

# Everything You Need to Know About Supervising a Student in 1 hour

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# Agenda

- ▶ Overview of the OT Curriculum and OT Clinical Education Program at McGill
- ▶ Important tools for a successful learning experience
- ▶ Overview of the CBFEE evaluation tool and how to use it
- ▶ Question/answer period (15 min)



# The OT Curriculum and OT Clinical Education Program at McGill



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# Overview of the OT Curriculum

- ▶ Two entry points to the MScOT Program: U1 (from CEGEP) or QY (after completion of an undergraduate degree)

U1	U2	U3/QY	M1	M2
<b>OT Curriculum U1</b>				
<b>U1 Fall</b>		<b>U1 Winter</b>		
<b>ANAT 315 Anatomy/Limbs and back</b> -The regional human gross anatomy of the skeleton, joints, muscles and neurovascular structures of the limbs and back.		<b>ANAT 316 Human Visceral Anatomy</b> -The gross anatomy of the various organ systems of the human body		
<b>PHGY 209 Mammalian Physiology 1</b> -Physiology of body fluids, blood, body defense mechanisms, muscle, peripheral, central, and autonomic nervous systems		<b>PHGY 210 Mammalian Physiology 2</b> - Physiology of cardiovascular, respiratory, digestive, endocrine and renal systems.		
<b><u>OCC1 245 Occupational Therapy Seminars</u></b>		<b><u>POTH 225 Introduction to Biomechanics</u></b> - Fundamentals of biomechanical analysis applied to the extremities and lumbar spine.		
<b><u>POTH 204 Introduction to Psychological Statistics</u></b>		<b><u>POTH 250 Introduction to Professional Practice</u></b>		
<b><u>1 Complementary Course</u></b>		<b><u>1 Complementary Course</u></b>		

# Overview of the OT Curriculum

U1

U2

U3/QY

M1

M2

## OT Curriculum U2

U2 Fall	U2 Winter
<b>ANAT 323 Neuroanatomy</b> Functional organization of the human brain and spinal cord.	<b><u>OCC1 443 Constructing Mental Health</u></b>
<b><u>OCC1 450 Enabling Leisure Occupations</u></b>	<b><u>POTH 434 Musculoskeletal Biomechanics</u></b>
<b><u>POTH 455 Neurophysiology</u></b>	<b><u>POTH 401 Research Methods</u></b>
<b>2 <u>Complementary Courses</u></b>	<b>2 <u>Complementary Courses</u></b>

# Overview of the OT Curriculum

U1

U2

U3/QY

M1

M2

## OT Curriculum U3 and Qualifying Year (QY)

U3 Fall	U3 Winter
<a href="#"><u>OCC1 545</u></a> Therapeutic Strategies in OT 1	<a href="#"><u>OCC1 551</u></a> Psychosocial practice in OT
<a href="#"><u>OCC1 550</u></a> Enabling Human Occupation	<a href="#"><u>OCC1 547</u></a> Occupational Solutions I
<a href="#"><u>POTH 563</u></a> Foundations of Professional Practice	<a href="#"><u>OCC1 548</u></a> Holistic Approaches in OT
<a href="#"><u>IPEA 500</u></a> Roles in InterProfessional Teams	<a href="#"><u>OCC1 549</u></a> Therapeutic Strategies in OT 2
	<a href="#"><u>IPEA 501</u></a> Communication in InterProfessional Teams

