



INTRODUCTION TO PRACTICE (“SHADOW”) EXPERIENCES A GUIDE FOR SUPERVISORS & STUDENTS



We are grateful to the Occupational Therapy Fieldwork Educators and Coordinators who contribute to the education of the next generation of occupational therapists by providing fieldwork to the Student Occupational Therapists.

These “Introduction to Practice” learning experiences, also known as a shadow placement, are the first opportunities the MOT1 students have to learn in a clinical setting since starting the

MOT program in September. These experiences reside in the students professional practice stream course in term 1, and are not counted as credit towards their actual block placements which are part of their Fieldwork Stream.

These guidelines are intended to provide background information for these learning experiences, learning objectives, potential learning opportunities, and student expectations and requirements. We welcome your feedback or suggestions for future “Introduction to Practice” placements.

Learning Objective

- Describe the context of the practice environment in a hospital, or Long-Term Care setting
 - Demonstrate beginning integration of occupational therapy knowledge, basic professional and clinical skills within the practice setting
 - Reflect on the nature of the Occupational Therapy role in Acute, Long-Term Care or Tertiary care settings and what continued self-directed preparation they require in preparation for the first full time placement
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Structure

The structure of the shadow placement will differ depending on the location. Each student or pair of students will be assigned to an OT and shadow them as they work for the half day. Occupational

Therapists are encouraged to take more than one student as appropriate. Students may rotate between areas and OTs or may stay in one area.

Facilitating as broad an experience as possible is encouraged.

Guiding students through the setting parameters (protocols, equipment safety, bedside procedures) and patient interactions is a priority. Depending on the Occupational Therapists comfort level with the student's abilities, the opportunity to assist with client treatment may be offered, but this is not an expectation or an objective of shadow placements. Independent treatment of clients is not appropriate at this stage.

When shadow placements overlap with more senior placements, we encourage clinical educators to consider the opportunity that this presents for 'senior' students to mentor 'junior' students and engage in peer teaching and learning.

Expectations of Students

Students are expected to demonstrate and maintain the following during shadow placements:

- Professionalism, for example:
 - Punctuality
 - Adherence to any dress codes
 - Responsibility
 - Receptivity to suggestions or feedback
 - Adherence to Code of Ethics
 - Adherence to scope of practice

- Self-direction as a learner, for example:
 - Asking questions
 - Seeking out information independently
 - Planning own learning experience within realities of placement site
 - Engaging in reflection on learning

- Develop familiarity and comfort within hospital/long term care setting. Exposure to and awareness of:
 - Safety and infection control protocols
 - Confidentiality of patient information/data processes

- How to obtain informed consent
 - The therapeutic relationship

 - Professional and appropriate communication
 - Clients
 - Families
 - Supervisors
 - Health care team members
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Students Have Completed

- Criminal Record Check (CRC)
 - Student Practice Education Core Orientation Certificate (SPECO)
 - Standard First Aid (SFA) with CPR Level C
 - N95 Mask Fitting
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Student Assignments

Introductory Letter to Clinical Site

Students will receive notification of their assignment to a clinical site and be given a contact for the site. Students should send an introductory email to the Clinical Site contact to introduce themselves and determine details such as dress code, start time and where to meet. The Introductory Letter should be sent approximately 3 weeks before the shadow placement is scheduled.

Shadow Placement # 1 Critical Reflection related to something about the setting and how they are going to manage in the future

Students will reflect on their learning in a clinical setting and submit a written critical reflection following their second shadow placement. Students will receive feedback on their critical reflection.

Shadow Placement #2:

After the visit, the student will be asked to identify a meaningful occupational performance issue or functional goal and will submit an assignment as determined by the MOT program.

Feedback and Evaluation

There is no formal evaluation of the student by the clinical supervisor in these placements; however, clinical educators are strongly encouraged to meet briefly with them at the end of each visit to give them general feedback. This feedback should be linked to the expectations outlined above, observed strengths and areas for improvement and may be geared to what the student may wish to work on during their next clinical placement.

Questions and Contact Details

If you have questions regarding the shadow placement process or general questions, please email Alexis Davis at alexis.davis@ubc.ca.

THANK YOU

for participating in clinical education &

BEST WISHES

for a great learning experience!