

MCMASTER UNIVERSITY CLINICAL EDUCATION STUDENT PERFORMANCE EXPECTATIONS AND PRECEPTOR STRATEGIES

PLACEMENT: OTP I	EXPECTATIONS OF STUDENTS	PRECEPTOR STRATEGIES
<p>NAME: OTP I</p> <p>TIMEFRAME: November/December</p> <p>ACADEMIC YEAR: 1</p> <p>DURATION: 4 weeks</p> <p>CANADIAN FIELDWORK LEVEL: 1</p>	<p>Practice Knowledge: Students can apply occupational therapy theories and models learned in class to the placement setting. During placement, students begin to develop and apply content knowledge about the placement setting including scope of the OT role. Students demonstrate knowledge through client work or student projects.</p> <p>Clinical Reasoning: Students can provide a hypothesis for client presentation and potential next steps.</p> <p>Facilitating Change: Students can establish therapeutic relationships, practice in a client-centred way and begin to engage in different parts of the practice process, as negotiated with preceptors.</p> <p>Professional Interactions & Responsibility: Students are respectful, present with professionalism and follow through on commitments. Students identify challenges and conflicts. Students explore the ethical and legal practice standards for the placement setting. Students can give, receive, and integrate general feedback.</p> <p>Communication: Students listen actively with openness and non-judgement. Students can engage clients, families, and team members appropriately. Students are beginning to document basic interactions with clarity and accuracy.</p> <p>Professional Development: Students can not only initiate identification of some strengths and weaknesses in personal performance, but also be self-directed in hypothesizing how those weaknesses will be addressed in placement. Preceptors will need to provide input. Students are exploring the scope of the profession.</p> <p>Performance Management: Students demonstrate responsibility for scheduling their own time with input from the preceptor and efficiency with this time. Students identify learning priorities and potential resources/approaches with preceptors' assistance. Students are beginning to understand the organization/system.</p>	<p>Preceptors provide direct teaching.</p> <p>Preceptors are with students, unless negotiated otherwise.</p> <p>Preceptors provide feedback on all students' activities (following student- initiated self- evaluation), in addition to two formal evaluations.</p> <p>Preceptors prompt students' clinical reasoning by asking questions.</p> <p>Initiation is shared between preceptors and students as needed to progress students' learning.</p>

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PLACEMENT: OTP II	EXPECTATIONS OF STUDENTS	PRECEPTOR STRATEGIES
<p>NAME: OTP II</p> <p>TIMEFRAME: March to May</p> <p>ACADEMIC YEAR: 1</p> <p>DURATION: 8 weeks</p> <p>CANADIAN FIELDWORK LEVEL: 2</p>	<p>Practice Knowledge: Based on preparatory work, students begin placement with some practice knowledge, which builds during the placement. Students continue to contribute to the program via projects.</p> <p>Clinical Reasoning: Students can provide an explanation for client presentation and offer potential assessment, intervention, and outcome measurement strategies.</p> <p>Facilitating Change: Students can participate in all parts of the practice process, but not necessarily with the same client from beginning to end.</p> <p>Professional Interactions & Responsibility: Students demonstrate openness to explore challenges and conflicts. Students find relevant information/resources regarding the ethical and legal practice standards for the placement setting. Students can give, receive, and integrate general feedback relating to all parts of practice.</p> <p>Communication: Students engage clients and families in all parts of the practice process. Students initiate communication with team members about their respective contributions to client services. Students are documenting all parts of practice with clarity and accuracy.</p> <p>Professional Development: Students can not only initiate identification of several strengths and weaknesses in personal performance, but also be self-directed in planning to address the identified weaknesses. Preceptors may need to provide input. Students have a good understanding of the profession and can represent the profession appropriately.</p> <p>Performance Management: Students demonstrate responsibility for time management with input from the preceptor and efficiency/accountability with this time. Students identify learning/clinical priorities, resources/approaches and seek input from preceptors. Students can articulate the operational and organizational context of practice in this setting.</p>	<p>Preceptors may provide more direct teaching at the beginning of placement, then gradually decrease support (as students demonstrate independence in parts of practice).</p> <p>Preceptors facilitate problem-solving in collaboration with students.</p> <p>Preceptors provide feedback regularly on students' activities (following student-initiated self-evaluation), in addition to two formal evaluations.</p> <p>Preceptors use questions to prompt students in linking information and considering alternatives</p>