# Overview of the OT Curriculum

U1 U2 U3/QY **M1** M2

## OT Curriculum M1

M1 Summer	M1 Fall	M1 Winter
<a href="#"><u>OCC1 501</u></a>	<a href="#"><u>POTH 612</u></a> Advanced Research Methods	<a href="#"><u>OCC1 503</u></a>
<a href="#"><u>Clinical Practicum I (pdf)</u></a> (6 weeks)	<a href="#"><u>OCC1 618</u></a> Applied OT Psychosocial Theory	<a href="#"><u>Clinical Practicum III (pdf)</u></a> (8 weeks)
	<a href="#"><u>OCC1 620</u></a> Work Ergonomics	<a href="#"><u>OCC1 622</u></a> Community based OT
<a href="#"><u>OCC1 502</u></a>	<a href="#"><u>OCC1 617</u></a> Occupational Solutions 2	<a href="#"><u>OCC1 623</u></a> Assistive Technology
<a href="#"><u>Clinical Practicum II (pdf)</u></a> (7 weeks)		<a href="#"><u>IPEA 502</u></a> Patient-Centred Care in Action: An Interprofessional Approach
		Professional complementary courses
		<a href="#"><u>POTH 627</u></a> Advanced Topics in Dysphagia
		<a href="#"><u>POTH 633</u></a> Function Activity in Arthritis
		<a href="#"><u>POTH 634</u></a> Childhood Performance Issues
		<a href="#"><u>POTH 635</u></a> Enabling Upper Extremity Function
		<a href="#"><u>POTH 638</u></a> Promoting Wellness of Seniors
		<a href="#"><u>POTH 640</u></a> Role-Emerging Management

# Overview of the OT Curriculum

U1

U2

U3/QY

M1

M2

## OT Curriculum M2

M2 Summer	M2 Fall
Work on and submit Master's Project	<b><u>POTH 624</u> Master's Project</b> (registration & credit)  <b><u>OCC1 602</u></b>  <b><u>Clinical Practicum IV (pdf)</u></b> (8 weeks)  Completion of M.Sc. (Applied) degree 58 credit



# Overview of the OT Clinical Education Program

- ▶ Students participate in a number of clinical seminars (lead by the clinical team) prior to the start of their clinical courses.
- ▶ Clinical seminars focus on the following: professionalism, giving/receiving feedback, interprofessional collaboration, reflective practice, creating learning objectives, preparing for clinical courses, the CBFEE evaluation tool, being a self-directed learner, managing conflict, etc.
- ▶ Students also participate in clinical seminars after their clinical courses to further develop the above skills and debrief on their first experiences.

# Important Tools for a Successful Learning Experience

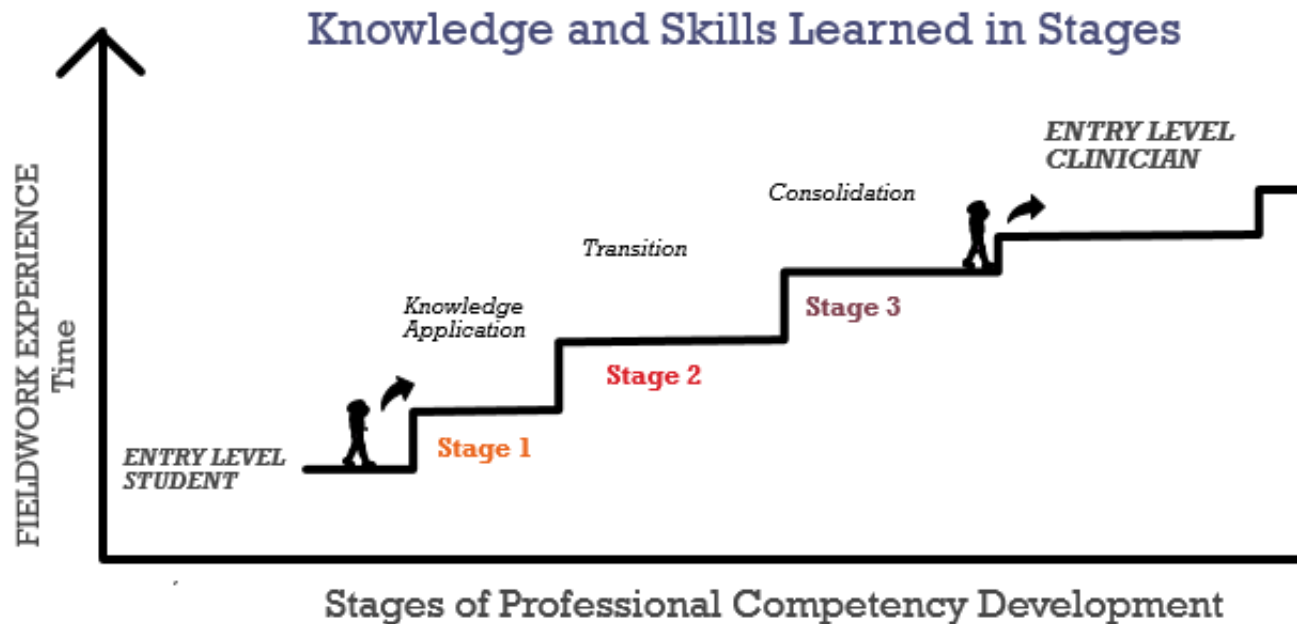


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# Tools for a Successful Learning Experience

