

**DESCRIPTION OF OCCUPATIONAL
THERAPY FIELDWORK SUPERVISION, AT
THE UNIVERSITY OF THE FREE STATE**

Submitted by

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in accordance with the requirements for the degree

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in the Faculty of Health Sciences
Department of Occupational Therapy
at the University of the Free State

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January 2014

Declaration of own work

I hereby declare that the dissertation which I am submitting to the University of the Free State for the degree Magister Occupational Therapy is my own independent work and has not been submitted by me to any other university for degree purposes.

I furthermore waive copyright of the dissertation in favour of the University of the Free State.

SIGNATURE: Ms Rialda Hattingh (nee Van Aswegen)

DATE: January 2014

Dedication

This dissertation is dedicated to the loving memory of my mother, Marlene,
who passed away during the completion of this dissertation and
who sincerely believed in the riches of learning.

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While this dissertation reflects my own work, its completion would not have been possible without the valued contribution from others. I herewith wish to express my sincere gratitude to the following people for their on-going guidance, support and encouragement throughout this journey:

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Clarification of Terms

Fieldwork

During fieldwork, Occupational Therapy students are provided with the opportunity to incorporate theory into practice. Students are expected to apply the knowledge they have learned at the Tertiary institution practically in a clinical setting (S. Mulholland & Derald, 2007, p. 162). Fieldwork is the practical component of undergraduate Occupational Therapy education (Kirke, Layton, & Sim, 2007, p. s13).

Supervision

Supervision is the interactive process in which a supervisor (qualified occupational therapist) is assigned to assist with and give direction to the work and growth of an Occupational Therapy student (Smith, 2003, p. 7). Tasks include teaching, guidance and feedback to students on personal, professional and educational development with regard to clinical work (Kilminster, Cottrell, Grant, & Jolly, 2007, p. 3).

Supervisors

Supervisors are occupational therapists, whose main role is to be facilitators of student learning (Hummel, 1997: 155). Supervisors are also clinical occupational therapists and involved in educating prospective occupational therapists (Thomas et al., 2007, p. s3).

Students

Occupational Therapy students are individuals who are actively enrolled in a programme seeking accreditation from an Occupational Therapy department at a tertiary institution and a relevant Health Professional Council (Smith, 2003, p. 8).

Characteristics

A characteristic can be defined as a quality typical of a person or thing (Soanes, Spooner, & Hawker, 2001, p. 138). Supervision characteristics are interpersonal skills, preparedness for students, knowledge about the curriculum, clinical and professional knowledge and skills, providing feedback and creating a learning environment (Susan Mulholland, Derald, & Roy, 2006, p. 569; Rodger, Fitzgerald, Davila, Millar, & Allison, 2011, p. 200). For the purpose of this study the word characteristics will refer to qualities of supervisors and supervision as it relates to effective and ineffective supervision in Occupational Therapy fieldwork training.

List of Acronyms

OT: Occupational Therapy

UFS: University of the Free State

WFOT: World Federation of Occupational Therapy

HPCSA: Health Professional Council of South Africa

Chapter 1

Introduction and Orientation

Reflection from a student on a fieldwork area:

The following is my reflection on my physical fieldwork placement. This fieldwork area has many learning opportunities as well as competent occupational therapists. Sadly (and with reason), its reputation precedes it and students are afraid of it before they get here.

Currently the area has two occupational therapists that supervise the OT students. When we first came to the area, we were well orientated and felt welcome. We also felt at ease after a thorough orientation session concerning the area and what was expected from us as the students. I was pleasantly surprised by the comfortable and accommodating working environment in the form of a designated student area. The therapists trusted us to find our own feet but after a week without guidance, we felt lost on how to commence with treatment. The two therapists in the area differ like day and night!!! The one therapist is caring and encouraging. She encourages you to do your best and keep trying. Even though she works incredibly hard, she was in regular contact with us and demonstrated different treatment techniques. She is very supportive and always makes sure that we are okay... even making time to mark our reports on time.

Feedback from the other therapist is irregular and at times two weeks late. Although her feedback after demos is in-depth, she is very good at finding your faults but does not highlight any strength from your session. She just sits around reading a gossip magazine. When she is at work the atmosphere is very tense and negative. She is unfriendly, pessimistic and unapproachable. The mood that she is in greatly affects your mark for the day.

There were scattered incidences in the area that were discouraging and humiliating. During a treatment demo the therapist started criticizing my treatment and my handling of the patient to the other students, in my own and the patient's presence. At the time, it felt both unprofessional and insulting, yet trying to make the best of the situation I put on a "poker face" and carried on

treating my patient. It is difficult to be positive about going to work there every day as one is unsure how the therapist will be and that is the biggest determinant whether you will have a good or bad day. I started doubting myself and whether or not I was in the right field of study.

I hope that this reflection has been beneficial. It is not my intention to criticize but to share some of my experiences and feelings. I have much to learn and even more growth to do. The only thing that I am learning here is about the type of therapist I want to be (or not) one day. My only concern is for those students who follow me, and whether they will have the strength to make the most of this too. I know that some won't and the scars they acquire may last for a long time! My final question is then; although this area has many learning opportunities, will learning take place under this supervisor or supervision?

Anonymous

“Fieldwork supervisors may be skilled clinicians but are not necessarily skilled educators” (Hummel, 1997, p. 148).

Chapter one serves as a general orientation of the study and presents the background and framework of the dissertation.

1.1 INTRODUCTION

Fieldwork has been part of Occupational Therapy (OT) students' training for the last century (Bonello, 2001a, p. 94). Costa and Burkhardt (2003, p. 644) explain that the aim of fieldwork in OT is: "... to provide Occupational Therapy students with the opportunity to apply the knowledge learned in the classroom to practice in the clinical setting." Applying theoretical knowledge in practice is an intricate process. Students have to demonstrate that they have acquired the knowledge, the skills and attitude to apply it correctly in practice (Bonello, 2001b, p. 25; Kirke et al., 2007, p. s13; S. Mulholland & Derald, 2007, p. 162). During fieldwork, students will not only acquire practical skills, but will also learn professional behaviour and how to be proficient occupational therapists (Bonello, 2001a, p. 93; L. R. Mason & Bull, 2006, p. 23). In South Africa it is expected that OT students be exposed to a variety of fieldwork training where they are obliged "... to integrate and apply knowledge, skills and attitudes over an appropriately diverse set of scenarios/circumstances" (Health Professions Council of South Africa (HPCSA), 2009).

The aim of fieldwork training of the Department of Occupational Therapy at the University of the Free State (UFS) is to provide the students with the opportunity to apply the theory which they have learned, during practice in all sectors, e.g. health, private practice and education (Department of Occupational Therapy, 2012). This provides the students with the opportunity of improving their knowledge and skills (academic and professional) towards practice management.

Fieldwork supervisors play a fundamental role in the training of OT students (Thomas et al., 2007, p. s3). These supervisors have to provide a quality and meaningful fieldwork experience to students (Rodger, Fitzgerald, et al., 2011, p. 195). More importantly, in order to achieve the above experience, supervisors have to exhibit effective characteristics of supervision. Research reveals that supervision characteristics are interpersonal skills, preparedness for students, knowledge about the curriculum, clinical and professional knowledge and skills, providing feedback and creating a learning environment (Susan Mulholland et al., 2006, p. 569; Rodger, Fitzgerald, et al., 2011, p. 200).

Bonello (2001a, p. 95) concurs that supervisors must take responsibility for the type of environment where learning will take place. By creating a welcoming and positive environment, students will be more prone to learn. Researchers indicate that fieldwork supervisors, and the environment they create, can have an influence on OT students' professional growth, confidence levels and preferred areas of practice (Crowe & Mackenzie, 2002, p. 33; Susan Mulholland et al., 2006, p. 570). When the fieldwork environment and practical training of OT students are considered, recognition should be given to the important role that qualified occupational therapists play in supervising students (Costa et al., 2003, p. 644).

To be able to fulfil the role of supervisors in fieldwork education, occupational therapists have to abide by certain national and international guidelines. The World Federation of Occupational Therapists' (WFOT) minimum standards for the education of occupational therapists of 2002 stipulate that OT students should be supervised during fieldwork by an occupational therapist who has practised for at least one year (Sinclair, 2005, p. 6; World Federation of Occupational Therapists (WFOT), 2002). However, the Professional Board for Occupational Therapy, Medical Orthotics/Prosthetics and Arts Therapy of South Africa specifies that first, second and third year OT students should be directly supervised by a registered occupational therapist but that fourth year students are allowed to do fieldwork under the supervision of any health professional with assistance from a registered occupational therapist (Health Professions Council of South Africa (HPCSA), 2009, p. 3).

The provision of fieldwork placements for OT students generates benefits (developing supervision skills, time management, clinical reasoning skills) as well as challenges (lack of time, increased workload) for the supervisor (Thomas et al., 2007, p. s9). The challenges that supervisors experience such as lack of skill as a supervisor, lack of time and an increased workload were perceived as having a negative impact on their fieldwork experience by the OT students (Susan Mulholland et al., 2006, p. 570). Spiliotopoulou (2007, p. 384) agrees with the afore-mentioned authors and adds that because of all the challenges, fieldwork can be a stressful experience for students, supervisors and tertiary institutions.

Taking their valued contribution to teaching and learning into consideration, it is important that supervisors demonstrate qualities of effective supervision during fieldwork placements to ensure quality fieldwork training for students (Susan Mulholland et al., 2006, p. 567). However, researchers further report that occupational therapists do not always have the skills to provide effective supervision and training to OT students (Bonello, 2001a, p. 29; Kirke et al., 2007, p. s15).

For the past ten years the researcher of this study has been involved in fieldwork training of OT students at the UFS. As a supervisor she questioned her own abilities as a supervisor as well as reflected on her own capabilities to provide effective supervision. Accordingly, this researcher felt the need to determine which characteristics an effective supervisor should have. Similar feelings were also apparent from other supervisors and expressed at meetings held at the Occupational Therapy department at the UFS (“Occupational Therapy, UFS Practice Meeting,” 2010, “Occupational Therapy, UFS Practice Meeting,” 2012). Similar uncertainties were also apparent in fieldwork education research studies, where supervisors also questioned their own knowledge, skills and capabilities to supervise students effectively during fieldwork placements (Bonello, 2001a, p. 29).

The problem that serves as background for this study will be presented in the following section of this chapter.

1.2 STATEMENT OF PROBLEM

The Occupational Therapy department at the UFS offers an annual induction session to clinical supervisors before fieldwork commences (van Jaarsveld, 2012). In addition, supervision of students during fieldwork is discussed at a quarterly meeting at the Occupational Therapy department of the UFS or when the need arises (van Jaarsveld, 2012). However, at the time of the implementation of this study the agreements between the UFS, the Department of Health and the Department of Education dealing with the expectations of all parties involved in fieldwork education, were being revisited but not yet finalised. Although supervisors are not formally trained educators and faced

with all these uncertainties (being an effective supervisor and providing quality supervision), the responsibility placed on them are cumulative.

Presently at the UFS Occupational Therapy department, OT students in their third and fourth year are expected to do at least two written or verbal reports per fieldwork area for which the supervisor must award marks and feedback (Department of Occupational Therapy, 2012). The supervisor should, as a minimum once a week, do a treatment demonstration for these students to observe and should attend three treatment demonstrations of each student during the fieldwork placement. At the end of the fieldwork placement the supervisors should assess each student and allocate a mark. It is also expected of the supervisor to attend a case study of the student at the end of the fieldwork placement with a lecturer from the university and to assess and assign a mark. These expectations apply to each student for every fieldwork placement.

The number of students enrolled for the OT programme is increasing every year. It results in a higher number of students attending fieldwork per area. This means a higher workload for supervisors, which in turn tends to increase tension between the Occupational Therapy department and supervisors. The UFS uses twenty-seven different clinical areas during the Occupational Therapy fieldwork training of students in their third and fourth year, with forty-one supervisors involved in these fieldwork areas. The supervisors involved with the supervision of OT students in these fieldwork areas are mostly clinicians from these areas and are not appointed by the UFS. There are three fieldwork areas where the supervision are done by lecturers from the Occupational Therapy department of the UFS. Some of these fieldwork areas are divisions of the Department of Health, the Department of Education, and South African National Defence Force, Life Pasteur Hospital and Private Practices in Bloemfontein. The levels of experience of supervisors in these areas vary from no experience to more than ten years' experience. In their third year students attend three areas; likewise in their fourth year. This means that students are exposed to six different fieldwork areas and even more supervisors during the third and fourth year of clinical training. It is consequently difficult to ensure quality of

experience with such a variety of fieldwork placements and different supervisors which exhibits different characteristics of supervision (Lawler, 1998, p. 227).

Mulholland and colleagues (2006, p. 567) emphasise the importance of identifying the characteristics of an effective supervisor and of supervision that lead to positive and valuable fieldwork education. *The question arises: what are the effective and ineffective characteristics of supervisors and supervision during Occupational Therapy fieldwork education at the UFS?* Although extensive research has been done with similar subject matters, the researcher of this study could to date not find a study that addresses the supervision characteristics of supervisors as identified by students and supervisors in South Africa.

1.3 RESEARCH AIM

This study aims to describe effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the UFS as identified by third and fourth year Occupational Therapy students and supervisors.

1.4 SCOPE OF THIS RESEARCH

Fieldwork training plays an important part in the education of OT students. However, far too little attention has been given to the supervision given during fieldwork placements of OT students in South Africa. This study sets out to describe effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork training at the UFS as identified by third and fourth year OT students and supervisors.

The study focussed only on obtaining data from supervisors as well as third and fourth year OT students from the UFS in 2012. The study population comprised sixty-nine third and fourth year OT students enrolled at the UFS at the time of implementation of the study, and forty-one supervisors who were involved in fieldwork training of these students.

The researcher made recommendations regarding the findings as well as suggestions for future research.

1.5 METHODOLOGY

A detailed description of the research methodology will be presented in chapter 3. An overview of the methodology will briefly be provided in this section. In order to achieve the research aim (cf. 1.3), the researcher adopted a quantitative approach (Polit & Beck, 2010, p. 763). A descriptive study design was followed as it allowed the researcher to gather information about effective and ineffective characteristics of supervisors and supervision during Occupational Therapy fieldwork training (Grove, Burns, & Gray, 2013, p. 25). The aim of a descriptive study is to describe an occurrence or experience in which limited research is available (Grove et al., 2013, p. 45; Polit & Beck, 2010, p. 274).

Prior to the onset of this study, a literature review was done in order to investigate its relevance in terms of previous studies and the scope of this problem. Numerous and similar qualitative studies have been completed internationally (Bonello, 2001b; Kirke et al., 2007; S. Mulholland & Derald, 2007; Rodger, Fitzgerald, et al., 2011). Most studies in the field of Occupational Therapy fieldwork training have only focussed on a qualitative approach from either the students' or supervisors' perceptions. Therefore, the results and some of the questions of these studies were used to design a self-report questionnaire for both students and supervisors, which enabled the researcher to measure and quantify the phenomena in a specified South African setting. The questionnaires for the students as well as the supervisors consisted of three sections, namely:

- Section one: biographical information about the student or supervisor and the fieldwork placement area.
- Section two: open-ended questions on the characteristics of supervision.
- Section three: characteristics of supervision and supervisors, namely: interpersonal (part one), curriculum (part two), clinical and professional (part three), feedback (part four) and the environment (part five). These five themes relate to the research findings of Hummel's (1997) pioneering study. The interpersonal category (Part 1) refers to the

interpersonal nature of the supervisory process and the qualities of effective supervisors. The heading, Curriculum (Part 2), relates to the supervisors' preparation for and content of fieldwork placements, which refer to teaching strategies, organisation, knowledge of the academic course and orientation. The clinical and professional category (Part 3) refers to the clinical skills of supervisors and their professional attitudes and behaviours. The feedback category (Part 4) conveys supervisors' comments on students' performances. Part 5 includes statements about the environment which the supervisor created for the students.

The target population of this study consisted of sixty-nine third and fourth year students in the Occupational Therapy programme at the UFS in 2012 and forty-one supervisors involved in fieldwork training of these students. Data was collected through two similar self-report questionnaires (student questionnaire and supervisor questionnaire). The two questionnaires were administered within a week after the students' fieldwork placement. Students and supervisors were instructed to only consider the most recent fieldwork placement when answering the questionnaires. The third and fourth year OT students participated at a neutral venue simultaneously and the supervisors participated at their workplaces at a time pre-arranged to limit contamination. Approximately fifty minutes were allocated for the completion of the questionnaire and the questionnaires were available in both English and Afrikaans according to the language policy of the UFS.

A pilot study had been conducted beforehand in order to ensure the feasibility, validity and reliability of the questionnaires as well as to identify measurement errors that may have occurred in the research process and content of the questionnaires (De Vos, Strydom, Fouche, & Delport, 2011, p. 206). Reliability of both the questionnaires was assessed in this study by requesting 20% of both the study groups to participate again.

The researcher coded the students' and supervisors' questionnaires and analysis of the data was done by the Department of Biostatistics, UFS. Descriptive statistics, namely frequencies and percentages for categorical data

and medians and percentiles for continuous data were calculated for students and supervisors.

The data collected from both the students' and supervisors' questionnaires enabled the researcher to present a comprehensive description of the existing effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork training at the UFS as identified by third and fourth year OT students and supervisors. Results of this study were elucidated, conclusions were drawn and recommendations were made.

1.6 ETHICAL CONSIDERATIONS

After approval had been obtained from the Expert Committee (Occupational Therapy department) and Evaluation Committee (School of Allied Health Professions) to proceed with the study, the protocol was submitted to the Ethics Committee at the Faculty of Health Sciences for ethical clearance (Ethics number: ECUFS NR 178/2011). All the relevant authorities also granted permission to the students as well as the supervisors to participate in the study.

The participants were informed that by answering the questionnaire they gave voluntarily consent and that they could withdraw at any time without prejudice and penalty. The questionnaires were answered anonymously and all information was treated as confidential by assigning a number to each questionnaire which was used instead of the participant's name. In addition, all participants were informed of the researcher's intention to report the findings with honesty and in detail in the form of a dissertation as part of the qualification Masters in Occupational Therapy. The researcher also stated her intend to publish the findings in an accredited journal. Chapter 3 contains a more detailed discussion of the ethical considerations of this study.

1.7 IMPORTANCE AND VALUE OF THE STUDY

The primary significance of this study is that it provides quantitative data and evidence of existing effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education as identified by

students and supervisors within a South African context. Prior to this study a description of this topic based on research in South Africa was absent.

The results of this study further enabled the researcher to classify which effective supervision characteristics supervisors possess or lack or even struggle with. The findings enhance clinicians and academics understanding on characteristics that students and supervisors identify as important during a fieldwork placement.

