not feel that you have to have all the answers to your student's questions. Inform students of all the other resources available at your facility. These can include books, training videos, other students, and other staff. Tell students that they need to access these resources first and come to you ready to discuss any remaining questions. This gives you time to focus more on improving the student's clinical reasoning skills. Being able to initiate self-learning is an important professional behavior that will serve students throughout fieldwork and long into their professional lives.

Here are a few other tips to foster independence:

- In medical settings, have students do a medical review on each new diagnosis that they work with. The review should include cause, medical intervention, precautions, medication deficits that usually accompany this diagnosis, and projected areas of occupational therapy evaluation and intervention. This will help students prioritize the evaluation and treatment.
- Have students brainstorm about community services that would benefit the client. They can then start writing or expanding on an existing survey of community services. This activity (a) focuses the student on the community, (b) provides you with insight into how well the student understands the needs of the client population, and (c) gives the student a tool to help with future interventions.
- Have students develop a list of treatment activities. Make it a goal for them to add a new activity each day.
- Eliminate the need for constant reminders of when certain routine tasks need to be done by having students formulate a client checklist or timeline.
- Have students make an organizing notebook. Put their schedules in the front alongside a daily "to do" list. Each client or group can have its own section.

Keep important phone numbers handy. Include extra blank documentation forms. Attach a few black pens to the back with Velcro, and everything the student needs is at their fingertips. Don't forget to include their name and department just in case it gets lost!

- The key component of being an effective independent practitioner is to be able to self-evaluate your performance. Development of this skill should start during the fieldwork placement. Have students self-critique treatment sessions before you provide feedback. You and the student should jointly develop weekly objectives that progress up to a self-evaluation at the mid and final points of the fieldwork. As each student gets better at being able to self-evaluate performance, less intervention will be required from you.

7. Get Organized.

A helpful tool that facilitates communication between you and the student and can serve as a record of fieldwork is the weekly feedback forms. Begin the fieldwork with one copy for every week. If you want to be really organized, predate them. Be sure to cite specific cases or occurrences that point to the student's strengths and weaknesses because they will help you when you complete mid and final evals.

8. Final Evaluation.

Remember, there should be no surprises during the final evaluation, and that won't be a problem if you have been using the weekly feedback forms. Here is where this form serves its second purpose - it provides a record of the student's performance throughout the fieldwork. Review the student's feedback forms and document the areas in which he or she excels as well as those that need further attention.

To eliminate any confusion, review the numerical ratings with the student. This way both of you will have a similar understanding when completing the evaluation and decrease the risk of conflicting ratings. When preparing a final evaluation, do an initial assigning of numerical values for each of the items being graded. Try not to get overly focused on each item, but quickly write down your ratings. Place the evaluation aside for a few hours or even a day, then review it at a slower pace to see whether you agree with your original ratings. If not, change the rating to better reflect the student's performance.

Finally, review the final evaluation during the last week, but not on the last day of the fieldwork. This gives the student time to reflect on what was said and still have time to seek clarification.