Presumed relationship between fieldwork experience and stages/levels



# Tools for a Successful Learning Experience

## WHAT DOES MY STUDENT NEED FROM ME?

- ▶ Recent study published in *AJOT* (Grenier, 2015) explored the facilitators and barriers to learning in fieldwork education from the perspective of students.
- ▶ Students identified the following facilitators to learning:

# Tools for a Successful Learning Experience

## FACILITATORS:

- ▶ Clinical educators who are: friendly, supportive, positive, professional, have realistic expectations
- ▶ Clinic staff that is friendly, welcoming, supportive, and inclusive
- ▶ Student's self-confidence (can be a positive or negative)
- ▶ Access to a personal work space
- ▶ Access to resources (i.e. internet, books, etc.)

# Tools for a Successful Learning Experience

- ▶ Clinical educators who: adapt teaching styles to student learning styles (use a variety of teaching methods), encourage active student participation, **provide regular and constructive feedback** (sandwich method), provide relevant tasks and assignments, allow students some degree of independence, give guidance and model interventions, **provide clear objectives and expectations**, take advantage of “teachable moments”, give prep time, take time to review/discuss.

# Tools for a Successful Learning Experience

## HOW DO I IMPLEMENT THIS WITH MY STUDENT?

- ▶ Upon student arrival: Introduce yourself and introduce the student to other team members and to patients
- ▶ Give a tour of the facilities
- ▶ Explain how the institution functions including relevant policies and procedures, documentation procedures, workday structure, etc.
- ▶ Provide the student with clear objectives and expectations (may be broken down week by week - something in writing is always helpful) - **THIS IS DIFFERENT THAN THE UNIVERSITY'S GENERIC LEARNING OBJECTIVES AND THE STUDENT LEARNING OBJECTIVES.**

# Tools for a Successful Learning Experience

- ▶ Explain to the student your teaching style... Inquire about their learning style
- ▶ Inquire about student's past experiences/knowledge relevant to your practice area (this will help you establish realistic expectations)
- ▶ Discuss both of your expectations regarding the “supervisory” relationship
- ▶ Discuss frequency of feedback - will you meet daily? Weekly?



# Tools for a Successful Learning Experience

- ▶ Discuss any pertinent personal factors that may affect the student learning experience (ex: health care system changes, family obligations, recent losses, part-time jobs - be transparent!)
- ▶ Review student learning objectives