The Occupational Therapy department are presently in the process of re-curriculating the third and fourth year fieldwork programme. Findings of this study will assist the UFS Department of Occupational Therapy to identify areas of supervision in which supervisors will need training and/or receive more information about and areas in which students need more support or need training in dealing with certain fieldwork supervision characteristics. By training and empowering supervisors and students, supervision characteristics will act as a catalyst to improve the value and quality of fieldwork education for OT third and fourth year students at the UFS.

1.8 OUTLINE OF CHAPTERS

1.8.1 Chapter 1: Introduction and Orientation

The purpose of the current chapter is to orientate the reader towards the type of study and the structure of the dissertation. Chapter 1 provides a brief explanation on how the problem of this study originated, followed by the subsequent aim of the study and a summary of the methodology and the ethical implications.

1.8.2 Chapter 2: Literature Perspectives

This chapter gives a comprehensive report of findings of previous research and literature related to fieldwork training, the supervisor, the student, feedback and the environment. The chapter also deliberates other researchers' views on effective and ineffective characteristics of supervisors and supervision in fieldwork education.

1.8.3 Chapter 3: Research Approach and Methodology

In this chapter the research methodology is presented in detail. The study uses a quantitative research approach with a descriptive design. Information on the research design, target population, measurement instruments (student and supervisor questionnaire), pilot study, data collection procedures, data analysis and reliability testing are meticulously discussed. Measurement errors are identified together with the approaches applied to reduce their impact on the study. Lastly, the ethical considerations related to the study are described in detail.

1.8.4 Chapter 4: Results

Descriptive statistics are used to give meaning to the results obtained from the two questionnaires. The results are presented in the form of tables and figures. This chapter is divided into two sections. Section A presents the results of the students' questionnaire and section B the results of the supervisors' questionnaire.

1.8.5 Chapter 5: Discussion of the Results

The above-mentioned results are discussed, interpreted and compared with relevant literature. No comparison is made between the results obtained from the two questionnaires. The results are only used to describe the phenomena as the intend of this study is to only describe characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the UFS as identified by third and fourth year OT students and supervisors. The limitations of this study are also identified.

1.8.6 Chapter 6: Conclusion and Recommendations

Conclusions, recommendations and the value of the study are discussed after critical evaluations of the study's findings.

1.9 SUMMARY OF CHAPTER 1

This chapter serves as a general orientation of the study and presents the background and framework of the dissertation. The importance of fieldwork education of OT students is established which leave us to question what the effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the UFS are.

The following chapter gives an in depth literature perspective on fieldwork education, the supervisor, the student, feedback, the environment and characteristics of supervision that are effective or ineffective.

Chapter 2

Literature Perspectives

2.1 INTRODUCTION

The future growth of the profession is reliant on training proficient occupational therapists of which fieldwork forms an integral component (M. Gray et al., 2012, p. 452). In order to educate OT students to become competent occupational therapists, optimal learning is expected to take place during fieldwork placements (Rodger, Fitzgerald, et al., 2011, p. 201). During fieldwork placements students learn to apply skills they have learned in theory, develop clinical reasoning and professional behaviour through the guidance of fieldwork supervisors. Research has proven that the fieldwork supervisor is the key role player in influencing student learning (Thomas et al., 2007, p. s3). The influence of supervisors on students during fieldwork training should not be ignored; hence, this study sets out to describe effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork training at the UFS.

Some of the most peer-reviewed international studies in which authors reported research on fieldwork, supervision and characteristics of supervisors, originated from countries like Australia, America, Britain and Canada (Bonello, 2001a, 2001b; S. Mulholland & Derald, 2007; Rodger, Fitzgerald, et al., 2011; Thomas et al., 2007). In South Africa two relevant studies were conducted of which only one is published. De Beer and Vorster (de Beer & Vorster, 2012) investigated the impact of the interpersonal communication skills of the supervisor on students' ability to learn clinical reasoning skills during fieldwork education in a physical field. Secondly, Emslie's (2012) research thesis determined clinical occupational therapists' perspectives on their roles as supervisors during fieldwork education. Although research, of which most is of a qualitative nature, has been carried out internationally, no single study could be found that describes effective and ineffective supervision characteristics in a South African setting.

In order to contextualise the significance of effective supervision and supervisors in OT fieldwork education, Figure 2-1 Progression of Literature Perspective, provides a layout of all the factors reviewed in this chapter.

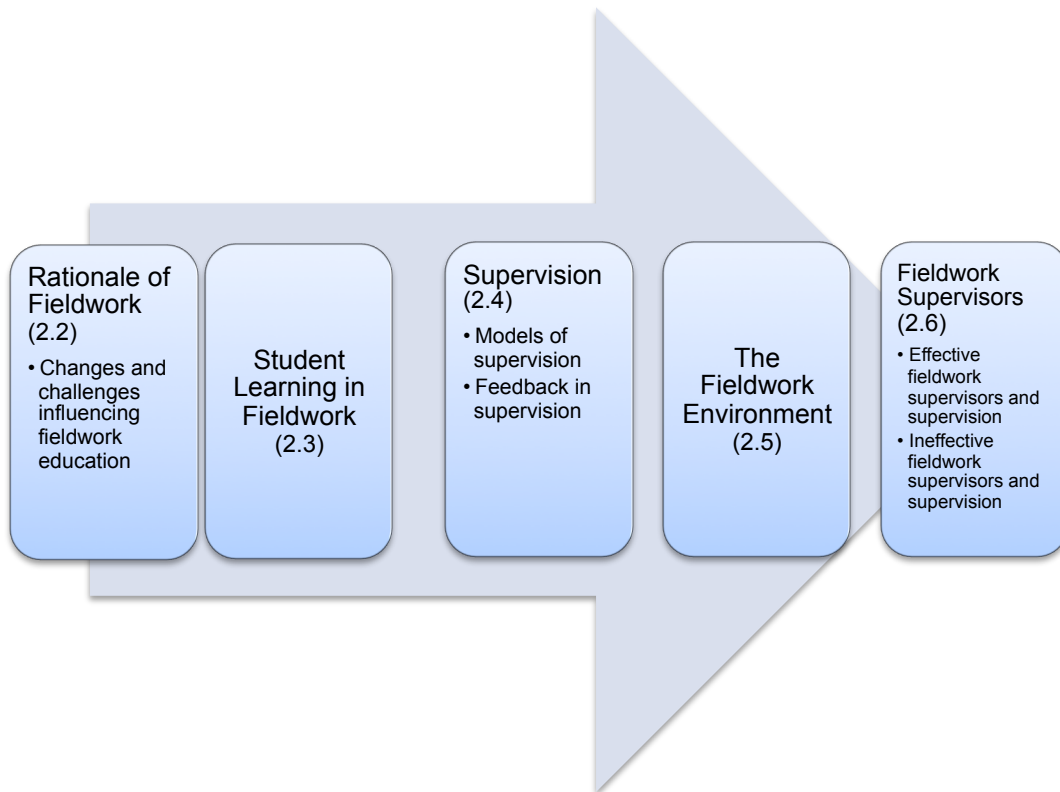


Figure 2-1 Progression of Literature Perspective

2.2 RATIONALE OF FIELDWORK IN OCCUPATIONAL THERAPY

This section focuses on the rationale of fieldwork training in OT education. To be able to demonstrate this, the researcher reviewed the purpose of fieldwork education, the prescription of fieldwork training as part of OT education, the impact that fieldwork have on students' development and the influence on their choice of practice area. In addition, the benefits and challenges of fieldwork training and the importance of collaboration between parties involved in fieldwork education will be discussed in this section.

Integration of theory and practice in real-life settings are imperative for educating competent future occupational therapists (S. Mulholland & Derald, 2007, p. 162). Fieldwork presents OT students with this opportunity to apply their knowledge in clinical settings and to focus on the application of knowledge and skills (Bonello, 2001b, p. 25; Costa et al., 2003, p. 644). The researcher of

the present study presumes that this is the reason why fieldwork forms part of the OT curriculum: to fulfil the purpose of integrating theory and skills in real situations. Another function of fieldwork education is to foster clinical reasoning, judgement and critical thinking in students (de Beer & Vorster, 2012, p. 25; Keller & Wilson, 2011, p. 33). To ensure that the purpose of fieldwork education is achieved and that there is consistency in OT education, we have to develop a shared understanding internationally of what should be encompassed in an OT fieldwork training programme.

The objective of the World Federation of Occupational Therapists' minimum standards is to ensure consistency in the education of OT students (Carswell, 2009, p. 23). According to the World Federation of Occupational Therapists' minimum standards for the education of occupational therapists of 2002, it is required that OT students undergo a minimum of 1000 hours of fieldwork training (Sinclair, 2005, p. 6; World Federation of Occupational Therapists (WFOT), 2002). South Africa also adheres to these standards as set out by the Professional Board for Occupational Therapy, Medical Orthotics/Prosthetics and Arts Therapy (Health Professions Council of South Africa (HPCSA), 2009, p. 4). In South Africa requirements regarding fieldwork training are, however, more specified. Sixty to eighty percent of these 1000 hours of clinical practice must be included in the third and fourth year of the four-year programme.

Students spend a great deal of time in fieldwork areas, which subsequently has a significant impact on students' professional development. The impact can be extensive and should be acknowledged by all stakeholders (Clampin, 2012, p. 441; Susan Mulholland et al., 2006, p. 570). Bonello (2001a, p. 93) and Lew and colleagues (2007, p. 120) agree and augment that fieldwork is not only influential in the development of students' professional behaviour, but also teaches them how to be more self-reliant and self-reflective. In effect, fieldwork education has an impact on whether a student will become a capable occupational therapist (Clampin, 2012, p. 441; L. R. Mason & Bull, 2006, p. 23). Furthermore, research implies that students fieldwork experiences could influence their own future supervisory skills and whether students will become capable supervisors in OT fieldwork education (Richard, 2008, p. 163; Rodger, Fitzgerald, et al., 2011, p. 201). Fieldwork placements present students with a

wealth of learning opportunities. Consequently, fieldwork experience is rated higher than core units in the preparation for practice (Doherty, Stagnitti, & Schoo, 2009, p. 347). Fieldwork training, therefore, must be perceived as a professional responsibility to ensure that the profession continues to grow (Thomas et al., 2007, p. s3).

Fieldwork education not only impacts on students' professional development, but also influences their choice of practice area. The type of fieldwork experience (whether good or bad) inspires students to consider areas of practice they would not have considered before (Doherty et al., 2009, p. 346; Susan Mulholland et al., 2006, p. 569). Mason and Bull (2006, p. 22) agree and find that it also applies to mental health experiences. Supervisors should expose students to a variety of roles in OT to enable them to make informed career choices (Keller & Wilson, 2011, p. 35).

In agreement with earlier studies that show that fieldwork education influences students' choice of practice area, Keller and Wilson (2011) investigated the reason for this phenomenon further. Keller and Wilson (2011, p. 34) identify three major factors that influence students' interest in a particular practice field: teamwork, recognition of the value of Occupational Therapy as profession and the quality of supervisor and supervision received during fieldwork. This study reveals that if Occupational Therapy's role in a setting was deemed as insignificant, the particular students will not consider the area. Mulholland and colleagues (2006, p. 570) also add that fieldwork experience influences students' confidence and appreciation for the profession. On the other hand, fieldwork training not only influence students, but also provides supervisors with the benefit of recruitment of future employees (Thomas et al., 2007, p. s8).

Fieldwork education is not only important for students, but also holds many benefits for supervisors. Promotion of OT as profession, new perspectives and reduction in workloads are all seen as benefits of providing fieldwork training. Likewise, providing fieldwork training offers indirect benefits for supervisors, for example, the development of staff supervisory skills, time management, conflict resolution and clinical reasoning skills (Thomas et al., 2007, p. s9). On the other hand, providing fieldwork training to students is not just beneficial for

supervisors, but also creates challenges. Thomas (2007, p. s6) indicates that the most mentioned challenges were staffing issues, lack of resources and workload pressures. A study done by Emslie (2012, p. 11) confirms that the same types of challenges are experienced in a South African setting. Lew and colleagues (2007, p. 116) understandably add that these workload pressures cause a lot of stress.

Fieldwork can be stressful for the students, supervisors and the Tertiary institution which affects fieldwork education negatively (Jung & Tryssenaar, 1998, p. 34; Spiliotopoulou, 2007, p. 384). Some of the stresses experienced by all the parties are caused by changes and challenges in the fieldwork environment and achieving the high outcomes aspired for. In addition, these stresses with limited supervision time are accountable for a lot of misinterpretations and conflicts between all the parties involved (Lew et al., 2007, p. 116). Hummel (1997, p. 155) recommends that there should be collaboration between all the parties involved in fieldwork education to minimise stress.

When all parties involved collaborate, it leads to more meaningful fieldwork experiences and achieving set outcomes (Bonello, 2001b, p. 26). In order to achieve the afore-mentioned, fieldwork expectations should be clarified by tertiary institutions for everyone concerned with fieldwork training (S. Mulholland & Derald, 2007, p. 169; Spiliotopoulou, 2007, p. 387).

The above-mentioned literature demonstrates the significance of fieldwork education for all role players. Fieldwork education, as an international requisite, provides students with the opportunity to develop and practise their skills. Not only are students able to apply theory in real-life settings, they also learn other skills, such as critical thinking and self-reliance. Additionally, fieldwork assists students in making choices with regard to preferred areas of speciality. Fieldwork, however, if not properly organised and executed, can add to the stress of students, supervisors and tertiary institutions. Providing fieldwork placements also have an impact on supervisors, which can be both beneficial and challenging. To overcome some of these challenges, better collaboration between students, supervisors and tertiary institutions is crucial. The next

section will investigate current changes and challenges that have an influence on fieldwork education.

2.2.1 Changes and challenges influencing fieldwork education

The nature of fieldwork is changing worldwide because of increasing workloads and changes occurring in the health-care environment (Copley & Nelson, 2012, p. 456; Thomas et al., 2007, p. s3). Reduced funding, shorter length of hospital stay and new models of care, are a few examples of changes occurring in the health service. In South Africa the occupational therapist-client ratio is 0.77 per 10000 population (Department: Health Republic of South Africa, 2011, p. 31). The changes in the health care environment put more pressure on occupational therapists to still deliver quality service, which ultimately increases their workloads. Hummel (1997, p. 154) adds that this increase in workload is also associated with supervision and influences supervisors' decisions to provide fieldwork education. The increase in supervisors' workloads moreover leads to limited supervision time, which affects the quality of supervision and fieldwork education (Lew et al., 2007, p. 116).

The additional and necessary time commitment when supervising a student is acknowledged by employers, tertiary institutions, students and supervisors (Hummel, 1997, p. 155). Supervisors, however, argue that they have less time for their own duties such as the treatment of their clients as result of this additional time commitment. Rodger and colleagues (2011, p. 416) investigated supervisors' productivity with regard to pre-, during and post fieldwork placements. In contrast to previous research (Hummel, 1997; Lew et al., 2007; Thomas et al., 2007), Rodger and colleagues' (2011, p. 416) findings discover that supervisors are more productive during fieldwork placements. This increase in productivity was noted in direct and indirect client care. Nevertheless, even with the increase of time spent in client care activities, students still spent more time with clients than supervisors.

OT education is additionally challenged by a scarcity of fieldwork placement areas (M. Gray et al., 2012, p. 452; Rodger, Stephens, et al., 2011, p. 412). This challenge is due to the rise in student numbers, staff shortages and the

decreasing number of occupational therapists working in traditional practice settings. Clampin (2012, p. 241) argues that these explanations should not be used as reasons for not providing fieldwork placements but should rather be seen as motivators. Students should be trained in and equipped for the realities of practice (French & Hughes, 2007, p. S84). This could only be achieved if supervisors realise the importance of offering fieldwork placements even in challenging circumstances. Hence, the necessity for quality fieldwork education in diverse settings (Copley & Nelson, 2012, p. 456).

Kirke and colleagues (2007, p. s20) add that supervisors are under increasing pressure to reach quality targets because of the changing climate. Clients expect value for their money from service providers; and additionally, in this current climate, students deservingly feel entitled to quality fieldwork experiences from supervisors because of rising student fees (Kirke et al., 2007, p. s13). Even with the pressure from students (as clients of tertiary institutions) supervisors have to be conscious of striking a balance between expecting high standards from students and student satisfaction (Larkin & Watchorn, 2012, p. 463). Optimal learning can be associated with quality fieldwork education.

Larkin and Watchorn (2012) explore the changes and challenges that supervisors experience in higher education and how it impacts on the quality of fieldwork education. One of their findings suggests that teaching has either improved or has been replaced by technologies. These technologies refer to non face-to-face teaching, for example using Internet resources for information and demonstration purposes. The value and application of technologies in fieldwork should be acknowledged by supervisors (P. Gray, 2008, p. 175; Larkin & Watchorn, 2012, p. 464). The problem, however, is that not all fieldwork areas have access to all these new technologies.

Larkin & Watchorn (2012) furthermore add that the continuously changing characteristics of students should be considered to improve the quality of fieldwork education. The student population has become more diverse, for instance, some students might be the first generation attending tertiary education and some might be completely dependent on financial assistance. They argue that some of these diverse groups of students generally need more

attention (Larkin & Watchorn, 2012, p. 464). These students might need support in study methods and/or information on where to find financial support, to name but a few examples. Therefore students' personal circumstances also need to be considered in fieldwork placements. Students might not be privileged to have their own transport to reach fieldwork placement areas; money to buy resources needed for treatment demonstrations and might even have jobs at night to support themselves and so forth.

People born after 1985 are classified as Generation Y (Hills, Ryan, Smith, & Warren-Forward, 2012, p. 156). Thus the majority of OT students and several supervisors can be classified as Generation Y. Generation Y characteristics are being (over)confident, optimistic, self-absorbed and techno-savvy. Additionally they are multi-taskers, communicate in non-traditional ways and expect 24/7 access to service (Larkin & Watchorn, 2012, p. 464). Accordingly, teaching approaches have shifted from linear to multimedia education approaches (P. Gray, 2008, p. 175). These Generation Y students expect that traditional teaching methods used by supervisors in fieldwork education should change similarly.

Hills and colleagues (2012) explored the perceptions of supervisors on the impact that Generation Y OT students can have on fieldwork education. They found that supervisors felt that their first priority are their clients and not to accommodate student learning. For this reason, implementing new approaches to learning in fieldwork education will be difficult (Hills et al., 2012, p. 157). Accordingly, supervisors believed that it is tertiary institutions' responsibility to develop new interactive tools and strategies to educate students during fieldwork placements. Supervisors were reluctant to use or explore new approaches to teaching. The older generation of supervisors might not even feel comfortable or be knowledgeable about the advances of technology. On the other side of the coin, Gray (2008, p. 175) warns that supervisors cannot ignore the potential that new technologies hold to enhance the quality of learning in fieldwork education.

