

https://dspace.org/

Clinical education of BSC OT students by clinical occupational therapists: a mixed methods study

De Witt, Patricia Ann

2016
http://hdl.handle.net/10539/22520

Downloaded from a DSpace repository. https://dspace.org/

Helping students learn scenario

Read the scenario carefully. Discuss each question in your small group. Prepare key information to report back to the big group. The presentation should not exceed 10 mins.

Your Head of department has informed you that you will be allocated a 4th year student to supervise during the next clinical block rotation.

The university has sent only the students name and no other information about the students.

You hear from one of your colleagues that she has heard from her friends that this student is weak and sometimes difficult.

1. Discuss/describe your feeling on being told about the fact that you will be given the responsibility of this student's clinical education.

2. Discuss what planning and preparation you will/should do before the student arrives. (What should be done as well as the time frame in which it should be done?)
3. Describe the roles and responsibilities of the following role players in your context and who may offer assistance during this clinical education block:
    - The HOD
    - Yourself as clinical educator
    - Your OT colleagues that work in the same department (if threreare any)
    - The university supervisor
    - The student
    - Other staff in the MDT
    - Clients

4. Describe the concerns/uncertainties you have about this student.

On the first day the student arrives 10mins late. She apologises and tells you that she missed her lift and then had to catch two taxis and the traffic was bad. You note that she seems confident and self assured.

You show her the student room and tell her to come and see you in 10 mins. After 20 mins she has not yet appeared and you find her standing outside in the sun chatting animatedly to other students. You call her and go to your office. You introduce yourself and her cell phone rings and she answers it, talks for 5 minutes and then tells you it is her grandmother.

5. Describe the CE-OTS relationship you would form with her and what factors you would consider making overt.
6. Evaluate the use of a learning contract with this student. Justify if you would consider it worth using it or not. If you think it may be useful what information would you consider essential in the learning contract and how would you go about

Since you hear that she is a weak student you ask her about her previous clinical experiences. She tells you that she has always battled with OT: she finds she is slow and can't get the work done on time and it takes long to think of activities. She says she isn't so worried about this as she says her friends tell her that you don't really use activities in treatment, as groups and talking are quicker. She feels that her previous clinical marks are a bit unfair and she did not agree with the feedback she was given.

7. How would you go about determining her knowledge and skill?
8. What sort of strategy do you think you might use practically to help her develop clinical reasoning?
9. What do you think about her professional identity and does she need any help in developing this?