# Tools for a Successful Learning Experience

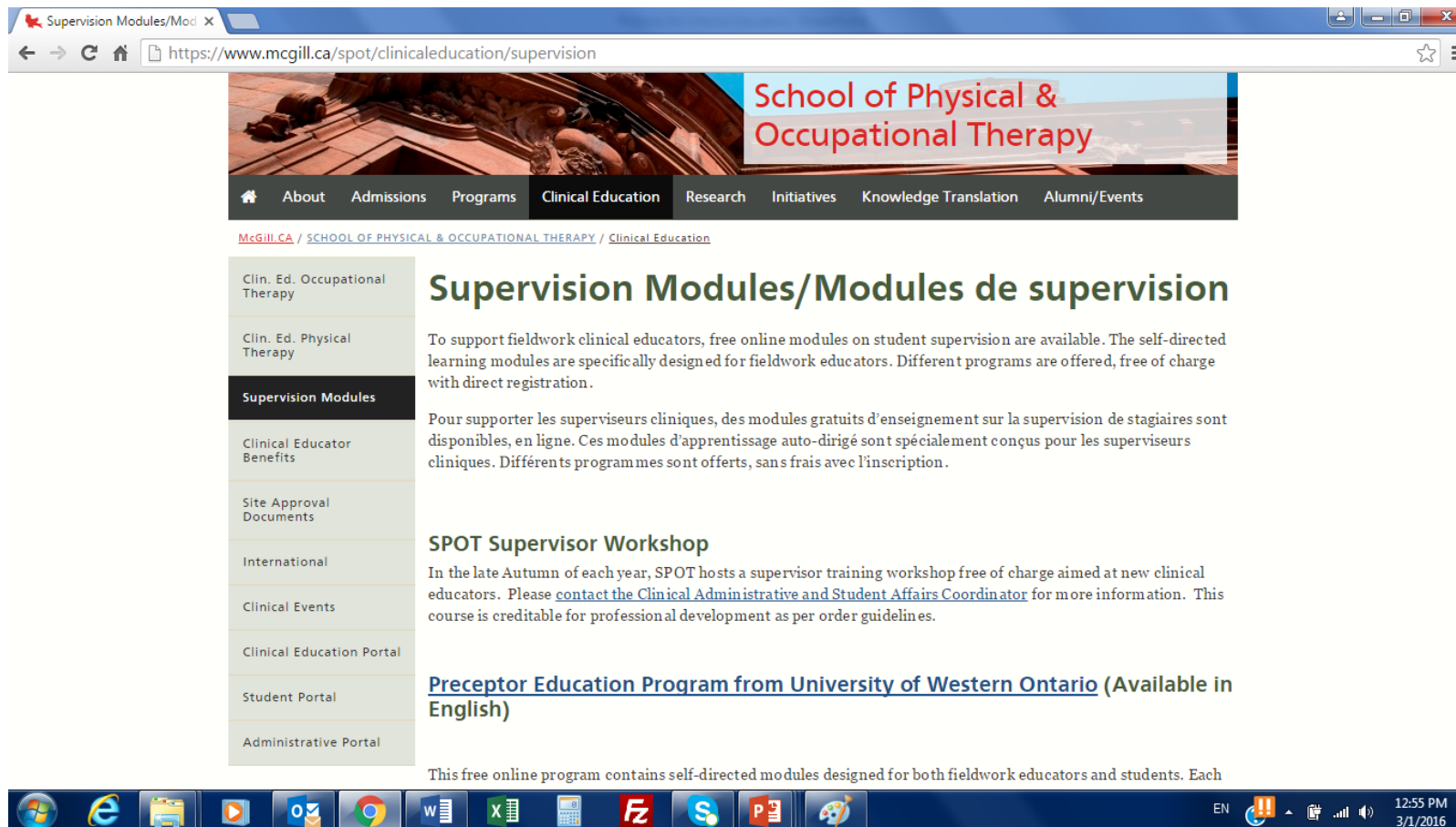
The screenshot displays a web browser window with the URL <https://www.mcgill.ca/spot/clinicaleducation>. The page features the McGill University logo and a navigation menu with items: About, Admissions, Programs, Clinical Education, Research, Initiatives, Knowledge Translation, and Alumni/Events. A search bar and a 'Quick Links' dropdown are also visible. The main content area is titled 'Clinical Education - Formation clinique' and includes a sidebar with links to 'Clin. Ed. Occupational Therapy', 'Clin. Ed. Physical Therapy', 'Supervision Modules', 'Clinical Educator Benefits', 'Site Approval Documents', and 'International'. The main text describes clinical education courses (practica) involving over 1000 hours, integrated into the professional curriculum, and taking place in teaching facilities associated with McGill University, including hospitals and international sites.

**Clinical Education - Formation clinique**

Clinical education courses (practica) encompassing in excess 1000 hours (as required by the World Federation of Occupational Therapists and the World Confederation for Physical Therapy) are interwoven into the professional curriculum. The four Fieldwork courses (practica) take place in teaching facilities associated with McGill University. These may include the McGill teaching network hospitals, but also under certain circumstances, extend to facilities located across Canada and internationally.

Les cours de formations cliniques incluent plus de 1000 heures de formation (tel que requis par la Fédération Mondiale de l'Ergothérapie et la Confédération Mondiale des Physiothérapeutes) intégrées au curriculum professionnel. Ces quatre formations cliniques se déroulent dans les milieux cliniques affiliés avec l'Université McGill. Cela inclut les institutions de santé universitaires, mais aussi, selon des conditions précises, d'autres milieux cliniques à travers le Canada et à l'international.