To conclude: there are several changes and challenges that influence education in fieldwork placements. Employees, tertiary institutions and students are

expecting a higher quality of service from supervisors due to the change in climate (decrease in clients' length of hospital stay, reduced funding, increase in tertiary institution fees). The effect of this is that supervisors experience an increase in their workloads, which leads to a decrease in supervision time, stress and ultimately negative fieldwork experiences. As a result, supervisors are reluctant to offer fieldwork placements, which cause tertiary institutions to struggle with an increase in the numbers of students and a scarcity in fieldwork areas. Moreover, the characteristics of Generation Y (which comprises the majority of students) and the progress in technologies have to be considered when educating students in fieldwork.

All of these factors have to be considered in the supervision of students in fieldwork education. In addition, it is important to consider student learning in fieldwork, which is discussed in the following section.

2.3 STUDENT LEARNING IN FIELDWORK

Effective and meaningful learning is associated with the following aspects during fieldwork education, i.e. characteristics of adult learners, learning approaches used in fieldwork education, influences of the clinical setting on learning, learning styles and the student-centred approach in fieldwork education.

Occupational Therapy students placed in the fieldwork environment must be recognised as adult learners. Russel (2006, p. 350) describes the characteristics of adult learners found in literature. Adult learners are autonomous and self-directed and have accumulated a foundation of experience and knowledge. Adult learners are practical and goal oriented and need to be shown respect. Bonello's (2001b, p. 29) study indicated that supervisors' supervision styles were not suitable for adult learners and she argued that supervisors did not promote critical thinking and reflection. Although students were adult learners, they preferred and expected to be taught and were not inclined to take responsibility for their own learning.

During fieldwork education students adopt a variety of learning approaches, which is dependent on the effectiveness of the supervision they receive. The

three learning approaches described in literature are: surface, strategic and deep learning (Healey, 2008, p. 49; Watson, Chapman, Adams, & Nila, 2006, p. 548). A surface approach is adopted when the student merely memorises detail or facts and does not show good understanding. A student using a strategic approach to learning would focus on the demands of assessments with the goal to excel. These students will either adopt a deep or surface approach depending on which approach will lead to the best outcome. During a deep approach a student will actively endeavour to understand the meaning of what he/she is learning. Watson and colleagues (2006, p. 549) further indicate that deep approaches to learning are mostly preferred and will lead to better performance. Students are more prone to use deep-learning approaches when dealing with challenging and complex clients (Healey, 2008, p. 54). Interacting with clients provide students with a deeper understanding to integrate the knowledge and skills taught at tertiary institution.

The supervisor and the clinical setting have an impact on student learning (Healey, 2008, p. 54; Watson et al., 2006, p. 461). The context, in which learning takes place, influences the learning approaches students choose to use. For example, if there is a positive relationship between the supervisor and the student, it endorses a deep-learning approach (Healey, 2008, p. 54). Healey (2008, p. 54) also adds that the supervisor's abilities can promote deep-learning approaches. Although many other factors promote a deep learning approach, this researcher will subsequently only refer to the most relevant factors that relate to fieldwork education.

Fieldwork placements that promote deep-learning approaches allow time for student reflection, offers diverse experiences and are supportive of students (Healey, 2008, p. 56). Hearn, Miller and Nelson (2010, p. 171) state that hands-on learning is more efficient than learning through demonstration. On the other hand, heavy workloads, fast work pace and limited time for reflection interfered with deep-learning (Healey, 2008, p. 54). Chapman, Watson and Adams (2006, p. 461) agree that the workload of students plays a major role in the students' learning approaches and add that assessment formats also influence their choice of learning approach. If students are put under pressure

to complete tasks in too a short period of time, they will implement superficial approaches to learning.

Supervisors' awareness and consideration of students' learning styles will influence students' learning in fieldwork. If supervisors have no or poor comprehension of learning styles, it can lead to misunderstandings about students' capability to be responsible for their own learning (Robertson, Smellie, Wilson, & Cox, 2011, p. 36). Learning styles can be seen as the way in which students choose to process new information and strategies utilised to learn. It is important that supervisors be aware of different learning styles and the influence they can have on a student's fieldwork experience. If students are aware of their styles of learning, it will enable them to understand their own strengths and weaknesses which will improve their self-directed learning. The differences between supervisors' and students' learning styles may help students to extend their learning strategies and become multi-model learners. Being a multi-model learner has the advantage that a student will be able to adapt to any learning situation. Robertson and colleagues (2011, p. 36) recommend that learning preferences should be considered by discussing learning styles at the beginning of a fieldwork placement.

Whitcombe (2001, p. 552) argues that a learning contract should be negotiated between a student and a supervisor to assist the student's learning. This contract will ensure a collaborative approach between student and supervisor, which is vital for effective learning to take place. A collaborative approach enhances students' independence and improves their learning, skills and confidence in the fieldwork environment (Flood, Haslam, & Hocking, 2010, p. 26; Robertson et al., 2011, p. 39).

The practice of teaching has shifted from teacher-centred to a more student-centred approach (Healey, 2008, p. 50; Larkin & Watchorn, 2012, p. 465). Problem-solving and independent critical thinking skills in students are promoted when supervisors use a student-centred approach. Heath's (1996, p. 518) study identifies strengths and weaknesses involved during self-directed learning. Students felt that self-directed learning gave them control over their own learning and that they were involved in the learning process. This

motivated students and made the learning during fieldwork memorable and therefore a deep learning approach is adopted.

One of the self-directed learning approach's limitations was that a great deal of its success depended on the supervisor. The supervisor had the final say and the method did not work if the student was not supported. Students also found it difficult to distinguish between what they want and what they need to learn (Heath, 1996, p. 518; Richard, 2008, p. 166). Larkin and Watchorn (2012, p. 465) agree that education in fieldwork has moved to a more student-centred approach where students have to take a responsibility for their learning. The risk with this approach is that students might not value the same high standards as supervisors and tertiary institutions. Tertiary institutions and supervisors should therefore set definite expectations regarding standards of practice that must be upheld within the student-centred approach.

O'Connor and colleagues (2012, p. 279) discuss the influence of supervision models on student learning in fieldwork. Learning experiences in all of the supervision models are influenced by the following three themes: learning opportunities and previous experience, organisation and planning of the placement and lastly, relationships between supervisors and students (O'Connor et al., 2012, p. 279).

In conclusion: it is evident from literature that student learning in fieldwork is affected by a few factors which should be taken into consideration especially by supervisors. Students should be acknowledged as adult learners, which imply that supervisors must use a more student-centred approach in educating. Furthermore, supervisors' supervision methods (characteristics) may influence the type of learning (superficial, deep, and strategic) that students utilise in fieldwork placement. Literature suggests that supervisors must undertake to promote deep learning by means of a collaborative approach, a learning contract, considering different learning styles and offering meaningful learning experiences.

2.4 SUPERVISION

In this section the researcher investigates supervision in fieldwork education and the grading and levels of supervision. Additionally, factors that influence the development of supervision skills are looked at. Lastly, a framework on how to provide effective supervision and strategies used in supervision are discussed.

Kilminster, Cottrell, Grant and Jolly (2007, p. 3) define supervision as: “The provision of guidance and feedback on matters of personal, professional and educational development in the context of a trainee’s experience of providing safe and appropriate patient care.” Hunt and Kennedy-Jones (2010, p. 397) include the teaching of clinical tasks to students and the provision of constructive feedback. Researchers further add that the three main functions of supervision are educative, supportive and managerial or administrative (Kilminster et al., 2007, p. 4).

Supervision and the grading thereof during fieldwork education are determined by a few factors. The level (for example third or fourth year of study) of the student will determine the content of supervision while the grade of knowledge of the student will determine the level of supervision (Kilminster et al., 2007, p. 4). Rodger and colleagues (2011, p. 198) state that each fieldwork placement should be graded as the student learns and acquires skills. The same grading applies to group supervision models (Copley & Nelson, 2012, p. 458). Supervisors should be flexible and should consider each individual’s capabilities and needs within the group (Copley & Nelson, 2012, p. 458). Equally important, tertiary institutions should grade the learning experiences of students throughout and amongst fieldwork placements (Rodger, Fitzgerald, et al., 2011, p. 201).

Supervisors can also grade the level of supervision they use within a fieldwork placement. The different levels of supervision are direct supervision (when the supervisor is present in the same room as the student), immediately available supervision (the supervisor is nearby and immediately available to assist), local supervision (when the supervisor is on the premises and available within a short time) and lastly, distant supervision (the supervisor is available for assistance by appointment) (Kilminster et al., 2007, p. 4). In reality the level of supervision

is not always determined by the needs of a student but rather by the circumstances of an area, the availability of the supervisor or the supervisory skills and (in)experience of the supervisor.

A nursing study done by Landmark, Hansen, Bjones and Bohler (2003, p. 837) identified three themes that influence supervisors' development of competence and skills in supervision. The first theme makes reference to educational challenges, such as how to integrate theory into practice and how to assess students. Secondly, role function refers to confusion about the roles of supervisors and students. The last theme is organisational framework challenges, indicating the communication and collaboration between the tertiary institutions and the fieldwork area. Landmark and colleagues (2003, p. 840) made a few proposals to guarantee the success of clinical supervision. Supervisors need to be trained to supervise students and organisations need to establish a supportive environment for both the supervisor and the student.

Research shows that there are other factors that also influence supervisors' supervisory skills. Richard's (2008, p. 163) findings reveal that supervisors' own experiences during fieldwork education influenced the manner in which they supervised students. Also, the way in which supervisors of OT students are supervised by their own employers or undertake supervision of employees at work played a role in how they supervised students (Rodger et al., 2011: 201). Another factor that influences supervision is the personality variables between the supervisor and the student (Kilminster et al., 2007, p. 14). Supervisor-student relationship can be positively or negatively influenced by their respective personality traits.

Kilminster and colleagues (2007, p. 10) also establish, by means of a review and a questionnaire, a seven-point framework for providing effective supervision, which is discussed below.

- Supervisors should be well informed about the requirements of the tertiary institution.
- Feedback is important and should be constructive and on a regular basis.

- Planned supervision should be provided with frequently held meetings of which the content and learning objectives have been pre-determined at the beginning of fieldwork.
- A supervision contract is a valuable document and it should include information regarding how and when supervision will occur and what the learning objectives and requirements are.
- Practice management, administration, interpersonal skills, personal development and self-reflection should be included in supervision.
- The efficiency of supervision is influenced by the relationship between the supervisor and student.
- Supervisors need to be educated in areas such as assessment, feedback and the development of interpersonal skills.

Literature provides evidence that methods of assessment are changing from unstructured observations to being objective and criterion-referenced (Bonello, 2001b, p. 27). The assessment should be combined with feedback (Kilminster et al., 2007, p. 10). Without feedback students will not learn from the situation and assessment will be meaningless.

Mason (1999, p. 22) suggests strategies that can be used in supervision: student orientation, to facilitate peer discussion and reflection, encouragement of students to utilise resources in the fieldwork environment and influencing students to take responsibility for their own learning. Hummel (1997, p. 151) agrees and adds that rather than just answering students' questions they should ask the students questions to teach them to think for themselves. Another important strategy allows the supervisors to make use of several models of supervision in fieldwork areas such as managing the ratio of supervisors to students (Thomas et al., 2007, p. s7). The ratio of supervisor-to-student can vary, for example, from 1:1 or 1:2 or more.

From the literature it is evident that the supervision of students in fieldwork is more than just being a gatekeeper for the profession. Researchers above illustrated that supervisors have to teach, provide guidance, and give feedback and much more. Supervisors have to be able to grade student learning on different levels as required by students' individual needs and skills. Supervisors

should apply strategies to provide effective supervision and make use of different types of supervision models.

These different models of supervision used in OT, as well as their advantages and disadvantages, will be further examined in the following subsection. Feedback will be discussed in an additional subsection since it is clear from research that effective supervision entails effective feedback also.

2.4.1 Models of supervision

Thomas and colleagues (2007, p. s9) ascertain that due to the changing workforce, an increase in the use of alternative supervision models is necessary, or the result might be that there will be a shortage of fieldwork placement areas (Allison & Turpin, 2004: 198). The use of alternative supervision models will also enable students to experience the diverse range of OT workplaces (Allison & Turpin, 2004, p. 198; Bartholomai & Fitzgerald, 2007, p. s23).

The three major models of supervision utilised during OT fieldwork education are: the traditional model, the collaborative model and the role-emerging model. The traditional model of supervision, also known as the preceptor model, entails the allocation of one student per supervisor (O'Connor et al., 2012, p. 279; Thomas et al., 2007, p. s10). When two or more students are placed in the same fieldwork area together and have one or more supervisor, it is referred to as the collaborative supervision model or group placement model (O'Connor et al., 2012, p. 279; Rodger et al., 2009, p. 410). Role emerging placement occurs when there is no occupational therapist at the site. In this case another professional or an occupational therapist working in a different service area, for example the Tertiary institution, might supervise the student.

By implementing the collaborative model, students can support and learn from one another and it will also develop their skills in teamwork (Rodger et al., 2009, p. 412; Thomas et al., 2007, p. 2007). Bartholomai and Fitzgerald (2007, p. s24) add that this model promotes effective communication between students. The disadvantage of this model is that it allows limited time and individual contact

opportunities with the supervisor (Rodger et al., 2009, p. 412). Challenges of this model emerge as managing group dynamics, competitiveness between students and giving individual feedback (Copley & Nelson, 2012, p. 461). Yet some of these challenges could be overcome by pairing students in different combinations to facilitate teamwork. Collaborative supervision might be too challenging for newly graduated or less-experienced supervisors (Bartholomai & Fitzgerald, 2007, p. s29).

Copley and Nelson (2012) investigated supervisors' perceptions of the group supervision model (collaborative model) in three diverse settings. Findings show that successful group supervision placements depend on carefully organised and structured planning for each type of setting. There has to be excellent communication and trust between all the students and the supervisors involved (Copley & Nelson, 2012, p. 461). One might have thought that this type of model would require more supervision time, but results demonstrate that more time was only needed initially to structure and organise the placement. Despite the extra time needed, supervisors testified that an increase in productivity and services rendered to clients materialized (Copley & Nelson, 2012, p. 462). Supervisors also stated that the advantages for students were that they learned more from each other and were as a result more competent.

The advantage of role emerging placements is that students are much more independent and self-sufficient (Rodger et al., 2009, p. 412), whereas the disadvantage of this model is that the absence of an occupational therapist results in the lack of demonstration of the roles and skills expected of OT.

O'Connor and colleagues (2012) conducted comparative research on two supervision models used in OT fieldwork, the 1:1 model and the 2:1 model. In this study supervisors perceive that students learn more in a 2:1 model (O'Connor et al., 2012, p. 279). Students are able to learn from each other and develop their collaborative working skills. However, it is indicated that students disagree with this perception. The students argue that the 1:1 model in the later stages of the fieldwork placement allow them to function more autonomously. A new finding emerging from this study was that students felt they could not perform successfully in front of their peers.

Bonello (2001a, p. 95) conducted a literature review about fieldwork education and found that in both traditional and innovative models of supervision, supervisors played an important role in developing an optimal learning environment. The relationships that developed through these models influenced student learning in fieldwork (O'Connor et al., 2012, p. 282). Ultimately, no matter which model of supervision is utilised, supervision within the particular chosen model should be effective. An important catalyst for effective supervision is effective feedback.

2.4.2 Feedback in supervision

Richard (2008, p. 167) explains that the aim of feedback in fieldwork is to: "... make sure that they [the students] utilise it, process it and take it to the next place." To be able to achieve this aim, feedback has to be given in an effective manner for students to be able to use it, understand it and apply it in practice.

Nicol and Macfarlane-Dick (2006, p. 205) identify seven principles of good feedback practice that is applicable to supervisors in fieldwork education.

- The supervisor must assist the student to elucidate what a skilful performance is through goal, criteria and expected standards.
- The supervisor must facilitate the student to cultivate self-reflection in fieldwork education.
- Feedback given by the supervisor about the student's learning must be of high standard.
- The supervisor must promote supervisor and student discussion around learning.
- The supervisor must foster positive attitudes and help to develop the self-confidence of the student.
- The supervisor must offer the student opportunities to develop desired skills.
- The student must provide feedback to supervisors that can assist in improving fieldwork education.

Kilminster and colleagues (2007, p. 11) establish that effective supervisory behaviours comprise of direct supervision, connecting theory and practice, and providing constructive feedback. The goal of constructive feedback is to enhance the student's performance. Strengths and weaknesses should be identified and methods of how to improve them. Notably, if feedback is only given to rectify students, it will reinforce their fears (Bonello, 2001b, p. 28).

When and how feedback is given is very important. Feedback should be timely and constructive to promote effective learning (Rodger, Fitzgerald, et al., 2011, p. 201). When feedback is given as soon as possible after the event, it will be more efficient (Kilminster et al., 2007, p. 12; Rodger, Fitzgerald, et al., 2011, p. 199). Richard (2008, p. 167) is in agreement and adds that feedback should be given in a supportive and structured environment. Specific structure and expectations of the outcome are especially of importance when using a group supervision model to avoid inconsistencies in feedback (Copley & Nelson, 2012, p. 461). Bonello (2001b, p. 28) further states that feedback is very rarely given by supervisors during fieldwork. Insufficient feedback will not present students with the opportunity to improve and will let them feel purposeless and apprehensive of change (Rodger, Fitzgerald, et al., 2011, p. 199).

Feedback in fieldwork also influences students' development of clinical reasoning skill. De Beer and Vorster (2012, p. 25) propose that for students to be effective in their clinical reasoning skills, supervisors have to give timely, constructive and clear feedback. Although supervisors in this study were not concerned about the effect of their method of feedback on students' emotions, results show that unsympathetic feedback put pressure on students to perform better.

A study done by Hills and colleagues (2012, p. 159) described the effect of Generation Y characteristics on feedback and made recommendations. This generation of students may struggle with feedback. Reasons for this are that they grew up with a lot of positive reinforcement and developing of a good self-esteem and will perceive feedback as criticism (Hills et al., 2012, p. 161). To overcome this, tertiary institutions should teach students how to accept criticism and how to deal with conflict, which will foster good professional behaviour.

Supervisors should also assist students to realise answers to questions and problems themselves in turn, which is in line with self-directed learning. Congruently with previous research, clear and immediate feedback is also advised (Hills et al., 2012, p. 162).

The above-mentioned factors indicate the importance of feedback in supervision. Feedback must be effective to enhance optimal student learning. Literature recommends the use of feedback principles to improve effectiveness. Not only should feedback principles be used, but the time and manner, in which feedback is given, is imperative. Effective feedback should be clear, constructive and timely. Feedback should also take place in a supportive and structured environment.

