Multiple Mentoring

***What is multiple mentoring fieldwork model?***

* A team of two or more fieldwork educators supervising a single student or a team of two or more students.

***What are the benefits?***

* Enables therapist working part-time to supervise
* Provides opportunities for inexperienced supervisors
* Allows student to experience specialty areas
* Increases pool of role models to the students
* Reduced potential for personality conflicts
* Reduces time spent for each individual supervising therapist

***What are the challenges?***

* Varied expectations and inconsistency among fieldwork educators
* Fragmentation of the students learning experience
	+ Multiple roles
	+ Multiple styles
	+ Multiple treatment areas
* Need for greater coordination between fieldwork educators

***Strategies for success***

*Before students arrival* – All supervising fieldwork educators involved

1. Collaborative development of site specific learning objectives
2. Collaborative development of schedule of expectations throughout experience
3. Develop/update fieldwork manual including resources, policies, teaching philosophy, etc.
4. Identify clinical reasoning differences prior to supervision implementation

*Student arrival*

1. Comprehensive orientation

*Ongoing Learning Supports*

1. Group supervision weekly meetings
2. Structure for ongoing communication throughout the week
3. Development of forms to track student caseload and progress
4. Student ownership for learning through learning contracts

***For more information:***

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Nolinske, T. (1995). Multiple mentoring relationships facilitate learning during fieldwork. *American Journal of Occupational Therapy, 49*(1), 39–44.<http://dx.doi.org/10.5014/ajot.49.1.39>

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