# Tools for a Successful Learning Experience



The screenshot shows a web browser window displaying the website for the School of Physical & Occupational Therapy at McGill University. The browser's address bar shows the URL: <https://www.mcgill.ca/spot/clinicaleducation/supervision>. The website header features the school's name and a navigation menu with items: About, Admissions, Programs, Clinical Education, Research, Initiatives, Knowledge Translation, and Alumni/Events. Below the header, a breadcrumb trail reads: McGill.CA / SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY / Clinical Education.

The main content area is titled "Supervision Modules/Modules de supervision". It contains two paragraphs of text: one in English and one in French. The English text states: "To support fieldwork clinical educators, free online modules on student supervision are available. The self-directed learning modules are specifically designed for fieldwork educators. Different programs are offered, free of charge with direct registration." The French text states: "Pour supporter les superviseurs cliniques, des modules gratuits d'enseignement sur la supervision de stagiaires sont disponibles, en ligne. Ces modules d'apprentissage auto-dirigé sont spécialement conçus pour les superviseurs cliniques. Différents programmes sont offerts, sans frais avec l'inscription."

Below the text, there is a section titled "SPOT Supervisor Workshop" with a sub-heading "SPOT Supervisor Workshop". The text describes a training workshop for new clinical educators, held in late Autumn, and provides a link to contact the Clinical Administrative and Student Affairs Coordinator for more information. It notes that the course is creditable for professional development.

Another section is titled "Preceptor Education Program from University of Western Ontario (Available in English)". Below this, it states: "This free online program contains self-directed modules designed for both fieldwork educators and students. Each

The left sidebar of the website lists several navigation options: Clin. Ed. Occupational Therapy, Clin. Ed. Physical Therapy, Supervision Modules (highlighted), Clinical Educator Benefits, Site Approval Documents, International, Clinical Events, Clinical Education Portal, Student Portal, and Administrative Portal.

The Windows taskbar at the bottom of the screenshot shows various application icons, including Internet Explorer, File Explorer, and several Microsoft Office applications. The system tray on the right indicates the date and time as 12:55 PM on 3/1/2016.

# Tools for a Successful Learning Experience \*(Great for Lear. Ob.)

The screenshot displays a web browser window with the URL <https://www.mcgill.ca/spot/clinicaleducation/clin-ed-occupational-therapy/documents>. The page features a navigation menu with items: About, Admissions, Programs, Clinical Education, Research, Initiatives, Knowledge Translation, and Alumni/Events. Below the menu, the breadcrumb trail reads: McGill.CA / SCHOOL OF PHYSICAL & OCCUPATIONAL THERAPY / Clinical Education / Clin. Ed. Occupational Therapy. The main content area is titled 'Documents and Forms' and includes a sidebar with links to 'Clin. Ed. Occupational Therapy', 'Documents and Forms', 'Clin. Ed. Physical Therapy', 'Supervision Modules', 'Clinical Educator Benefits', 'Site Approval Documents', 'International', 'Clinical Events', 'Clinical Education Portal', 'Student Portal', and 'Administrative Portal'. The main text provides a 'Quickguide/ Guide rapide' with links for 'English Version - Édition Anglaise' and 'French Version - Édition Française'. It also lists 'Learning Objectives/Objectifs d'apprentissage' for 'Clinical Practicum 1-4' and 'Stages Cliniques 1-4', with specific links for each stage (e.g., [clinical practicum 1](#), [stage clinique 1](#), etc.). At the bottom, there is a link for 'Site Approval Document/Profil du Milieu Clinique'. The Windows taskbar at the bottom shows the system tray with the date 3/2/2016 and time 12:03 PM.