2.5 THE FIELDWORK ENVIRONMENT

The fieldwork environment plays a significant role in providing effective supervision and endorsing student learning. Fieldwork environments can have a significant influence on students' capabilities, confidence, skills and performance (Edwards, Smith, Courtney, Finlayson, & Chapman, 2004, p. 249). It is therefore important to note that environments shape people and their behaviours (Krusen, 2011, p. 547). In this section the researcher focus on findings which indicate the type of fieldwork environment that will be preferable for effective supervision and student learning. This study will then offer advice on how to achieve an optimal fieldwork environment.

In Mulholland and colleagues' (2006, p. 568) study, dealing with qualities of an exceptional practice placement educator, the students expressed that when supervisors created an encouraging and supportive type of environment, it promoted learning. This ideal fieldwork environment should also put students at ease to feel comfortable to learn (Hummel, 1997, p. 154). In addition, a welcoming environment influenced the quality of the fieldwork placement; students enjoyed and valued these placements more (Rodger, Stephens, et al., 2011, p. 198). Even though the above-mentioned characteristics of an ideal fieldwork environment appear to be identical, it is important to mention them all as students indicated through research that they expected each of these qualities in exceptional fieldwork placements.

A more recent study done by Rodger and colleagues (2011, p. 200) reiterates the important role that a positive and welcoming environment play in student learning. To achieve this kind of environment supervisors have to provide an induction program with explicit expectations, adequate resources, recognition of students learning needs, ensuring learning opportunities, ample supervision and feedback (Rodger, Fitzgerald, et al., 2011, p. 201). Richard (2008, p. 165) agrees with the afore-mentioned and adds that there have to be a positive feeling about learning opportunities. Expectations regarding learning have to be clear, students have to be motivated to ask questions and the individualism of students have to be considered to nurture this positive feeling.

Van Hell, Kuks and Cohen-Schotanus (2009, p. 674) indicate that it is important to note students' views about their learning environment. Students, for instance, expressed dissatisfaction regarding rigidly controlled environments (Bonello, 2001b, p. 28). Their perceptions of the fieldwork environment will ultimately determine their level of satisfaction and whether it is interpreted as a positive learning experience. Van Hell, Kuks and Cohen-Schotanus (2009, p. 674) agree and add that when students were involved with direct patient care, it positively correlated with their views of the quality of the learning environment. The students learned more when they did not only observe, but were actively involved in therapy activities (Hummel, 1997, p. 151).

Hummel (1997, p. 155) explicates that the most important environmental influence during fieldwork is the supervisors' lack of time and suggests that this environmental influence be acknowledged by all parties involved. Furthermore a lack of resources (for the student), for example physical space, availability of room, desk space and computers, was perceived as a major challenge when providing supervision to students (Krusen, 2011, p. 551; Thomas et al., 2007, p. s6). An additional challenge which influences the fieldwork environment, but is generally unspoken of, is according to Krusen (2011, p. 551) the social practices and culture within an organisation. This is a sensitive and difficult issue for students to deal with and it is advised that tertiary institutions address professional acculturation.

When a supervisor is able to create a relaxed learning environment, the student should be encouraged to be more autonomous using a student-centred approach (Susan Mulholland et al., 2006, p. 569). Rodger and colleagues (2011, p. 201) find that it is difficult to balance supervision and independence. There should be more opportunities for students to work independently, especially if the student has developed certain skills under supervision. Students in their final fieldwork placement should be treated as colleagues and given the responsibilities that go with it (Keller & Wilson, 2011, p. 34). Guidance on the degree of autonomy supervisors should allow has not been researched or prescribed. In South-Africa the HPCSA only prescribe who should supervise students and not the degree of autonomy (Health Professions Council of South Africa (HPCSA), 2009).

2.6 FIELDWORK SUPERVISORS

Hummel (1997, p. 155) defines supervisors as the persons whose main role is to be facilitators of student learning. Supervisors have to undertake several roles when supervising students namely, being an expert, a source of knowledge and a facilitator of learning (Harden & Laidlaw, 2012, p. 153). Supervisors believe that their principle role as supervisors of students in fieldwork is to support students (Richard, 2008, p. 165). Supporting students mean to devote time to students, create a safe environment, provide learning opportunities, encourage students and educate proficient future occupational therapists. Supervisors thus play a fundamental role in the education of prospective occupational therapists (Thomas et al., 2007, p. s3). Jung and Tryssenaar (1998, p. 35) agree and believe that fieldwork supervising should form part of the job description of a clinical occupational therapist.

The WFOT's minimum standards for the education of occupational therapists of 2002 stipulates that OT students should be supervised during fieldwork by an occupational therapist that has practiced for at least one year (Sinclair, 2005, p. 6). Supervisors might be competent in clinical practice, but it is not implicit that they will be effective fieldwork supervisors (Hummel, 1997, p. 148).

Concern is also raised because fieldwork supervisors did not have any formal education in supervising students (Bonello, 2001b, p. 28). Formal training refers

to attending an educational module or course where occupational therapists will receive a diploma or certificate after completion. Lew and colleagues (2007, p. 281) argue that supervisors must receive training in competencies needed for supervision. They explain that vital abilities of supervisors are compassion for students, teamwork and disclosing their clinical reasoning. Literature validates the importance and value of training supervisors (Bonello, 2001b, p. 28; Rodger, Fitzgerald, et al., 2011, p. 201). Bonello (2001b, p. 28) emphasises that if clinical occupational therapists are given supervisory duties they should not only receive formal training in supervision of students, but should also have an appropriate length of experience in practice. Even though the majority of supervisors have no form of training in supervision of students, the supervisory process offered learning opportunities for supervisors.

Supervisors express the opinion that many aspects of supervision are rewarding, for example, it allows them to demonstrate their knowledge and skills, improves personal development, gains respect and gratitude and gives the fulfilment of seeing the students grow (Jung & Tryssenaar, 1998, p. 44; Thomas et al., 2007, p. s5). Moreover, supervisors can develop their clinical reasoning and teamwork skills (Copley & Nelson, 2012, p. 461). An added advantage might be that supervisors can provide a service to more clients because of students' assistance (M. Gray et al., 2012, p. 416). Therefore, when providing fieldwork supervision, supervisors will experience both intrinsic and extrinsic rewards (Kirke et al., 2007, p. s14; Richard, 2008, p. 169).

A challenge experienced by supervisors was to balance their responsibilities as clinicians and educators which put them under a great deal of stress (Lew et al., 2007, p. 116; Thomas et al., 2007, p. s6). In the view of Hummel (1997, p. 155) supervisors' clinical duties should be reduced to allow them time to provide effective supervision. This is however not viable due to staff shortages. Jung and Tryssenaar (1998, p. 45) alternatively advise that acknowledgment and appreciation is given to supervisors for providing fieldwork training. At the UFS occupational therapists that are involved with fieldwork training, receive an annual honorarium for student supervision in fieldwork (van Jaarsveld, 2012). Even with all the challenges experienced supervisors are still committed to provide fieldwork placements (Richard, 2008, p. 167).

Emslie (2012, p. 82) agrees that supervisors are committed to provide fieldwork placements despite all the negative influences (high workload, staff shortages, limited resources) even within a South African setting. Emslie (2012) conducted a qualitative research to determine clinical occupational therapists' perspective on how they experience their role as supervisors during fieldwork and factors that may influence their role fulfilment. Results indicate that supervisors' sense of self influenced their role as supervisor. It helps them to stay positive and motivated to deliver a service to students and in essence to the profession (Emslie, 2012, p. 82).

The important role that supervisors have in the training of OT students during fieldwork education is undisputable. Yet the majority of supervisors have no formal training in supervision of students in fieldwork education. Consequently, concern throughout research is raised about supervisors' capabilities to supervise students during fieldwork education. For this reason training in supervisory skills is needed, which leads to the question: What are the characteristics and skills of supervisors and supervision that make fieldwork placements effective or ineffective? In the following subsections effective and ineffective fieldwork supervision and supervisors are discussed.

2.6.1 Effective fieldwork supervision and supervisors

In her seminal study Hummel (1997) researched students' perceptions of effective fieldwork supervision through a qualitative approach. Students had to identify characteristics of their perception of an effective fieldwork supervisor. Findings were categorised into four major categories: interpersonal, curriculum, clinical/professional and feedback. The interpersonal category referred to the interpersonal nature of the supervisory process. Curriculum related to supervisors' preparation for and the content of fieldwork placements, which referred to teaching strategies, organisation, knowledge of the academic course and orientation. Clinical/professional referred to the clinical skills of supervisors and their professional attitudes and behaviours, whereas the feedback category was included because supervisors commented on students' performance. Hummel (1997, p. 150) added a fifth category: the environment, which

addressed the type of environment created by supervisors and factors that influenced the learning environment.

Students identified interpersonal skills as a main characteristic of effective and ineffective fieldwork supervisors (Hummel, 1997, p. 154). Effective supervisors were those who were friendly, approachable, good listeners, showed interest in students, demonstrated respect for students and assisted students when necessary by showing empathy and cultivating a good rapport with students (Rodger, Fitzgerald, et al., 2011, p. 201). Other characteristics include good communication skills and being active listeners; being empathetic, supportive, flexible and passionate about their role as supervisors and the profession. These characteristics were affirmed by other research which also add that supervisors should promote growth of students and the profession (Lew et al., 2007, p. 105). According to Mulholland and colleagues (2006, p. 569) students value supervisors who demonstrate excellent knowledge, professionalism and interpersonal skills. Other studies concur with these results and state that the above-mentioned factors relating to effective supervision, ultimately contribute to the creation of an effective learning environment (Kilminster et al., 2007, p. 11; Rodger, Fitzgerald, et al., 2011, p. 201). In contrast to all of the above-mentioned findings, De Beer and Vorster's (2012) study claims that the students of supervisors who displayed limited empathy, gave their approval in moderation and were rigid and domineering, obtained high grades for clinical reasoning. Their study's findings were based on students' grades and not their perceptions.

Effective supervisors created a learning environment in which students could ask questions and practise and develop their skills in Occupational Therapy practice (Hummel, 1997, p. 154; Mackenzie, Zakrzewski, Walker, & McCluskey, 2001, p. 2). Effective supervisors were also seen as co-workers and facilitators of learning, who were able to demonstrate their knowledge, gave clear explanations, promoted students to communicate their rationales and were informed about the expectations of the tertiary institution programme (Hummel, 1997, p. 154; Rodger, Fitzgerald, et al., 2011, p. 198). Mackenzie (2002, p. 90) agrees with the above characteristics and adds that supervisors play an important role in creating a positive environment. To be able to achieve this type

of environment supervisors should be prepared for their encounters with students, for example, to have an orientation manual ready (Kirke et al., 2007, p. s20; Rodger, Fitzgerald, et al., 2011, p. 198).

Supervisors must always be professional and provide constructive feedback after evaluation (Hummel, 1997, p. 154; Lew et al., 2007, p. 105). Students valued supervisors' constructive feedback and not just positive feedback (Susan Mulholland et al., 2006, p. 570). Kirke and colleagues' (2007, p. s17) study about key elements for quality in fieldwork education, reiterated that effective supervisors possess excellent communication skills, grade challenges for students, are able to adapt to the different levels of students and adjust the learning environment to the students' needs. Another important quality of effective supervisors is that they are able to understand students' anxiety about fieldwork. Hummel (1997, p. 155) reports that if a supervisor demonstrated the above characteristics, it would enable the supervisor to be a good role model for students. Supervisors were more willing to help with the training of students when they were inherently motivated and at ease with supervision (L. R. Mason & Bull, 2006, p. 28).

Smith (2003) conducted a study to analyse Occupational Therapy students' perceptions of supervision characteristics during fieldwork level II experiences in the United States for her doctoral degree. In this study Smith (2003, p. 4) found that supervision characteristics can be grouped into three main categories and that each group has several topics of supervision characteristics. The first category is professional knowledge-based skill development. Characteristics under this category encompass the supervisors' ability to teach knowledge and skills as required, facilitate students' problem-solving skills, encourage self-directed learning and adjust workload to develop students' growth. The second category describes the development and display of interpersonal skills. These characteristics state that supervisors must present clear explanations, encourage students to provide feedback to the supervisor, be approachable and interested in the student, make the student feel comfortable and part of the department and lastly project a positive attitude towards other staff and students. The last category highlights feedback techniques to students. Here it is important that supervisors provide supervision

as needed, use constructive feedback methods to address weaknesses, review written work in a timely manner and provide positive reinforcement for strengths (Smith, 2003, p. 18). Harden and Laidlaw (2012, p. 153) agree with all of the above findings and add that good supervisors have to demonstrate good relationships with their clients.

Bonello's (2001b) study explored the perceptions of fieldwork educators and the challenges and opportunities involved in supervision. She found a problem with communication between supervisors and students. When supervisors gave feedback, students felt that they took advantage of their position of authority and for this reason chose not to take part in discussions out of fear that it would be perceived as a negative attribute (Bonello, 2001b, p. 28; Kilminster et al., 2007, p. 12). Students also felt that input on their part negatively affected their grades.

Bonello's (2001b, p. 29) study also demonstrates that a supervisor's style of supervision is not always suitable to educate OT students effectively. Previously, the assumption was that if you are a good clinician you would be a good educator, which is not necessarily true (Harden & Laidlaw, 2012, p. 153). It is now evident that supervisors need training in supervising OT students during fieldwork placements (Bonello, 2001a, p. 95; Emslie, 2012, p. 82; Harden & Laidlaw, 2012, p. 153). Hummel (1997, p. 148) adds that it is important that skills and attitudes required for supervision should be included in educational programmes. However, research highlights the fact that, although the training of supervisors is essential, this is no guarantee that occupational therapists will necessarily become effective supervisors (Bonello, 2001b, p. 29; Jung & Tryssenaar, 1998, p. 35).

Levy and colleagues (2009) conducted a literature review on clinical instructor characteristics, behaviours and skills in allied health care settings. This review confirms the similarities in effective characteristics expected of supervisors in allied health professions. This study endorsed all of the afore-mentioned effective supervision characteristics discussed in this chapter. Moreover, the fact that effective supervisors promote student learning was emphasised (Levy et al., 2009, p. 12).

The above-mentioned research indicates which characteristics of supervisors and supervision are perceived as effective. It is important to remember that characteristics of supervision are conducive to successful student learning. If a supervisor does not display the characteristics discussed in this section, supervision will be ineffective. This topic is discussed in greater detail in the following section.

2.6.2 Ineffective fieldwork supervision and supervisors

Ineffective supervision characteristics are predominantly responsible for negative fieldwork experiences (Keller & Wilson, 2011, p. 34; Lew et al., 2007, p. 116). Kilminster and colleagues (2007, p. 11) state that ineffective supervision occurs when the supervisor is too rigid, does not convey empathy, does not offer support, is not interested in the student, or does not educate the student and only concentrates on the student's negative aspects. Characteristics associated with ineffective supervisors as seen from the perceptions of students are, for example, supervisors' lack of good communication skills, being unapproachable and unavailable, showing no interest in supervision and not considering the students' point of view (Hummel, 1997, p. 152; Lew et al., 2007, p. 112).

Alarming, irresponsible and unethical supervision characteristics are reported in research (Lew et al., 2007, p. 117). According to the research supervisors were inconsiderate and placed students in compromising situations that were embarrassing (Lew et al., 2007, p. 116). This type of ineffective supervision influenced students emotionally, heightened their anxiety and caused a lack of confidence in the fieldwork area (Hummel, 1997, p. 152).

Students' perceptions of how supervisors work together as a team influenced their experience of the placement positively or negatively. Keller and Wilson (2011, p. 34) indicate the following negative characteristics within a team: poor communication, tension, conflict, unethical behaviour and no respect for each other. However, good teamwork amongst occupational therapists will disregard bad experiences in the multi-disciplinary team (Keller & Wilson, 2011, p. 34).

Hummel (1997, p. 153) further points out that supervisors' effectiveness was negatively influenced when they were not well-informed of students' knowledge, skills and limitations. Other ineffective supervision factors became noticeable when supervisors did not have enough experience as clinicians and showed a disinterest in the area they worked in (Hummel, 1997, p. 153). Thus ineffective supervisors doubted the value of Occupational Therapy and had a lack of OT skills.

Supervisors reported that due to their heavy workload they did not have enough time to effectively supervise students (Hummel, 1997, p. 154). Lew and colleagues (2007, p. 112) concur with Hummel (1997) about supervisors' unavailability and add that the changes in health care policies led to poor supervision. Students are sometimes aware of supervisors' circumstances; even so they still interpret insufficient time spent with supervisors as ineffective supervision.

Kilminster and colleagues (2007, p. 13) also identify a few other reasons why supervision might be ineffective. These include that the fieldwork area is inadequately organised, supervisors possess insufficient supervisory skills and tension exists between the Tertiary institution and the supervisor (Lew et al., 2007, p. 112). Furthermore, supervisors' lack of knowledge of basic educational principles hindered student learning (Harden & Laidlaw, 2012, p. 153). Literature notes that a personality clash between supervisor and student may thwart effective supervision and that personality issues are sometimes unavoidable (Kilminster et al., 2007, p. 14; Thomas et al., 2007, p. s6).

Literature in the subsection above describes characteristics of supervision and supervisors that can be classified as ineffective. It shows that these ineffective characteristics are mostly responsible for negative fieldwork experiences. Factors that have a negative influence on supervisors' effectiveness were supervisors' lack of knowledge, inexperience and heavy workloads. Supervisors' ineffectiveness influence students' perceptions about the learning environment and the successfulness of their fieldwork placement. It is thus not

only important to examine the effective characteristics supervisors are displaying during fieldwork education, but also the ineffective characteristics.

2.7 CONCLUSION

After reviewing literature perspectives relevant to this study, it is apparent that fieldwork placements are an integral part of the education of OT students. However, many factors influence the fieldwork experiences of students positively or negatively, i.e. the supervisor, supervision, changes and challenges influencing fieldwork education and the fieldwork environment. Importantly, literature stresses that the fieldwork supervisor has the greatest influence on student learning.

Even though supervisors are not formally trained to supervise students, they are expected to facilitate student learning through support, guidance and feedback. Literature reveals that there are many factors that influence supervisors and the supervision they provide to students, for instance their workload. Moreover, supervisors' skills and characteristics to provide effective supervision were mentioned repeatedly as a concern of researchers. An innovative qualitative study done by Hummel (1997) discloses five major categories of characteristics (interpersonal, curriculum, clinical/professional, feedback and the environment) of an effective fieldwork supervisor.

Although many qualitative studies have been done internationally which describe characteristics of supervision from either the supervisor's or student's perspective, only two relevant studies have been completed in South Africa. A need for such research thus exists. This will be the first quantitative study that describes effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork training at the UFS as identified by third and fourth year Occupational Therapy students and their supervisors.

In the following chapter the quantitative nature of this study is discussed and the methodology that were employed.