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PLACEMENT: OTP III	EXPECTATIONS OF STUDENTS	PRECEPTOR STRATEGIES
<p>NAME: OTP III</p> <p>TIMEFRAME: January/February</p> <p>ACADEMIC YEAR: 2</p> <p>DURATION: 8 weeks</p> <p>CANADIAN FIELDWORK LEVEL: 3A</p>	<p>Practice Knowledge: Based on preparatory work, students begin placement with a reasonable understanding of the relevant practice knowledge in the assigned setting. This is further developed on placement and applied from beginning to end of service delivery with a partial caseload, as negotiated with preceptors. Students continue to contribute to the program via projects.</p> <p>Clinical Reasoning: Students can explain client presentation, develop, and implement an assessment, intervention, and outcome measurement plan for a partial caseload with some complexity.</p> <p>Facilitating Change: Students can participate in all parts of the practice process independently with a partial caseload, in consultation with preceptors.</p> <p>Professional Interactions & Responsibility: Students demonstrate initiative to explore challenges and conflicts and collaborate on solutions. Students find relevant information as needed and adhere to the ethical and legal practice standards for the placement setting. Students can give, receive, and integrate specific feedback relating to all parts of practice.</p> <p>Communication: Students communicate with clients and families on their partial caseload throughout the provision of services. Students provide meaningful contributions to team meetings for service provision. Students are completing all documentation with appropriate depth and efficiency for their partial caseload.</p> <p>Professional Development: Students can not only initiate identification of several specific strengths and weaknesses in personal performance, but also be self-directed and detailed in addressing the identified weaknesses independently. Preceptors' involvement is limited. Students have a strong understanding of the profession and are positive ambassadors of the profession.</p> <p>Performance Management: Students initiate management, accountability, and responsibility of their time, based on prioritization of client needs and learning priorities. Students check-in with preceptors regarding their learning and clinical plans for their partial caseloads. Students are engaged in the operational and organizational context of practice in this setting.</p>	<p>Direct teaching is limited at this level. Students should become oriented to the placement setting quickly.</p> <p>Preceptors should be gradually adding clients to the students' caseloads as students become independent in working with each client.</p> <p>Preceptors provide feedback regularly at the beginning of placement and gradually only in activities where students are still developing skills (following student- initiated self- evaluation). In addition, two formal evaluations are required.</p>

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PLACEMENT: OTP IV	EXPECTATIONS OF STUDENTS	PRECEPTOR STRATEGIES
<p>NAME: OTP IV</p> <p>TIMEFRAME: July/August</p> <p>ACADEMIC YEAR: 2</p> <p>DURATION: 8 weeks</p> <p>CANADIAN FIELDWORK LEVEL: 3B</p>	<p>Practice Knowledge: Based on preparatory work, students begin placement with a reasonable understanding of the relevant practice knowledge in the assigned setting. This is further developed on placement and applied from beginning to end of service delivery with a full caseload, as negotiated with preceptors. Students continue to contribute to the program via projects.</p> <p>Clinical Reasoning: Students can explain client presentation, develop, and implement an assessment, intervention, and outcome measurement plan for a full caseload with a typical level of complexity.</p> <p>Facilitating Change: Students can participate in all parts of the practice process independently with a full caseload, in consultation with preceptors.</p> <p>Professional Interactions & Responsibility: Students demonstrate sophistication in exploring challenges and conflict and in collaborating on solutions. Students find relevant information as needed and adhere to the ethical and legal practice standards for the placement setting. Students can give, receive, and integrate specific feedback in breadth and depth that relates to all parts of practice.</p> <p>Communication: Students communicate with clients and families on their full caseload throughout the provision of services. Students collaborate with team members as needed for the best service provision. Students are completing all documentation with appropriate depth and efficiency for their caseload.</p> <p>Professional Development: Students can not only initiate identification of several specific strengths and weaknesses in personal performance, but also be self-directed and detailed in addressing the identified weaknesses independently.</p> <p>Performance Management: Students independently manage their time with accountability and responsibility, prioritize client needs and learning needs, develop and implement their plans for a caseload and their personal learning. Students seek approval from preceptors prior to implementation. Students demonstrate leadership within the operational and organizational context of practice.</p>	<p>Direct teaching occurs in novel situations only. Students should be able to take primary responsibility for clients early in the placement.</p> <p>Preceptors should respond to daily check- ins initiated by the student regarding their caseload management. Preceptors' assistance may be needed in working with complex clients.</p> <p>Preceptors provide feedback as needed on skill areas that students are working on developing in preparation for entry to practice (following student-initiated self- evaluation). In addition, two formal evaluations are required. Preceptors may use questions to prompt students in creative/innovative thinking.</p>

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