# Tools for a Successful Learning Experience

## THE CLINICAL EDUCATION TEAM!



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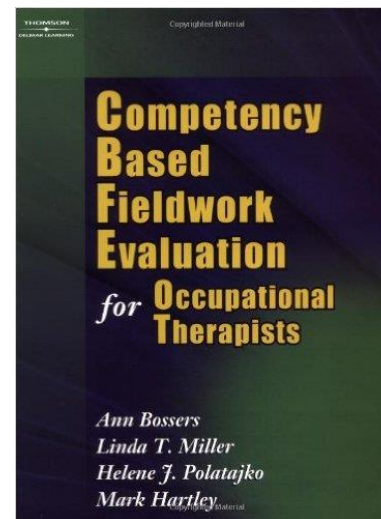
514-398-6561

# Overview of the CBFE Evaluation Tool and How to Use It



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# The CBEFE Evaluation Tool

- ▶ Used across Canada since 2000
- ▶ Offered in French and English (we provide you with both)
- ▶ Fits with the “Profile of OT Practice in Canada” and Quebec competency document (OEQ).
- ▶ Completed at mid-term and at end of clinical stage (student and educator)
- ▶ Midterm grade does not necessarily need to be lower than final grade



# 7 core competencies in CBFE - OT

## 1. Practical Knowledge

- Discipline specific theory
- Technical knowledge

## 2. Clinical Reasoning

- Analytical and conceptual thinking
- Judgment
- Decision making
- Problem solving

## 3. Facilitating Change

- Assessment
- Intervention planning
- Intervention delivery
- Discharge planning

## 4. Professional Interaction and Responsibility

- Relationship with clients & colleagues
- Legal & ethical standards

## 5. Communication

- Verbal, non-verbal & written

## 6. Professional Development

- Commitment to profession
- Self directed learning
- Accountability

## 7. Performance Management

- Time and resource management
- leadership



# The CBFEE Evaluation Tool

## 2. Clinical Reasoning

- Demonstrates analytical thinking
- Demonstrates conceptual thinking
- Demonstrates good judgment and sound decision-making
- Utilizes good problem solving
- Demonstrates reasoning based on evidence

STAGES		SCORE
<b>DEVELOPING</b>	<b>1</b>	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies / Transition to Stage 2
	<b>2</b>	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies / Transition to Stage 3
	<b>3</b>	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies / ready to enter clinical practice

### The Competency Rating Scale

	Unacceptable	Developing								Exceptional
Mid-term	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