Chapter 3

Research Approach and Methodology

3.1 INTRODUCTION

From the literature review it is evident that fieldwork education forms an important part of the training of OT students worldwide. The influence that the characteristics of supervisors and supervision has on students as well as on the quality of education provided, is becoming increasingly difficult to ignore. Research claims that the effectiveness of supervisors' supervision and the characteristics they display influence the fieldwork experience of a student positively or negatively and determines whether optimal learning will occur. Consequently, this study aims to describe effective and ineffective characteristics of supervisors and supervision in OT fieldwork training at the UFS as identified by third and fourth year OT students and supervisors.

This chapter delineates the study design and gives a detailed description of the research methodology as a way to elucidate the scientific process followed in this study.

3.2 RESEARCH AIM

This study aims to describe effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the UFS as identified by third and fourth year Occupational Therapy students and supervisors.

3.3 RESEARCH DESIGN

A descriptive study design was used. The aim of a descriptive study is to describe an occurrence or experience where little or insufficient evidence exists regarding a specific phenomenon (Grove et al., 2013, p. 45; Polit & Beck, 2010, p. 274). In addition this research design enables the researcher to promote an understanding of a phenomenon and classify information for future use in the specific discipline. The descriptive study design in this instance allowed the researcher to identify and describe information about characteristics of effective

and ineffective supervisors and supervision during OT fieldwork education at the UFS (Grove et al., 2013, p. 25).

As indicated in chapter 2, evidence from numerous qualitative studies on fieldwork education provide a sound base to further examine these findings in quantitative studies (Leedy & Ormrod, 2013, p. 99). Although quantitative research and qualitative research can be perceived as adversarial, they can also complement each other. The researcher's predilection of using the findings of completed qualitative studies as data for this quantitative research, contributes to the body of knowledge. The findings of qualitative studies were therefore utilised to design a questionnaire that enabled the researcher to measure and quantify the phenomena under investigation.

The research methodology of this study was therefore based on quantitative research by using a questionnaire as a measuring instrument (Polit & Beck, 2010, p. 763). Although previous qualitative studies were very valuable, there were limitations. It should be pointed out that some of the limitations in previous qualitative studies were subjectivity and small sample sizes with the consequent lack of generalisation or quantification. A quantitative approach allowed the researcher to involve the entire research population, be objective and to make use of statistical analysis (Polit & Beck, 2010, p. 653). Statistical analysis of data provided the opportunity to interpret and describe the specific fieldwork area (Leedy & Ormrod, 2013, p. 270). Unfortunately only two related studies done in South Africa on fieldwork education were available. The one used a qualitative approach and the other a mixed method approach. The current study is the first study utilising a quantitative research design which describes the characteristics of supervisors and supervision in a South African setting.

Figure 3-1 illustrates a schematic overview of the research procedures and course of events followed in the current study.

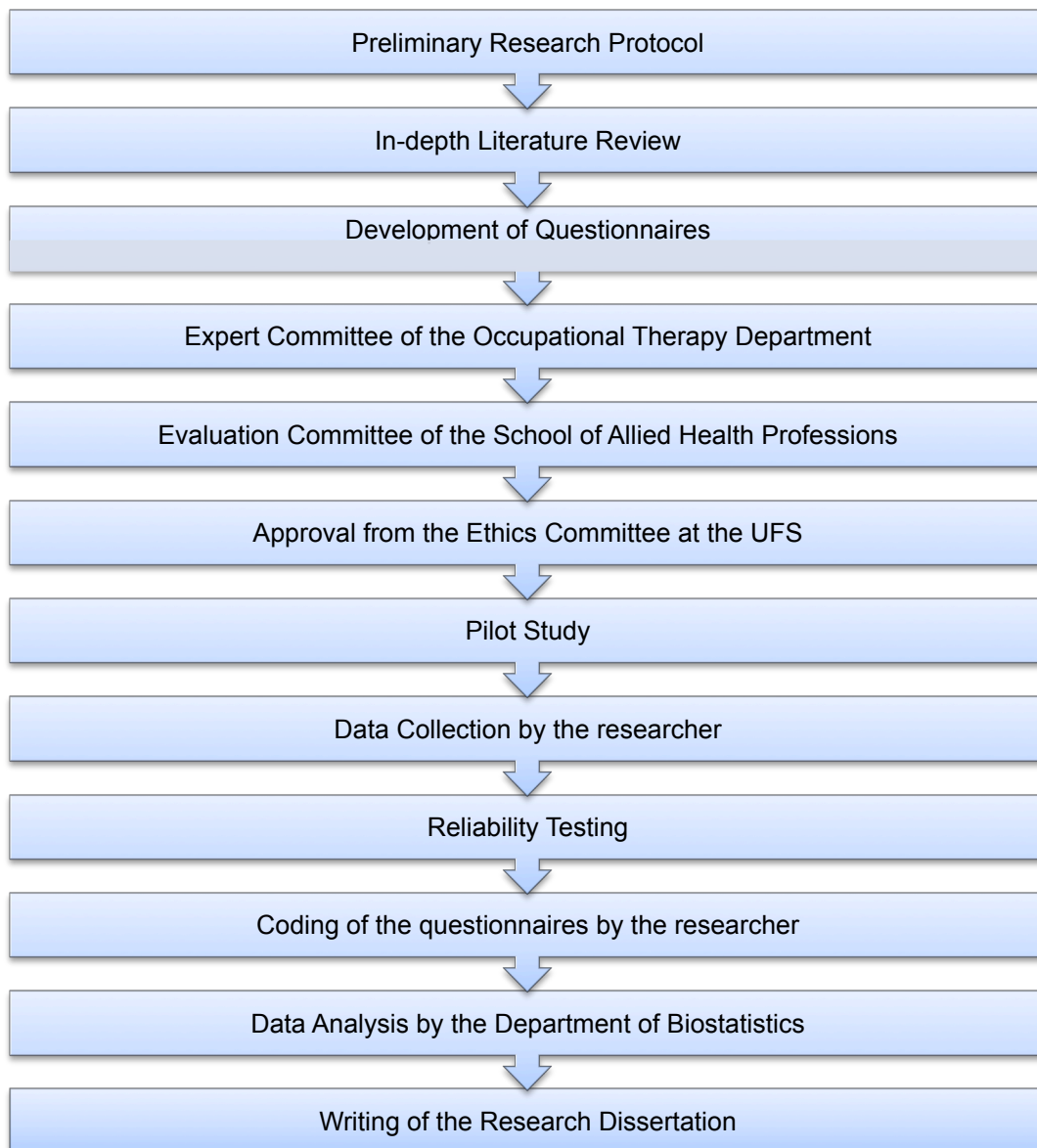


Figure 3-1 Research process followed in this study

3.4 RESEARCH POPULATION

A research population for a study are those individuals who meet the specified inclusion criteria and will assist the researcher in achieving the research aim (Grove et al., 2013, p. 351). The research population for this study included all (69) third and fourth year OT students enrolled at the UFS in 2012, as well as all (41) supervisors who were involved with fieldwork training of these OT students.

3.5 RESEARCH SAMPLE

Due to the small research population no sampling was done.

3.5.1 Inclusion criteria

Students and supervisors had to meet the following inclusion criteria.

The student had to:

- be enrolled as either a third or fourth year for the undergraduate OT programme at the UFS in 2012,
- have completed the entire fieldwork placement period prior to the implementation of the study in 2012.

The supervisor had to:

- at the time of the study (2012), be involved with fieldwork training of third and/or fourth year OT students at the UFS,
- be a qualified occupational therapist and registered at the Health Professionals Council of South Africa,
- be responsible for the assessment of students' reports and supervision of students' application of OT processes during the fieldwork placement.

The participants could be of any race, gender or age (18+).

3.5.2 Exclusion criteria

Students and supervisors were excluded from this study if they did not meet the inclusion criteria of the target population.

3.6 DATA COLLECTION

Leedy and Ormrod (2013, p. 21) define measurement as limiting data of a phenomenon with the purpose to interpret this data and compare it to a qualitative or quantitative standard. Data collection is the process of selecting participants and collecting the information required to address a research problem (Grove et al., 2013, p. 44). Data collection can be done in research by one or more measuring methods.

In order to address the current research problem, this researcher had to develop self-report questionnaires for students and supervisors as the data collection instrument to obtain information. The first step was to conduct an in-depth literature review of relevant research. It was apparent that there is no questionnaire available that would suit the purpose of this study. The questionnaires were then self-designed from research findings that pertain to qualitative studies and relate to characteristics of supervisors and supervision. One questionnaire was designed for both third and fourth year OT students and one questionnaire for supervisors. The questionnaires were piloted and changes were made as required.

3.6.1 Data collection instrument: Self-report questionnaire

For the purpose of collecting quantitative data, the data collection instruments used in this study was two coded self-report questionnaires.

Questionnaires are recognised as valuable research tools with advantages outweighing disadvantages (Grove et al., 2013, p. 425; Leedy & Ormrod, 2013, p. 191). The most relevant advantage was that the questionnaires protected the anonymity of the participants. Since fieldwork supervision is a sensitive topic to discuss, anonymity provided participants the opportunity to be more truthful than they would have been in interviews (Leedy & Ormrod, 2013, p. 191). By using questionnaires it furthermore allowed the researcher to access the entire research population. Due to all the advantages offered, questionnaires were developed for both students and supervisors.

3.6.1.1 Development of the questionnaires

The researcher followed Leedy and Ormrod's (2013, p. 196) twelve guidelines for the development of a valid and reliable questionnaire. The guidelines followed were:

- Keep the questionnaire as brief as possible.
- Keep the participants' responsibility simple and concrete.
- Instructions have to be specific and uncomplicated.
- Language must be clear and unambiguous.
- Inform participants of the purpose of the questionnaire.

- Avoid unwarranted assumptions implicit in your questions.
- Check the wording of your questions.
- Establish beforehand how the questionnaire will be coded.
- Check for consistency.
- Conduct a pilot study to determine the validity of the questionnaire.
- Examine if the questionnaire addresses the purpose of the research.
- The questionnaire must be professional looking.

When formulating the questions in the questionnaires it was important to identify the specific information sought, e.g. characteristics of supervision and supervisors (Grove et al., 2013, p. 426). The content of the questionnaires were derived mainly from findings of and questions in previous qualitative studies.

Different types of questions were included in the questionnaires (Grove et al., 2013, p. 430; Polit & Beck, 2010, p. 340). Dichotomous (e.g. q2, 9, 10, 11), multiple-choice (e.g. q5, 6, 7, 8), likert scale with forced choice (e.g. q17 - 78) and open-ended questions (e.g. q12, 13, 14, 15, 16) were all used in the questionnaires (cf. Appendices C & D). With the frequency response questions the researcher intentionally chose to use only four options (never, occasionally, frequently and always). The neutral category was omitted to force participants to make clear choices. Open-ended questions and comments allowed for richer data.

The content of the students' and supervisors' questionnaires was similar with the only difference that the students' questionnaire was phrased from a student's perspective and the supervisors' questionnaire from a supervisor's perspective. The questionnaires consisted of three sections, which were structured as follow:

Section 1: This section attained biographical information about the student, the supervisor and the fieldwork placement area.

Section 2: This section addressed supervision characteristics. The participants were asked, by means of open-ended questions, to give their opinion about characteristics of effective and ineffective supervision. Secondly, they were

asked to describe which factors had an influence on the supervision that the students received during the last fieldwork placement.

Section 3: The questions in this section were based on results from the literature review and were divided into five parts relating to supervision characteristics. These five parts were taken from the findings of Hummel's (1997) pioneering study entitled: "Effective fieldwork supervision: Occupational Therapy student perspectives." Students in Hummel's study had to identify effective fieldwork supervisor and supervision characteristics. She divided her findings into major categories: interpersonal, curriculum, clinical/professional, feedback and environment (Hummel, 1997, p. 149). The interpersonal category (Part 1) refers to the interpersonal nature of the supervisory process and the qualities of effective supervisors. The heading, Curriculum (Part 2), relates to the supervisors' preparation for and content of fieldwork placements, which refer to teaching strategies, organisation, knowledge of the academic course and orientation. Clinical/professional (Part 3) refers to the clinical skills of supervisors and their professional attitudes and behaviours. The feedback category (Part 4) conveys supervisors' comments on students' performances. Part 5 has statements about the environment which the supervisor/s created for the students.

In the current study an effective and ineffective supervisor relates to characteristics and categories identified in chapter 2: the literature review. All these characteristics are also applicable to the South African context, as the same supervision characteristics are expected of supervisors internationally. Literature perspectives establish that to be regarded as an effective supervisor, supervisors are expected to display these characteristics frequently or always. Therefore, questions answered by participants with *frequently* or *always* in this study's questionnaires were documented as effective supervision and questions answered with *rarely* or *occasionally* were documented as ineffective supervision.

3.6.2 Data collection process

In planning the data collection process, the researcher set out to determine step by step, how and in which sequence data should be collected (cf. Figure 3-1). The research process has to be a precise and systematic gathering of data relevant to the aim of the study (Grove et al., 2013, p. 507).

The researcher did the recruitment of participants. Supervisors were informed telephonically and students were informed verbally after a prescheduled OT lecture about the value of the study and voluntary participation was explained. A date and time for implementation of the study was pre-arranged with the Head of Department Occupational Therapy and the relevant supervisors. The date for implementing the questionnaires was within a week after the students completed their fieldwork placement.

All the students completed the questionnaire simultaneously a week after their completed fieldwork placement at the Clinical Skills Unit of the School of Allied Health Professions. This venue was identified as suitable for data collection, with tables and chairs for each student that ensured comfort and privacy. The researcher chose this location because it was a neutral venue and the students were not influenced by aspects of the fieldwork environment or a supervisor's presence (Polit & Beck, 2010, p. 372).

The supervisors' questionnaires were completed at their respective clinical areas in their offices during working hours. Supervisors, who were working in the same area, were expected to complete the questionnaire concurrently and in the same venue. The researcher had a time frame of twenty-four hours within which data collection was done of supervisors' questionnaires.

Although thirty minutes were sufficient time to complete the questionnaire, approximately fifty minutes were allocated according to the pilot study for the completion of the questionnaire and to orientate the participants about the value of the study, consent and reliability testing of the questionnaire.

The students and supervisors gave voluntary consent to participate in this study and this consent was indicated on the questionnaires. Participants were not

required to use their names in order to keep participation anonymous. However, a number was allocated on top of each questionnaire, which was used for the reliability testing of the questionnaire and data analysis.

The researcher handed out the questionnaires and information letters to participants (supervisors and students) as they entered the venue. The questionnaire had to be completed by the students and supervisors themselves and was available in English and Afrikaans (De Vos et al., 2011, p. 168). The participants had to submit their questionnaires as they leave the venue by dropping them into a box that was provided by the researcher. This box was placed near the exit door on a table. This method ensured confidentiality and anonymity. Only the researcher and participants were present during the completion of both the supervisors' and the students' questionnaires. The researcher was also available to answer questions that might arise.

After the data collection was done, the researcher coded the questionnaires. Open-ended questions' answers were grouped together where answers were similar. Data analysis was done by the Department of Biostatistics of the UFS.

Reliability of the questionnaires was determined in the following way: the researcher allocated a number to each questionnaire and wrote it at the top of the questionnaire. The same numbers were put in a hat and the researcher drew 20% of these numbers. These students and supervisors were asked to write their names on an envelope and put their number inside the envelope to ensure confidentiality and anonymity. The researcher kept these envelopes and handed it out to these participants during testing of reliability of the questionnaires. These students and supervisors had been requested to complete the same questionnaire within a week as arranged, at a time convenient for the students, supervisors and the researcher. The same data collection method was followed. The students and supervisors had to write the same number as the ones in their personal envelopes at the top of the questionnaire.

3.7 MEASUREMENT ERRORS

Measurement errors are inherently part of any research process (Grove et al., 2013, p. 383). There are three components that can cause measurement errors: the researcher who is conducting the research; the participants and the measuring instrument or in this study, the questionnaires (Polit & Beck, 2010, p. 372). The most common factors contributing to measurement errors can be classified under the following themes: situational contaminants, transitory personal factors, administration variation and processing of data (Grove et al., 2013, p. 383). The researcher endeavoured to put procedures in place that limited the degree of measurement errors in this study. This will be discussed with reference to the above-mentioned themes.

Situational contaminants refer to conditions under which data collection takes place such as a hot, stuffy room, distractions, time of day, etc. (Grove et al., 2013, p. 383). Situational contaminants in this study and the methods used to reduce variation or error include:

- Environmental factors that relate to temperature, lightning and furniture were considered by conducting the research at well-organised and suitable venues with all the needed resources available.
- Participant contamination was reduced by the presence of the researcher and the prevention of discussions amongst participants during the completion of the questionnaire. Contamination was further eliminated by the simultaneous completion of the questionnaire by the participants.
- The researcher also attempted to reduce contamination between supervisors of different areas by data collection of the questionnaires within twenty-four hours and requesting supervisors not to discuss the questionnaire with supervisors from other areas.
- Students participated at a neutral venue where they could not be influenced or intimidated by the presence of the fieldwork supervisor or area.

Transitory personal factors signify factors of the participants that can influence their participation, for instance: their memory, health and motivation (Grove et al., 2013, p. 383). Transitory personal factors in this study and the methods utilised to reduce variation or error, include:

- Non-responder bias can occur if less than 80% of the identified individuals participate in the study. In this study the researcher attempted to accommodate participants by conducting the research at a convenient time, for example, not after hours or before a test.
- Recall bias can occur if students' or supervisors' memories fail because of extended time lapse. Completing the questionnaires within a week after the fieldwork placement reduced recall bias.
- Previous fieldwork experiences might have had an influence on participants' answers when completing the questionnaire. Participants were reminded by the researcher, as well as instructions on the questionnaire, that they should only consider the most recent fieldwork experience when answering the questions.

Administration variations indicate the errors that can occur during data collection and with the instrument (Grove et al., 2013, p. 383). Administration variations in this study and the methods used to reduce variation or error include:

- The measurement instrument (questionnaire for both students and supervisors) was scrutinized by two committees, namely the Expert Committee (Occupational Therapy department) and Evaluation Committee (School of Allied Health Professions) at the UFS. Instrument clarity was ensured through this process as well as a pilot study.
- A pilot study was done to pre-test questionnaires and the research process. Variations and errors were identified and changes were made accordingly.
- Inclusion criteria and measurement procedures were clearly defined in advance and applied consistently and precisely in the study.
- The researcher was present during the completion of the questionnaires to assist if the participants had questions.
- The questionnaires were professionally translated by a Language Editor. The English supervisors' and students' questionnaires were translated to Afrikaans and back to English again to achieve an accurate translation.
- Errors in processing the data were reduced by using a professional biostatistician of the Departments of Biostatistics at the UFS for the data

analysis. The coding of questionnaires was done by the researcher and checked by the biostatistician.

