Traditional, Apprenticeship, or 1:1 Model of Fieldwork Supervision

The supervisor is the expert; the student mirrors the activities of the supervisor following an apprentice model. The student is directly supervised by one OT who is generally employed within the setting. The fieldwork educator models the use of clinical reasoning strategies and provides a focus for skills to be learned, and the student observes and practices skills and performs tasks within an established OT role.

Role of the Fieldwork Educator

* Model and facilitate student learning

Learning Activities

* There is a comprehensive orientation to site and learning objectives. Much emphasis is given to the practice of skills to be learned. Examples of typical learning experiences include the student observing the supervisor doing procedure, then trying parts of the procedure under direct supervision. The student will gradually carry out more of the evaluation and intervention process with supervision withdrawn as the student demonstrates increased competency in patient care and accepted level of skill through competency testing.
* The supervisor identifies other learning opportunities within facility setting and models clinical reasoning skills through reflecting actions out loud. The supervisor also makes suggestions, asks questions or may use journaling to promote reflection and clinical reasoning.
* There is regular review of student progress (at least weekly) which includes discussion of clinical issues, review of student performance: positive and constructive feedback, review of reflective journaling (if required), and opportunity for the student to ask questions. Individualized learning objectives may be facilitated through the use of a learning contract.

Role of the Student

* The student needs to understand the learning outcomes expected (learning objectives), practice and learn focused skills, and ask questions/seek clarification as needed.
* The student will need to reflect on practice and emerging clinical reasoning skills and demonstrate increasing levels of competency in his/her direct work with clients. The student will gradually learn to seek out information from other sources and ultimately share ideas with fieldwork educator.

Benefits

* This approach is widely familiar and popular, and presumed effective to foster direct practice skills. One- on-one supervision supports student evaluation process and provides opportunity for role-modeling of practice. The strength of the student learning experience is directly related to the supervisory, teaching and practice skills of the assigned supervisor.

Drawbacks

* This approach may not foster innovation, critical thinking, or reflective practice. In addition, it may foster dependency. It is difficult to use with part-time staff. The strength of the student learning experience is directly related to the supervisory, teaching and practice skills of the assigned supervisor.