*Please circle the level of performance.*

↑

Entry Level Student

↑

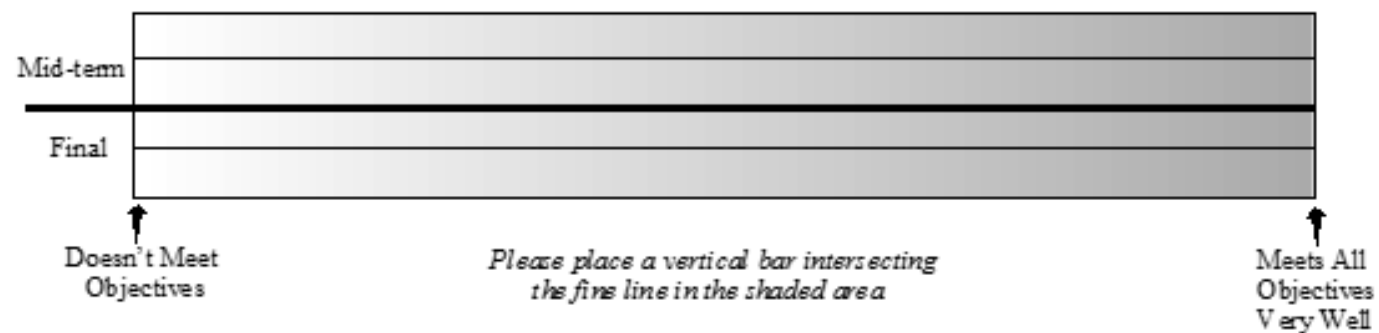
Entry Level Clinician

# The CBFEE Evaluation Tool

## Student's learning objective (s) – Critical Reasoning

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

## The Learning Objective Rating Scale



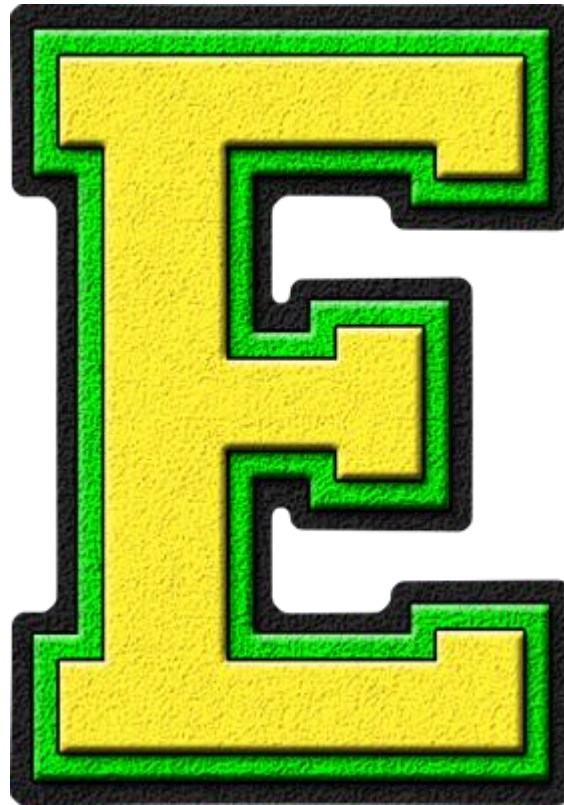






# The CBFEE Evaluation Tool: Comments and Use of 'E' for Exceptional

- ▶ Importance of objective comments
- ▶ Use of E as well as numerical score
- ▶ Clinical educators grade pass or fail - the clinical education team at the university will assign students a letter grade



# The Final Evaluation: Reminders

- ▶ The student and the educator should complete the CBFE-OT and discuss together (are there discrepancies?)
- ▶ The student should have completed a site evaluation form - he/she should share this with you during the final evaluation meeting
- ▶ A hard-copy or electronic version of the final student evaluation should be provided to the student for his/her portfolio
- ▶ The student's clinical experience booklet should be signed (all pages)
- ▶ A hard-copy or electronic version of the final student evaluation should be mailed to Marie-Lyne Grenier at **3654 Sir William Osler, Montreal, Canada, H3G 1Y5** or sent via email at [marie-lyne.grenier@mcgill.ca](mailto:marie-lyne.grenier@mcgill.ca)

# The CBFEE Evaluation Tool: Activity

- ▶ Nadia is a level 1 student. You have been supervising her in a geriatric-based practice using a program model in an acute care hospital. At final, these are your conclusions about Nadia's performance:
- ▶ More focus needed on determining the problems based on assessment findings (link to discharge planning), lack of familiarity with the OT assessments used on the unit, extreme shyness during rounds, frustration at needing to give her constant reminders to request co-signatures on progress notes and frequent tardiness in the mornings.
- ▶ Nadia did a good job on her final project, looking at the use of humour in geriatric settings. She has established good rapport with her clients and the interprofessional team. Her written documentation is slightly better than that of students you have taken in the past.



# The CBE Evaluation Tool: Activity

Assign a numerical grade for Nadia for each of the 7 competencies listed below:

- |   |  |
|---|--|
| <p><b>1. Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>■ Discipline specific theory</li> <li>■ Technical knowledge</li> </ul> <p><b>2. Clinical Reasoning</b></p> <ul style="list-style-type: none"> <li>■ Analytical and conceptual thinking</li> <li>■ Judgment</li> <li>■ Decision making</li> <li>■ Problem solving</li> </ul> <p><b>3. Facilitating Change</b></p> <ul style="list-style-type: none"> <li>■ Assessment</li> <li>■ Intervention planning</li> <li>■ Intervention delivery</li> <li>■ Discharge planning</li> </ul> | <p><b>4. Professional Interaction and Responsibility</b></p> <ul style="list-style-type: none"> <li>■ Relationship with clients &amp; colleagues</li> <li>■ Legal &amp; ethical standards</li> </ul> <p><b>5. Communication</b></p> <ul style="list-style-type: none"> <li>■ Verbal, non-verbal &amp; written</li> </ul> <p><b>6. Professional Development</b></p> <ul style="list-style-type: none"> <li>■ Commitment to profession</li> <li>■ Self directed learning</li> <li>■ Accountability</li> </ul> <p><b>7. Performance Management</b></p> <ul style="list-style-type: none"> <li>■ Time and resource management</li> <li>■ leadership</li> </ul> |
|---|--|

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

STAGES		SCORE
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THANK YOU FOR PARTICIPATING!