- When combining open-ended questions with closed questions in a questionnaire, there is the possibility of unintentional effects from combining this data. Although the researcher purposefully in the sequencing of the questions placed the open-ended questions before the closed questions, this influence was not eliminated and was not further addressed during the administration of the questionnaires. Participants still had to make the choice of what they would perceive as effective and ineffective supervision. In retrospect the characteristics disclosed in the closed questions could have influenced the supervisors' responses on question 13 and 14 (cf. Appendix D: Supervisor questionnaire) and the students' responses on question 12 and 13 (cf. Appendix C: Student questionnaire). Therefore this influence should be documented as possible bias.

Confounding variables in this study were age and gender and were built into the questionnaires. There was a 100% response rate from the supervisors in the study. There were 69 OT students (37 third years and 32 fourth years) who adhered to the inclusion criteria and a 98.6% response rate was achieved. The reason for the absence of one student is unknown and could not be investigated due to the anonymity of participants.

3.8 PILOT STUDY

A pilot study was conducted as a pre-run of the entire study on a smaller scale. The purpose was to explore the feasibility of the planned research and to bring possible deficiencies in the research process and instrument to the researcher's attention (De Vos et al., 2011, p. 206; Grove et al., 2013, p. 46).

Three recently qualified community service occupational therapists were selected to complete and review the student questionnaire. They did not form part of the target population but had appropriate experience and were therefore suitable for the purpose of the pilot study. The researcher beforehand identified that these three community occupational therapists in the particular area were not involved in the education or supervision of OT students. Three occupational

therapists (from a clinical area that no longer serves as a fieldwork placement area) were selected to complete and review the supervisor questionnaire. These occupational therapists all had more than five years supervision experience in fieldwork education.

The researcher followed the same process that was utilised for data collection of this study. The participants in both the pilot testing of the supervisor and student questionnaire were provided with an information letter which explained the purpose and value of the study. The participants were requested to consider the following questions when completing the questionnaire. These questions were self-designed and derived primarily from Leedy's (2013, p. 196) guidelines on the development of a questionnaire.

- Are the instructions on how to complete the questionnaire clear?
- Does the questionnaire appear professional?
- Are the format and layout of the questionnaire understandable?
- Are there any questions that are ambiguous?
- Are there any biases in the questions?
- Are there any language errors?
- Are there any technical errors?
- Are there questions that need more options to be able to answer it?
- How long did it take you to complete the questionnaire?
- Would you prefer the options of the answers to be underneath each other or next to each other?
- Is the length of the questionnaire acceptable?

The participants of both the questionnaires were able to comment on the questionnaire and consulted with the researcher afterwards regarding the questionnaire. All the participants reported that the questionnaire appeared professional, the instructions were clear and the layout of the questionnaire was understandable. None of the participants reported that they experienced any bias in the questions or that the questions were ambiguous. The participants did report a few technical and language errors and editing was done accordingly. For example on the Afrikaans supervisor questionnaire question 11 wrongly stated "Indien u nie geantwoord het op vraag **9**." This question was corrected to "Indien u nie geantwoord het op vraag **10**." The participants also preferred

that the options in section 3 were written next to each other. The participants reported that the questionnaire looked very long, especially if the options of the answers in section 3 were underneath each other. However, the participants agreed that the length of the questionnaire was acceptable as because it did not take long to complete. It was furthermore established that it took the participants 15 to 30 minutes to complete the questionnaire.

Although the data of the pilot study could not be included in the results of the study, the pilot study was invaluable. It helped to identify measurement errors, for example: the clarity of each question, whether a question could have been perceived as contradictory, the time needed for the research process and whether any biases were present in the questionnaires (Leedy & Ormrod, 2013, p. 112).

3.9 DATA ANALYSIS

Data analysis was done by the Department of Biostatistics at the UFS. Descriptive statistics, namely frequencies and percentages for categorical data (for example gender) and medians and percentiles for continuous data (for example age) were calculated for students and supervisors. Medians and percentiles were calculated as the data were distributed skew or non-parametric.

Reliability: The questionnaires obtained were compared with the sample questionnaires and where answers to questions differed with more than 20% the questions were considered unreliable and was excluded. The results were reported accordingly.

3.10 DATA QUALITY CONTROL

3.10.1 Reliability of the study

The reliability of the research depends on the reliability of the measuring instruments and the choice of the correct statistical procedure (Grove et al., 2013, p. 389; Joubert & Ehrlich, 2007). Reliability is the degree of consistency or dependability with which an instrument (supervisor and student

questionnaire) measures a characteristic (Leedy & Ormrod, 2013, p. 91; Polit & Beck, 2010, p. 373). Additionally, the accuracy and consistency of the method of measurement ensures reliability of a study (Polit & Beck, 2010, p. 106).

Measures taken to enhance the reliability of the measurement instrument of the study include:

- Multiple refined categories were used in the questionnaires to strive for the highest possible and most reasonable level of measure (Grove et al., 2013, p. 387).
- Administering the questionnaire in a consistent fashion enhanced reliability (Leedy & Ormrod, 2013, p. 92). Clear instructions were provided to participants.
- The questionnaire was presented in the two official languages of the UFS, English and Afrikaans, to accommodate the participant's language preference.

Measures taken to enhance the reliability of the method of measurement of the study include:

- A pilot study which clarified all the steps in the process of data collection (Leedy & Ormrod, 2013, p. 92).
- The researcher was present during the completion of the questionnaires and was able to clarify any uncertainties and prevent contamination (Grove et al., 2013, p. 389).
- The researcher also entered the data in a consistent manner (Leedy & Ormrod, 2013, p. 92).

More importantly, reliability was tested in this study by requesting 20% of the study population to repeat the questionnaires (cf. 3.5.2). If answers to questions differed with more than 20%, the question was considered unreliable and the results were reported accordingly. This type of reliability testing as indicated by Grove and colleagues (2013, p. 389) is the strongest measure of reliability of a study.

3.10.2 Validity of the study

There are two main factors that have to be considered in the validity of a research. Firstly, during research the researcher has to take into account the validity of the research approach. This refers to the internal and external validity of the study (Leedy & Ormrod, 2013, p. 101). Internal validity was not considered in this study because it refers to the possibility to make an inference between the independent variable and the dependent variable (Leedy & Ormrod, 2013, p. 101). This study did not investigate cause-and-effect within data. External validity of research is the extent to which results of the research can confidently be generalised to the population from which the sample was selected (Grove et al., 2013, p. 394). Results of this study will not be generalised to the whole population but only to the target population of the study. However, the questionnaires will be relevant to use in similar educational settings.

Furthermore, the validity of the research instrument is the degree to which the measuring instrument is measuring what it is supposed to measure (De Vos et al., 2011, p. 160). When considering validity of the measuring instrument there are a number of aspects to consider (Polit & Beck, 2010, p. 377). One of these aspects is face validity, which considers whether the instrument gives the impression that it is measuring the correct data. Content validity examines whether the data collection method includes all the necessary elements needed to measure the required phenomenon.

As with reliability, substantial effort was made in this study to enhance the validity since the reliability and validity of a measuring instrument are inter-reliant (Polit & Beck, 2010, p. 377).

Measures taken to enhance the validity of the study include:

- The questionnaires were piloted. Participants who reviewed the questionnaires were previous supervisors and students at the UFS and representative of the population. The content as well as the construction and phrasing of questions were reviewed (content validity).

- The content of the questionnaires was based on findings derived from literature as discussed in chapter 2 (face validity).
- Attention was paid to the layout, clarity and user-friendliness of the questionnaires. These aspects were also reviewed during the pilot study and changes were made accordingly.
- Ambiguity that could be detected in the interpretation of questions was eradicated.
- The Expert Committee of the Department of Occupational Therapy, the Evaluation Committee of the School of Allied Health Profession and participants in the pilot study reviewed the questionnaires. All of these participants also had to determine if any facets of the phenomenon had been overlooked (content validity).
- The questionnaires were self-administrative and clear instructions were provided.

3.11 ETHICAL CONSIDERATIONS

The success of attaining true and valid evidence relies greatly on the mutual trust, cooperation and expectations between the researcher and participants (De Vos et al., 2011, p. 113). This could be established by the good ethical practice. The following ethical aspects were considered.

3.11.1 Approval

- After approval to continue with the study had been obtained from the Expert Committee (Occupational Therapy department) and Evaluation Committee (School of Allied Health Professions), the protocol was submitted to the Ethics Committee at the Faculty of Health Sciences for ethical clearance (Ethics number: ECUFS NR 178/2011).
- Permission for conducting the research was obtained from all the relevant authorities (Appendix A): namely Head of the Department of Occupational Therapy, Mrs A van Jaarsveld; Head of the School of Allied Health Professions, Dr S van Vuuren; Dean of the Faculty of Health

Sciences, Prof G van Zyl; Vice-Rector, Prof D Hay; Department of Health; Department of Education; South African National Defence Force: Tempe; Unit Manager: Rehabilitation Life Pasteur Hospital and Head of Departments at Private Practices.

3.11.2 Informed consent

- The researcher provided the participants of this study with an information document (Appendix B) which described the nature of the study and gave them the choice of participating in the study (De Vos et al., 2011, p. 59).
- The participants gave voluntary consent to participate when they answered the questionnaire and this information was indicated on the questionnaires (Appendix C & D).
- Participation was voluntary and that participants could withdraw at any time without prejudice and penalty (De Vos et al., 2011, p. 117) .

3.11.3 Confidentiality and anonymity

- The nature and the results of the participants were strictly kept confidential and anonymous (Grove et al., 2013, p. 169). This was achieved by awarding a code number to participants instead of making use of their names or student numbers.
- All data of participants were safeguarded in a confidential manner. All the questionnaires were kept in an undisclosed safe location for the duration of the study and will be destroyed after completion thereof.

3.11.4 Right to privacy

- The research was not executed in the presence of either the supervisor or the student involved in the concerned area. This created a safe environment where participants could feel free to be honest.

3.11.5 Risks

- Participants have been informed that the study did not hold any risks of exposure or discrimination.
- Participants were not exposed to physical, emotional or social harm.
- Information provided by participants was not used against them in any way.

3.11.6 Compensation

- There was no remuneration or financial implications for participation in this study.

3.11.7 Competence of researcher

- The qualification of the researcher was clearly defined as well as the researcher's experience in the specific field applicable to this study.
- The researcher reported the findings with honesty and in detail in the form of a dissertation.
- As a student enrolled at the UFS it was important for the researcher to adhere to this tertiary institution's policy on the prevention of plagiarism. In this policy students are advised to avoid plagiarism through high-grade academic writing practises and a sound research methodology (Tertiary institution of the Free State, 2010). This was ensured in this dissertation by consistently citing sources used and by correctly paraphrasing the meaning of contents of sources cited. The researcher furthermore, gave a detailed description of the research methodology used in this study in chapter 3 and descriptive statistics were used to give meaning to the results obtained from the two questionnaires.

3.11.8 Publication of findings

- The researcher intends to publish the findings in an accredited journal.
- Authorship, credit and acknowledgement will be given to those who have contributed towards the study.

3.12 SUMMARY

In chapter 3 the research methodology utilised in this study was focused on. In order to achieve the research aim a descriptive, quantitative research design was used. The research population consisted of 69 third and fourth year OT students enrolled at the UFS in 2012, as well as 41 supervisors who were involved in fieldwork training of these OT students. Data collection was done through a self-report questionnaire for both students and supervisors. The content of the questionnaires was derived mainly from findings of selected qualitative studies. Possible measurement errors in the study were identified and measures were taken to increase the reliability and validity of the study. The questionnaires were coded by the researcher where after data analysis was done by Department of Biostatistics at the UFS. Finally, the researcher discussed the ethical aspects taken into consideration during the study.

In chapter 4 the results of the descriptive statistics will be presented through tables and figures.

Chapter 4

Results

4.1 INTRODUCTION

This dissertation endeavours to describe effective and ineffective characteristics of supervisors and supervision in OT fieldwork education as identified by third and fourth year OT students and their supervisors at the UFS. The research methodology of this study, as clarified in chapter 3, is directly related to the study's results given in this chapter. The results were obtained through two self-report questionnaires:

- Student questionnaire (Appendix C).
- Supervisor questionnaire (Appendix D)

In order to present the two sets of results, this chapter will be presented in two sections. The first section, Section A, focuses on the presentation of data from the students' questionnaires. Section B of this chapter reports data from the supervisors' questionnaires.

In the supervisors' questionnaire question 31 (cf. Appendix D) was unreliable and in the students' questionnaire question 68 (cf. Appendix C) was unreliable and will therefore not form part of the results of this study.

4.2 SECTION A: STUDENT QUESTIONNAIRE

4.2.1 Demographic description of the students

There were 69 OT students (37 third years and 32 fourth years) who met the inclusion criteria and this gave a 98.6% response rate (n=68) in this study. From these participants, 52.9% were in their third year of the OT programme. The students were all females with a median age of 21 years. The minimum and maximum age for the student participants were respectively 20 and 25 years.

4.2.2 Information about the fieldwork areas

Table 4-1 Distribution of students in type of fieldwork areas

Type of area	Percentage	n=68
Psychiatric	36.8%	25
Physical	32.3%	22
Paediatric	25%	17
Community	5.9%	4

Table 4-1 illustrates that the majority of students were in a psychiatric fieldwork placement (36.8%) with the least number of students in a community type of fieldwork placement (5.9%). At the OT department of the UFS students are only placed at community fieldwork placements during the fourth year of the programme.

Table 4-2 Supervisors responsible for supervision

Number of supervisors	Percentage	n=67 1 missing
1	70.1%	47
2	16.4%	11
3	9%	6
4	1.5%	1
6	3%	2

According to Table 4-2, 70.1% of the students indicated that there was one supervisor responsible for their supervision in a fieldwork area with a maximum of six supervisors.

Table 4-3 Number of students placed in a fieldwork area

Number of students	Percentage	n=68
1	14.7%	10
2	41.2%	28
3	14.7%	10
4	10.3%	7
5	11.8%	8
7	7.3%	5

The median number of students placed in a fieldwork area was two with a minimum of one student and a maximum of seven students (Table 4-3).

4.2.3 Information about the supervisors in the fieldwork areas

Table 4-4 Level of qualification of supervisors

Qualification of supervisors	Percentage	n=68
Community service occupational therapist	5.9%	4
Fully registered occupational therapist	88.2%	60
Unsure	5.9%	4

According to Table 4-4, 88.2% of the students reported that the supervisor was a fully registered occupational therapist, while 5.9% of the students reported that the supervisor was a community service occupational therapist and 5.9% of the students were uncertain about the supervisor's qualifications.

In the fieldwork areas 27.9% (n=19) of the students replied that their supervisors were not working in the fieldwork area but were responsible for the supervision of students. This response was from students in all types of fieldwork areas. A 100% of the supervisors, who did not work in the area, visited the student in the area. The median number of visits per week by these

supervisors was two with a minimum of no visits and a maximum of three times per week.

4.2.4 Students' perspective on effective and ineffective characteristics of supervision

The students had the opportunity, by means of open-ended questions, to provide their opinions on which characteristics they viewed as effective and ineffective supervision. These responses were grouped together for similar answers and are displayed in Table 4-5 and Table 4-6 below.

Table 4-5 Effective supervision characteristics as indicated by students

Effective supervision characteristics	Percentage	n=68
Knowledgeable about UFS expectations	5.9%	4
Approachable supervisor	8.8%	6
Encouragement	8.8%	6
Competent supervisor	13.2%	9
Considerate supervisor	16.2%	11
Professional supervisor	16.2%	11
Effective feedback	30.9%	21
Supervising (manner & time)	47.1%	32
Sufficient guidelines	50%	34
Support	58.8%	40
Adequate guidance	67.7%	46

Table 4-5 represents students' perspectives about characteristics that they regarded as effective supervision in an ascending order. *The supervisor should be knowledgeable of the UFS' expectations of supervision* had the lowest response rate from students (5.9%) as effective supervision. Thirty-two (47.1%) students stated that *the manner and the time-spent supervising students* by the supervisor are important. Half of the student participants (50%) commented that it is important to receive *clear and sufficient guidelines* regarding the fieldwork

area and expectations of the fieldwork placement. The two characteristics that were indicated by more than half of the students as effective supervision were *the supervisor has to provide support* (58.8%) and *the supervisor has to provide sufficient guidance* to the student (67.7%).

Table 4-6 Ineffective supervision characteristics as indicated by students

Ineffective supervision characteristic	Percentage	n=68
Discouragement	1.5%	1
Uninformed about UFS	4.4%	3
Incompetent supervisor	11.8%	8
Inconsiderate supervisor	16.2%	11
Unapproachable supervisor	20.6%	14
Unprofessional supervisor	23.5%	16
Inadequate guidance	27.9%	19
Ineffective feedback	29.4%	20
Insufficient guidelines	30.9%	21
Supervising (manner & time)	36.8%	25
Unsupportive	58.8%	40

Table 4-6 focuses on students' perspectives about characteristics that they regarded as ineffective supervision in an ascending order. The two characteristics that were regarded by the least number of students as ineffective supervision were *discouragement* from the supervisor (1.5%) and *the supervisor is uninformed about expectations from the UFS* (4.4%). The characteristic *the supervisor is unsupportive* were considered by 58.82% of the students as ineffective supervision. Other ineffective characteristics of supervision that stood out were: *inadequate guidance* (27.9%), *ineffective feedback* (29.4%), *insufficient guidelines* (30.9%) and *the manner and the amount of time-spent supervising students* by the supervisor (36.8%).

4.2.5 Students' perspective on what had a positive and negative influence on the supervision received

The students furthermore had the opportunity, by means of open-ended questions, to provide their opinions on which factors positively and negatively influenced the supervision they received in the fieldwork area. These responses were grouped together where answers were similar and are displayed in Table 4-7 and Table 4-8 below.

Table 4-7 Factors that positively influenced the supervision received as identified by students

Positive factors on supervision	Percentage	n=68
Professional supervisor	2.9%	2
Considerate supervisor	7.4%	5
Encouragement from supervisor	14.7%	10
Competent supervisor	16.2%	11
Sufficient guidelines	17.7%	12
Adequate guidance	20.6%	14
Effective feedback	30.9%	21
Supervising (manner & time)	32.4%	22
Supervisor approachable	33.8%	23
Support	38.2%	26

Table 4-7 highlights factors that had a positive influence on the supervision students received during their fieldwork placement. The two factors that had the least positive influence on supervision were the *professionalism* of the supervisor (2.9%) and *the supervisor was considerate* (7.4%). *Effective feedback* (30.9%), *the manner and time-spent supervising* (32.4%), *the supervisor was approachable* (33.8%) and *the supervisor supported the student* (38.2%) received the highest percentages as factors that positively influenced the supervision during the fieldwork placement.

