



Hôpital général juif
Jewish General Hospital
Occupational Therapy Department

STUDENT QUESTIONNAIRE

Instructions

Complete the form below prior to your stage and bring it with you on your first day. This information can be used as a guide during your first meeting with your supervisor.

In addition, pre-placement preparation, including review of course notes and clinical skills is essential to maximize learning during each clinical experience. As well, a commitment to client-centred care, participation as a team member on an interdisciplinary team, appropriate professional behaviour and the development of clinical reasoning are all essential elements for a successful clinical placement.

You are encouraged to share with your supervisor any information which you feel might affect your performance during this clinical placement. It is important to mention this to your supervisor at the beginning of your placement so accommodations can be made when possible. For example these may be medical or family related issues.

Adapted from Grey-Bruce Regional Health Centre and D'Youville College Student Placement Profile. Phillips-Jones (2003). The Mentor's Guide (revised edition). Grass valley, CA: The Mentoring Group.



1. List previous clinical placements using the following headings:

Area of Clinical Practice	Type of Facility	No. of Weeks/Hours

List your other experiences that may relate to this placement.

2. General Questions

What are your clinical, interpersonal and professional strengths?



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What clinical and professional skills would you like to improve during this placement?

What are your expectations of your supervisor? What things would you prefer she/he not do?

3. Learning Objectives

Written learning objectives **are essential** for a successful clinical placement. When writing learning objectives, they need to be specific, measurable, need to include activities/resources to achieve the objective, in addition to being compatible with course objectives, your skill level and site capability.

Please outline your Learning Objectives, and be ready to discuss them with your supervisor at the beginning of your stage.



4. Supervision and Learning Preference Questionnaire

Feedback

1. How often do you prefer meetings with your supervisor?
 - hourly
 - daily
 - weekly
 - scheduled as needed
 - impromptu
2. How often do you prefer to receive feedback from your supervisor?
 - several times near the start and infrequently after that
 - fairly frequently until you have made substantial progress in mastery, then infrequently
 - frequently, even after you seem to have mastered the skill

Learning Strategies

1. How best do you learn? Check any that apply.
 - reading
 - observing
 - discussion
 - hands on
 - other _____
2. When learning something new, do you usually prefer?
 - to find the rationale for it first, understand the whole process and then start work on practical specifics?
 - to learn theory after you have gotten your "feet wet" on specifics?
3. How do you prefer to be supervised for new tasks?
 - direct supervision and discussion during technique
 - direct supervision during technique with discussion before and/or after
 - distant supervision during technique with discussion before and/or after
 - discussion before and after with no direct supervision



4. Which do you prefer?

- immediate feedback
- delayed feedback

Time Management

1. How much outside reading and preparation for evaluation, treatment and progress do you expect to do?

- none
- 3 or more hours/week
- 1-2 hours/evening
- other _____

5. Additional Comments