Table 4-8 Factors that negatively influenced the supervision received as identified by students

Negative factors on supervision	Percentage	n=68
Expectations from UFS	1.5%	1
Inconsiderate supervisor	2.9%	2
Unsupportive supervisor	4.4%	3
Unapproachable supervisor	5.9%	4
Inadequate guidance	7.4%	5
Unprofessional supervisor	7.4%	5
Ineffective feedback	17.7%	12
Insufficient guidelines	19.1%	13
Supervising (manner & time)	61.8%	42

Table 4-8 emphasises factors that negatively influenced the supervision students received during their fieldwork education placement. Many factors that have a negative influence were indicated by five or less students, such as *the supervisor were ill-informed about expectations from the UFS* (n=1) and *the supervisor was inconsiderate* (n=2). However, more than half (61.8%) of the students stated that the supervision they received was negatively influenced by *the manner in which the supervisor supervised* and *the time-spent supervising students*.

4.2.6 Students' perspectives of what was descriptive of the supervisor and the supervision they received

In this section data will be presented of participants' responses in section 3 of the student's questionnaire. This section was further subdivided into the five parts that were used in the questionnaire namely: interpersonal, curriculum, clinical/professional, feedback and the environment.

With the closed type of questions in section 3 a student had the opportunity to respond to the description of the supervision she received. Underneath each

closed question was an open-ended question: "Any comments:". Through data analysis it was possible to link this comment to the student's answer on the closed question and ascertain whether this characteristic was rated as always, frequently, occasionally or never. This researcher will next describe each characteristic and the comment/s provided on it in the different categories used in the questionnaires.

In an attempt to present the results of this study in a comprehensible manner the supervision and supervisor characteristics will be indicated in italic text format.

Table 4-9 Description of interpersonal characteristics as indicated by students

Supervision characteristics: Interpersonal (Section 3 part 1 of questionnaire)	Frequency Response n=68			
	Never	Occasionally	Frequently	Always
Easy to talk to (17)	2	1	22	43
		(4.4%)	(95.6%)	
Friendly (30)	0	3	20	45
		(4.4%)	(95.6%)	
Respect for student (20)	0	3	15	50
		(4.4%)	(95.6%)	
Listened to student (18)	1	3	20	44
		(5.9%)	(94.1%)	
Understood student's role (22)	1	5	26	36
		(8.8%)	(91.2%)	
Approachable (16)	0	7	21	40
		(10.3%)	(89.7%)	
Communicated well (29)	2	5	25	36
		(10.3%)	(89.7%)	
Enthusiastic (26)	2	5	17	44
		(10.3%)	(89.7%)	
Provided support (21)	1	8	18	41
		(13.2%)	(86.8%)	
Flexible (25)	3	7	31	27
		(14.7%)	(85.3%)	
Interested in student (19)	2	9	12	45
		(16.2%)	(83.8%)	
Available (28)	0	12	31	25
		(17.7%)	(82.3%)	
Provided guidance (31)	3	11	24	30
		(20.6%)	(79.4%)	
Sensitivity to individuality (27)	3	11	21	33
		(20.6%)	(79.4%)	
Aware of student's needs (23)	1	15	23	29
		(23.5%)	(76.5%)	
Aware of student's fears (24)	2	15	22	29
		(25%)	(75%)	

4.2.6.1 Description of interpersonal supervision and supervisor characteristics

The interpersonal category (Section 3: Part 1) of the questionnaire refers to the interpersonal nature of the supervisory process and the qualities of effective supervisors. Table 4-9 above describes students' reports of supervisors' interpersonal supervision characteristics in frequencies. In this category interpersonal characteristics, such as *the supervisor was easy to talk to* (4.4%), *the supervisor was friendly* (4.4%) and *the supervisor listened to the student* (4.4%) were rated by the lowest percentage of students as never or occasionally. Interpersonal characteristics, for instance *the supervisor provided guidance* (20.6%), *the supervisor showed sensitivity to the individuality of the student* (20.6%), *the supervisor was aware of the student's needs* (23.5%) and *the supervisor was aware of the student's fears* (25%) were rated by the highest percentage of students as never or occasionally. The following paragraphs present the results of the interpersonal characteristics and accompanying comments on each interpersonal characteristic.

Three (4.4%) students rated the supervisor as never or occasionally *easy to talk to*. One of these students commented: the supervisor was too busy and did not have time for the student. Eight students, whose answers on this closed question were rated as frequently or always, also commented on the question. These comments were: the supervisor was willing to help (n=4), the supervisor was willing to listen (n=2) and the supervisor was interested in the student's wellbeing (n=2).

Three (4.4%) students rated that the supervisor only occasionally *showed respect for the student*. The comment: the supervisor was on her cell phone during treatment demonstrations by the student, was given by one (n=1) of these students. The comments: the supervisor was humanly and friendly (n=2) and the supervisor treated the student as an equal (n=1), were given by students that rated this characteristic as frequently or always.

Sixty-four (94.1%) students rated that the supervisor frequently or always *listened to the student*. Two of these students remarked on this question that

the supervisor only listened in specific cases (n=1) and the supervisor listened to the student (n=1).

Six (8.8%) of the students rated that the supervisor never or occasionally *understood what the student's role* was. One (n=1) of these students commented: the supervisor expected too much of the student. Two students, who rated this characteristic frequently or always, commented: the supervisor provided a lot of support (n=1) and the supervisor in a way understood a student's life (n=1).

Sixty-one (89.7%) students rated that the supervisor was frequently or always *approachable*. Eight of these 61 students commented on this question: the supervisor was very approachable (n=3), the supervisor was very busy (n=3) and lastly the supervisor was available via cell phone (n=2).

Sixty-one (89.7%) students rated that the supervisor frequently or always *communication well*. Interestingly, one of these students stated: the supervisor was at times confused. Sixty-one students rated that the supervisor was frequently or always *enthusiastic*. Three of these 61 students commented: the supervisor was very passionate about the profession.

Fifty-nine (86.8%) students rated that the supervisor frequently or always *provided support*. The comments: the supervisor provided a lot of support (n=1) and only when the supervisor was expected to (n=1), were made by two of the 59 students.

Fifty-eight (85.3%) students rated that the supervisor was frequently or always *flexible*. One student stated: the supervisor was willing to adjust arrangements. Fifty-seven (83.8%) of the students rated that the supervisor was frequently or always *interested in the student*. Two students (n=2) reported: the supervisor asked about our wellbeing.

Twelve (17.7%) of the students rated that the supervisor was occasionally *available*. One of these students commented: the supervisor was very busy.

However, two students, who rated this characteristic frequently or always, stated: the supervisor was not always in the area.

Fifty-four (79.4%) of the students rated that the supervisor frequently or always *provided guidance*. These students stated: support was always available (n=3), the supervisor explained what her expectations were (n=1) and lastly, the student had to show initiative without guidance.

Fourteen (20.6%) students rated that the supervisor never or occasionally *showed sensitivity to the individuality of students*. One of these students reported: the supervisor was impersonal. One student, who rated this characteristic as frequently or always, commented: I was the only student in the fieldwork area.

Fifty-two (76.5%) students rated that the supervisor was frequently or always *aware of the student's needs*. One (n=1) of these students commented: the supervisor asked for feedback from the student, and another student (n=1) commented: the supervisor considered the student's needs.

Fifty-one (75%) of the students rated that the supervisor was frequently or always *aware of the student's fears*. Five of these students commented on this question. These comments were: only some supervisors were aware of the student's fears (n=1), supervisors did not always understand (n=1), the supervisor tried to reassure the student (n=2) and the supervisor handled fears when necessary.

Table 4-10 Description of curriculum characteristics as indicated by students

Supervision characteristics: Curriculum (Section 3 part 2 of questionnaire)	Frequency Response n=68			
	Never	Occasionally	Frequently	Always
Student take responsibility for own activities (37)	0	1	15	52
		(1.5%)	(98.5%)	
Student take responsibility for patient treatment (45)	0	1	12	55
		(1.5%)	(98.5%)	
Encouraged responsibility for own learning (53)	0	3	16	49
		(4.4%)	(95.6%)	
Encouraged rationales for treatment (39)	0	4	20	44
		(5.9%)	(94.1%)	
Encouraged the student to think for herself (41)	0	4	15	48
		(6%)	(94%)	
Encouraged self-direction (38)	0	6	27	35
		(8.8%)	(91.2%)	
Encouraged student involvement (44)	0	9	14	45
		(13.2%)	(86.8%)	
Encouraged new areas of competence (40)	1	9	20	38
		(14.7%)	(85.3%)	
Supervisor prepared for placement (46)	4	8	25	31
		(17.7%)	(82.3%)	
Supervisor had knowledge about the curriculum (49)	3	12	25	28
		(22.1%)	(77.9%)	
Supervisor informed about requirements of UFS (50)	1	14	25	27
		(22.4%)	(77.6%)	
Clear explanation of expectations (32)	2	14	24	28
		(23.5%)	(76.5%)	
Clear explanations or rationales of treatment (33)	6	11	27	24
		(25%)	(75%)	
Graded level of skills required (36)	3	16	26	23

		(27.9%)		(72.1%)
Graded demands placed on student (35)	6	16	24	22
		(32.4%)		(67.6%)
Knowledgeable about what had been taught at UFS (48)	5	17	23	22
		(32.8%)		(67.2%)
Discussed clinical issues (34)	6	18	22	22
		(35.3%)		(64.7%)
Opportunities to show practical techniques (43)	10	15	21	22
		(36.8%)		(63.2%)
Try different treatment techniques supervised (42)	10	18	19	21
		(41.2%)		(58.8%)
Supervisor organised regular meetings (47)	12	16	21	19
		(41.2%)		(58.8%)
Implemented a supervision contract (51)	14	17	23	13
		(46.3%)		(53.7%)
Facilitated peer discussion (52)	18	19	20	11
		(54.4%)		(45.6%)

4.2.6.2 Description of curriculum characteristics

Curriculum characteristics (Section 3: Part 2) of the questionnaire relate to supervisors' preparation for and content of fieldwork placements, which refer to teaching strategies, organisation, knowledge of the academic course and orientation. Table 4-10 illustrates students' accounts of supervisors' curriculum supervision characteristics in frequencies. These characteristics are displayed from the lowest percentage to the highest percentage. In this category students rated the most supervision characteristics as never or occasionally. Only one student (1.5%) rated the characteristic *the supervisor allowed the student to take responsibility for her own activities* as never or frequently and another one (1.5%) the characteristic *responsibility for patient treatment* (1.5%). While almost half of the students rated the following curriculum characteristics as never or occasionally: *the supervisor allowed the student to try out different treatment techniques under supervision* (41.2%), *the supervisor organised regular meetings with the student* (41.2%) and lastly, *the supervisor implemented a supervision contract* (46.3%). Thirty-seven (54.4%) of the students rated that the supervisor never or occasionally *facilitated peer discussion*. The following paragraphs present the results of the curriculum characteristics and associated comments on each characteristic.

Four of the 98.5% (n=67) students who rated that the supervisor frequently or always *allowed the student to take responsibility for her own activities* provided comments. These comments were: the student was very independent (n=1), the student had adequate freedom (n=1), the student viewed it as a great opportunity (n=1) and the student was a lot of times left alone in the area without supervision (n=1).

Sixty-four (94.1%) students rated that the supervisor frequently or always *encouraged the student to have rationales (based on theory) for treatment*. Students reported that this only took place during treatment demonstrations (n=1), during consultations with the supervisor (n=1) and that the supervisor's theory is different from the theory learned at the UFS (n=1).

Sixty-three (94%) students rated that the supervisor frequently or always *encouraged the student to think for herself*. Of these students three commented: students had to provide answers first (n=2) and that it happened especially during treatment demonstrations (n=1).

Fifty-nine (86.8%) of the students rated that the supervisor frequently or always *encouraged student involvement*. Two of these students stated: they were involved with many of the supervisor's own clients.

Fifty-eight (85.3%) students rated that the supervisor frequently or always *encouraged the student to develop new areas of competence*. These students stated: they developed especially in working as a team member (n=1), were exposed to a variety of assessment tests (n=1), learned a number of new skills (n=1) and was motivated to first use their own judgement and then provide guidance (n=1).

Twelve (17.7%) students rated that the supervisor was never or occasionally *prepared for the placement*. Two of these students reported: the supervisor was unaware that she was having third year OT students (n=1) and the supervisor only gave her patients to attend to after a week in the fieldwork area. Two students, who rated that the supervisor as prepared for the placement, also commented: the supervisor knew exactly what was expected of her as supervisor in the placement and the supervisor was too busy to prepare for the placement.

Fifty-three (77.9%) students rated that the supervisor frequently or always *had adequate knowledge about the curriculum*. Interestingly, one of these students stated: the supervisor borrowed the student's theory notes.

Fifteen (22.4%) of the students rated that the supervisor was never or occasionally *informed about the requirements of the UFS*. Remarks on this question were: the expectations of the supervisor and the UFS differed (n=1) and the supervisor never held a meeting to explain what she expected from the

student (n=1). One student, who rated this question as frequently or always, commented that she was unsure about her answer.

Sixteen (23.5%) students rated that the supervisor never or occasionally *provided clear explanations at the beginning of the placement about expectations of the student while on placement*. Two of these students commented: the supervisor only explained what was expected midway through the placement (n=1) and the supervisor gave no orientation (n=1). There were also comments from three students who rated this question as frequently or always. These comments were: there were at times uncertainties (n=1), the supervisor gave a lot of support in the first week (n=1) and the student had to ask and find out herself what was expected (n=1).

Fifty-one (75%) of the students rated that the supervisor frequently or always *provided clear explanations about rationales for intervention*. One student reported: the supervisor was especially helpful with pathologies.

Nineteen (27.9%) students rated that the supervisors never or occasionally *graded the level of skill required of the student*. One of these students stated: the supervisor expected a very high level of skill from the student.

Twenty-two (32.4%) students rated that the supervisor never or occasionally *graded the demands placed on the student*. One student commented: the supervisor set very high demands. Another student, who rated this question as frequently or always, commented: the supervisor provided different learning opportunities.

Twenty-two (32.8%) students rated that the supervisor was never or rarely *knowledgeable of what has been taught at the UFS*. One of these students reported: the supervisor could not understand why the students had not completed all the theory yet. Two students gave the same comment but, interestingly, the one rated this characteristic as never or occasionally and the other frequently or always. These students commented: the supervisor knew what the UFS expected from supervisors.

Twenty-four (35.3%) of the students rated that the supervisor never or occasionally *discussed clinical issues regarding clients with the students*. Three of these students commented: the students' clients were their own responsibility (n=1) and the supervisor did not know the clients because she did not work in the area (n=2). Two students who rated this question as frequently or always stated that the supervisor helped a lot.

Twenty-five (36.8%) students rated that the supervisor never or occasionally *provided opportunities to show practical techniques linking theory covered in class*. Five of these students commented on this question. These comments were: it was regretful to have no treatment demonstrations from the supervisor (n=1), the student wanted more opportunities to see the supervisor demonstrate treatment sessions (n=1), the supervisor did not do treatment demonstrations because of a lack of time (n=1) and the supervisor only showed practical techniques when attending the student's treatment demonstration (n=2). One of the students who rated this characteristic as frequently or occasionally, also reported: the supervisor only showed practical treatment techniques when attending the student's treatment demonstration. Another student who also rated this characteristic frequently or always stated that it depended on the type of clients available.

Twenty-eight (41.2%) students rated that the supervisor never or occasionally *allowed the student to try out different treatment techniques under supervision*. Four of these students stated: limited treatment techniques were applied in the area (n=1), the supervisor was rarely in the area (n=1), the supervisor did not expect it from the student (n=1) and the supervisor only attended treatment demonstrations for student marks (n=1). One student, who rated the characteristic as frequently or always, reported that she learned a lot especially about groups.

Only forty (58.8%) students rated that the supervisor frequently or always *organised regular meetings between the student and the supervisor*. Five of these students reported: meetings were held daily (n=2), the supervisor invited

the student to organise a meeting if she felt the need (n=1), a meeting was held weekly (n=1) and informal meetings were held (n=1).

Thirty-one (46.3%) of the students rated that the supervisor never or occasionally *implemented a supervision contract*. Three of these students stated: there was only a verbal agreement between the supervisor and the student. Two students that rated this question as frequently or always commented. One student was unsure if a contract was implemented (n=1), and the other one indicated that there was only a verbal agreement (n=1).

More than half 54.4% (n=37) of the students rated that the supervisor never or occasionally *facilitated peer discussion*. Two of these students commented: she was the only student in the area (n=1) and the supervisor verbally motivated peer discussion (n=1). One student, who rated this characteristic as frequently or always, explained that she had peer discussions with the third years.

Table 4-11 Description of clinical and professional characteristics as indicated by students

Supervision characteristics: Clinical/Professional (Section 3 part 3 of questionnaire)	Frequency Response n=68			
	Never	Occasionally	Frequently	Always
Supervisor was knowledgeable (55)	0	0	10	58
			(100%)	
Supervisor had adequate clinical experience (59)	1	1	9	57
		(2.9%)	(97.1%)	
Supervisor was a competent OT (54)	0	2	12	53
		(3%)	(97%)	
Supervisor enthusiastic about the profession (57)	2	4	14	48
		(8.8%)	(91.2%)	
Supervisor was professional (56)	0	7	10	51
		(10.3%)	(89.7%)	
Supervisor interested in her work (58)	1	7	10	50
		(11.8%)	(88.2%)	
Supervisor explained clinical decisions (61)	3	9	26	30
		(17.7%)	(82.3%)	
Explained procedures through demonstrations (60)	13	15	18	22
		(41.2%)	(58.8%)	

4.2.6.3 Description of clinical/professional characteristics

Clinical and professional characteristics (Section 3: Part 3) of the questionnaire refer to the clinical skills of supervisors and their professional attitudes and behaviours. Table 4-11 illustrates students' perspectives of supervisors' clinical and professional supervision characteristics in frequencies. These characteristics are displayed from the lowest percentage to the highest percentage rated never and occasionally. The clinical/professional characteristic, *the supervisor was knowledgeable*, was rated frequently or always by all the students, while *the supervisor was interested in her work* (11.8%), *the supervisor explained reasons for clinical decisions* (17.7%) and *the supervisor explained procedures through demonstration* (41.2%) were rated never or occasionally by the students. The following paragraphs present the results of the clinical/professional characteristics and additional comments of each characteristic.

Although all (n=68) of the students rated that the supervisor was frequently or always *knowledgeable*, two students gave adverse comments about it. These comments were: the student could never observe if the supervisor was knowledgeable (n=1) and the student was not sure and thought so (n=1).

Sixty-six (97.1%) of the students rated that the supervisor frequently or always *had adequate clinical experience*. One of these students commented that the supervisor had a great deal of experience.

Only two (3%) of the students rated that the supervisor was never or occasionally *as competent occupational therapist*. These two students reported: they never saw the supervisor treating clients (n=2). Three other students who rated their supervisors as frequently or always *a competent occupational therapist* stated: only the student treated clients (n=1), the student did not see the supervisor do much (n=1) and the supervisor was good in her work (n=1).

Sixty-two (91.2%) students rated that the supervisor frequently or always *demonstrated enthusiasm for the profession*. Five of these students commented: the supervisor was very enthusiastic (n=4) and the supervisor was tired (n=1).

Seven (10.3%) students rated that the supervisor was never or occasionally *professional in her approach*. One of these students reported that the supervisor had been on her cell phone a lot during the student's treatment demonstrations (n=1). One student, who rated this question as frequently or always, stated: the supervisor is only human (n=1).

Twenty-eight (41.2%) students rated that the supervisor never or occasionally *explained procedures through demonstrations*. One of these students commented that the supervisor only provided opportunity to ask questions. Another student, who rated frequently or always for this question, stated: the supervisor only explained the aim and technique.

Table 4-12 Descriptions of feedback characteristics as indicated by students

Supervision characteristics: Feedback (Section 3 part 4 of questionnaire)	Frequency Response n=68			
	Never	Occasionally	Frequently	Always
Provided feedback in a clear manner (63)	1	4	15	48
		(7.4%)	(92.6%)	
Offered supportive feedback (62)	2	4	17	45
		(8.8%)	(91.2%)	
Provided constructive feedback (66)	1	6	12	49
		(10.3%)	(89.7%)	
With the student intermittently (65)	4	6	17	40
		(14.9%)	(85.1%)	
Reviewed written work in timely manner (69)	3	10	15	39
		(19.4%)	(80.6%)	
Provided feedback on regular basis (67)	1	14	19	34
		(22.1%)	(77.9%)	
Provided feedback in timely manner (70)	2	14	19	33
		(23.5%)	(76.5%)	
Gave adequate attention to student (64)	0	18	22	28
		(26.5%)	(73.5%)	

4.2.6.4 Description of feedback characteristics

The feedback category (Section 3: Part 4) of the questionnaire conveys supervisors' comments on students' performances. Table 4-12 above illustrates students' report of supervisors' feedback supervision characteristics in frequencies. In this category the feedback characteristic *the supervisor provided feedback in a clear manner* (7.4%) was rated the lowest and *the supervisor gave adequate attention to the student* (26.5%) was rated the highest percentage for the frequencies never or occasionally. The following paragraphs present the results of the feedback characteristics and accompanying comments of each characteristic.

Sixty-three (92.6%) students rated that the supervisor frequently or always *provided feedback in a clear manner*. However, comments from these students did not reflect this description. These comments were: the supervisor only provided criticism (n=1), the student only received written feedback (n=1) and feedback was at times unclear (n=1).

Sixty-two (91.2%) students rated that the supervisor frequently or always *offered supportive feedback*. One student commented that she had received good feedback. Sixty-one (89.7%) students rated that the supervisor frequently or always *provided constructive feedback*. One student stated: the supervisor gave helpful feedback.

Ten (14.9%) students rated never or occasionally for *the supervisor were with the student intermittently*. One of these students reported: the supervisor was only with the student for treatment demonstrations. Three other students, who rated this question as frequently or always, commented: the supervisor was not working in the area (n=1), the supervisor provided opportunity for the student to grow (n=1) and the student was very independent in the area (n=1).

Thirteen (19.4%) students rated that the supervisor never or occasionally *reviewed the student's written work in a timely manner*. One of these students

stated she only had received feedback three weeks after she handed in her report. Two students, who rated this question as frequently or always, stated: the supervisor provided weekly feedback (n=1) and the supervisor was quick in providing feedback (n=1).

Fifteen (22.1%) students rated that the supervisor never or occasionally *provided feedback on a regular basis*. Two of these students reported: the supervisor only provided feedback at treatment demonstrations (n=2).

Sixteen (23.5%) students rated that the supervisor never or occasionally *provided feedback in a timely manner*. One student commented that the supervisor did not always provide feedback after a demonstration. One student, who rated this question as frequently or always, stated,,: the supervisor was frequently providing feedback late.

Table 4-13 Description of environment characteristics

Supervision characteristics: Environment (Section 3 part 5 of questionnaire)	Frequency Response n=68			
	Never	Occasionally	Frequently	Always
Encouraged student to utilise resources (74)	3	2	22	41
		(7.4%)	(92.6%)	
Supervisor created a welcoming environment (77)	2	5	18	43
		(10.3%)	(89.7%)	
Supervisor made enough non-human resources available (78)	2	5	21	40
		(10.3%)	(89.7%)	
Supervisor created a positive learning environment (75)	2	7	15	44
		(13.2%)	(86.8%)	
Allowed time for student to orientate herself (73)	1	9	23	35
		(14.7%)	(85.3%)	
Supervisor created a supportive environment (76)	5	5	19	39
		(14.7%)	(85.3%)	
Provided info about facilities available (72)	2	11	24	31
		(19.1%)	(80.9%)	
Supervisor had enough time to supervise (71)	3	16	21	28
		(27.9%)	(72.1%)	

4.2.6.5 Description of environment characteristics

The environment category (Section 3: Part 5) of the questionnaire reflects statements about the fieldwork environments created by the supervisors. Table 4-13 above illustrates students' description of the environment supervision characteristics in frequencies. In this category the environment characteristic, *the supervisor encouraged the student to utilise resources* (7.4%), was rated by the lowest percentage of students as never or occasionally and *the supervisor had enough time to supervise* (27.9%), was rated by the highest percentage of students as never or occasionally. The following paragraphs present the results of the environment characteristics and accompanying comments on each characteristic.

Five (7.4%) students rated that the supervisor never or occasionally *encouraged the student to utilise resources in the clinical environment*. One of these students stated that the supervisor made her feel unwelcome to use the available resources in the area.

Sixty-one (89.7%) of the students rated that the supervisor frequently or always *created a welcoming environment*. One of these students reported that the supervisor included her in everything.

Sixty-one (89.7%) students rated that the supervisor frequently or always *made enough non-human resources available to the student*. Six students commented on this question. The comments were: the supervisor helped a lot (n=2), everything in the area was available for the student to use (n=2), the supervisor even arranged a translator for the student (n=1) and there was a lot of literature available (n=1).

Ten (14.7%) students rated that the supervisor never or occasionally *allowed time for the student to orientate herself*. One of these students stated: orientation in the area was very poor. A student rated this question as frequently or always, stated that she had a whole week to orientate herself.

Fifty-eight (85.3%) students rated that the supervisor frequently or always *created a supportive environment*. One of these students reported that this was only at times true.

Thirteen (19.1%) students rated that the supervisor never or occasionally *provided information about the facilities available*. One of these students commented that she had to find out for herself.

Nineteen (27.9%) students rated that the supervisor never or occasionally *had enough time to supervise the student*. Four of these students reported: the supervisor was only available on appointment basis (n=1), the supervisor has a high workload and therefore has little time for the student (n=2) and the supervisor indicated that she wanted to spend more time in the area (n=1). One student, who rated this question as frequently or always, noted that the supervisor was involved in several areas.

4.2.7 Interrelationship between various supervision characteristics from students' response

Hummel's study (Hummel, 1997, p. 155) acknowledges the interrelationship between supervision characteristics in the different categories (interpersonal, curriculum, clinical/professional, feedback, environment). The interrelationship between different supervision characteristics focused on factors that were of interest to the research aim and identified by literature

With regard to the type of fieldwork area placement, the following findings were made. Seven of the nineteen (cf. Table 4-9) students, who reported that *the supervisor did not have enough time to supervise the student*, were in a physical fieldwork placement area. Of the twelve students, who regarded *the supervisor as unavailable* (cf. Table 4-9); seven were in a physical fieldwork placement. Six (42.9%) students of the fourteen who reported *ineffective guidance from their supervisors* (cf. Table 4-9) were also in a physical fieldwork placement area. In addition, three (42.9%) students of the seven who reported *the supervisor was unapproachable* (cf. Table 4-9) were again in a physical

fieldwork placement. These physical fieldwork placement areas did not have a higher supervisor-to-student ratio than other areas.

Considering the number of students (cf. Table 4-3) in a fieldwork area, the following findings were made. Regarding students, who reported that *the supervisor did not have enough time to supervise the student* (cf. Table 4-13), the median number of students in a fieldwork area was three (range 1 to 7), whereas for students who reported that *the supervisor had enough time to supervise*, the median number was two. Interestingly, the majority of students, who reported effective and ineffective supervision for the afore-mentioned, had a supervisor-to-student ratio of 1-to-2. The same ratio finding was made for the characteristic *the supervisor was available*. The median number of students in an area who reported ineffective supervision was 2.5 and 2 respectively for effective supervision of the following characteristics: *the supervisor was available* and *the supervisor provided guidance*.

Considering the number of supervisors (cf. Table 4-2) responsible for supervision in a fieldwork placement area, the following findings were made. Students who reported effective and ineffective supervision for the characteristics: *the supervisor had enough time to supervise the student*, *the supervisor was available*, *the supervisor was approachable* and *the supervisor provided guidance* had a median number of one supervisor responsible for supervision in the fieldwork area with a maximum of six. It is noteworthy that all the students, who indicated that their supervisor was not working in the fieldwork area, reported that *the supervisor provided effective guidance*.

Considering the qualifications of the supervisors (cf. Table 4-4), six of the seven students, who reported that *the supervisor was unprofessional* (cf. Table 4-11), indicated that the supervisor was a fully registered occupational therapist. Additionally, two of these students indicated that *their supervisors were incompetent occupational therapists* (cf. Table 4-11). These supervisors were fully registered occupational therapists. Ten students reported that *the supervisor is not flexible*. Nine of their supervisors were fully registered occupational therapists and none of them were community service occupational

therapists. Furthermore, all the students, who reported that *the supervisor did not have adequate clinical experience* (cf. Table 4-11) and *the supervisor provided ineffective guidance* (cf. Table 4-9), had supervisors who were also fully registered occupational therapists.

Seven students, who reported that *the supervisor did not provide adequate guidance* (cf. Table 4-9), also reported that *the supervisor did not have enough time to supervise the student*. In addition, ten students, who reported that *the supervisor did not provide adequate guidance*, also reported that *the supervisor was not available to the students*. Furthermore, six of the seven students, who reported that *the supervisor was unapproachable*, reported that *the supervisor did not provide adequate guidance*.

Of the twelve students (cf. Table 4-9), who indicated that *the supervisor was unavailable to the student*, ten students reported *the supervisor was not aware of the student's needs* and nine students reported that *the supervisor was not aware of the student's fears*.

Of the nine students, who indicated that the supervisor did not create a positive learning environment (cf. Table 4-13), six students reported that *the supervisor was not aware of the student's fears* and seven students reported that *the supervisor was not aware of the student's needs*.

Seven students reported that *the supervisor did not create a welcoming environment* (cf. Table 4-13). All of them also reported that *the supervisor did not implement a supervision contract*.

Sixteen students reported that *the supervisor ineffectively provided clear explanations at the beginning of the placement about expectations of the student while on placement* (cf. Table 4-10). Eleven of these students reported that *the supervisor did not implement a supervision contract*. In addition, ten of these students reported that *the supervisor was not prepared for the student placement, the supervisor did not have adequate knowledge about the curriculum at the university and the supervisor was not well informed about the*

requirements of the university. Four of the sixteen students reported that *the supervisor did not create a positive learning environment.*

Fourteen students reported that *the supervisor did not provide guidance* (cf. Table 4-9). Eleven of these students reported that *the supervisor did not give adequate attention to the student* and *the supervisor did not grade the demands placed on the student* and nine students reported that *the supervisor did not grade the level of skills required of the student.*

Twenty-two students reported that *the supervisor did not grade the demands placed on the student* (cf. Table 4-10). Fourteen of these students were third year OT students. Nineteen students reported that *the supervisor did not grade the level of skills required from the student.* Eleven of these students were third year OT students.

Twenty-eight students reported that *the supervisor did not allow the student to try out different treatment techniques under supervision* (cf. Table 4-10). Thirteen of these students reported that *the supervisor did not provide guidance* and twelve of these students reported that *the supervisor was not aware of the students needs.* Additionally, fourteen students reported that *the supervisor did not have enough time to supervise the student.*

Thirty-seven students reported that *the supervisor did not facilitate peer discussion between students* (cf. Table 4-10). Of these twenty-three were third year OT students. Additionally with ten of these students there was only one student in the fieldwork area.

Fifteen students reported that *the supervisor did not provide feedback on a regular basis* (cf. Table 4-12). Ten of these students reported that *the supervisor did not provide guidance.* Additionally, twelve of the fifteen students reported that *the supervisor did not give adequate attention to the student.*

The interrelationship between selected supervision characteristics will be discussed further in chapter 5.

4.3 SECTION B: SUPERVISOR QUESTIONNAIRE

4.3.1 Demographic description of the supervisors

There was a 100% response rate for the supervisors (n=41) involved in the supervision of third and fourth year OT students. The supervisors were all females with ages ranging between 22 years and 54 years and a median age of 31 years. The median number of years experience in supervision was five years with a minimum of no experience (n=3) and a maximum of 28 years (n=1). Of the supervisors involved in supervision, only 52.2% (n=21) received an honorarium.

4.3.2 Information about the fieldwork placement area

Table 4-14 Classification of type of fieldwork area

Type of area	Percentage	n=41
Physical	34.2%	14
Paediatric	22%	9
Psychiatric	19.5%	8
Community	7.3%	3
Vocational Rehab	7.3%	3
Paediatric and work	2.4%	1
Neuro-paediatric	2.4%	1
Unsure	2.4%	1
Psych and community	2.4%	1

According to Table 4-14 the majority (n=14) of supervisors classified their fieldwork placement areas as a physical area. Interestingly, classifications for fieldwork areas by supervisors were not in tandem with those used by the OT department of the UFS. The fieldwork placement classifications were paediatric and work (n=1), vocational rehab (n=3), neuro-paediatric (n=1), psychiatric and

community (n=1). One supervisor (n=1) was unsure of the classification of her fieldwork placement area.

Table 4-15 Supervisors responsible for supervision

Number of supervisors	Percentage	n=41
1	35%	14
2	37.5%	15
3	5%	2
4	5%	2
5	5%	2
6	2.5%	1
8	2.5%	1
12	7.5%	3

The median number of supervisors responsible for supervision of OT students per fieldwork area was two with a minimum of one and a maximum of 12 supervisors (Table 4-15).

Table 4-16 Number of students placed in fieldwork placement area

Number of students	Percentage	n=41
1	17.1%	7
2	14.6%	6
3	14.6%	6
4	24.4%	10
6	2.4%	1
7	22%	9
9	2.4%	1
21	2.4%	1

Table 4-16 shows that the median number of students placed in a clinical area is four with a minimum of one student and a maximum of 21 students. Two supervisors' responses to this question were however misinforming. According to the Department of Occupational Therapy at the UFS the maximum number of students placed in a fieldwork area is seven.

4.3.3 Information about the supervisors in the fieldwork areas

Thirty-seven (90.2%) supervisors were fully registered occupational therapists and four occupational therapists were community service occupational therapists. Community service occupational therapists should not supervise students for the first six months independently (World Federation of Occupational Therapists (WFOT), 2002). With regard to this study this was not adhered to.

Table 4-17 Years of supervision experience

Years' experience	Percentage	n=41
0	7.3%	3
1	12.2%	5
2	9.8%	4
3	9.8%	4
4	7.3%	3
5	7.3%	3
7	7.3%	3
8	7.3%	3
10	2.4%	1
11	2.4%	1
12	2.4%	1
14	2.4%	1
15	4.9%	2
17	2.4%	1
18	4.9%	2
19	2.4%	1
20	2.5%	1
23	2.5%	1
28	2.5%	1

Table 4-17 highlights the supervisors' years of experience with a median of five years, a minimum of no experience and a maximum of 28 years. Of these supervisors 22 had five years and less supervision experience.

As stated by the supervisors, 7.3% (n=3) of them did not carry out their profession in the fieldwork area where they supervised students. The three supervisors, who did not work in the area, visited the students in the area. Of

these supervisors, one visited the area once a week, the other one indicated four times a week and one supervisor did not respond to the question. The researcher can only speculate why the one supervisor did not respond. One reason might be that the supervisor did not visit the area weekly.

4.3.4 Supervisors' perspective on effective and ineffective characteristics of supervision

The supervisors had the opportunity, by means of the open-ended questions, to give their opinions about which characteristics of effective and ineffective supervision should be displayed by a supervisor in a fieldwork area. These responses were categorised where answers were similar and are displayed in Table 4-18 and Table 4-19 below.

Table 4-18 Effective supervision characteristics as indicated by supervisors

Effective supervision characteristics	Percentage	n=41
Collaboration with UFS	4.9%	2
Encouragement	7.3%	3
Competent supervisor	12.2%	5
Professional supervisor	17.1%	7
Considerate supervisor	19.5%	8
Approachable supervisor	26.8%	11
Support	31.7%	13
Guidelines	43.9%	18
Supervising (manner & time)	43.9%	18
Guidance	75.6%	31
Feedback	75.6%	31

Table 4-18 above illustrates supervisors' perspectives about characteristics that they regarded as effective supervision in an ascending order. The two

characteristics indicated as the lowest percentage of effective supervision by supervisors were *collaboration with the UFS* (4.9%) and *encouragement of the student* (7.3%). Thirty-one (75.6%) supervisors regarded providing *adequate guidance* and *effective feedback* as the most effective supervision characteristics.

Table 4-19 Ineffective supervision characteristics as indicated by supervisors

Ineffective supervision characteristic	Percentage	n=41
Incompetent supervisor	2.4%	1
Discouragement	2.4%	1
Unsupportive	14.6%	6
Inconsiderate supervisor	17.1%	7
Unapproachable supervisor	21.9%	9
Insufficient guidelines	21.9%	9
Unprofessional supervisor	21.9%	9
Supervising (manner & time)	26.8%	11
Ineffective feedback	51.2%	21
Inadequate guidance	80.5%	33

Table 4-19 highlights characteristics supervisors viewed as ineffective supervision. The *supervisor is incompetent* (2.4%) and *discouragement of the student* (2.4%) were only indicated by two supervisors respectively as ineffective supervision. More than half of the supervisors stated that *ineffective feedback* (51.2%) and *inadequate guidance* (80.5%) are the most ineffective supervision characteristics.

4.3.5 Supervisors' perspectives on what had a positive and negative influence on the supervision provided

The supervisors additionally had the opportunity, by means of open-ended questions, to provide their opinions on which factors positively and negatively influenced the supervision they presented in the fieldwork area. These responses were categorised and are displayed in Table 4-20 and Table 4-21 below.

Table 4-20 Factors that positively influenced the supervision provided as identified by supervisors

Positive factors on supervision	Percentage	n=41
Professionalism of supervisor	2.4%	1
Collaboration with UFS	2.4%	1
Considerate supervisor	2.4%	1
Support	7.3%	3
Encouragement from supervisor	9.8%	4
Competent supervisor	12.2%	5
Supervisor approachable	17.1%	7
Supervising (manner & time)	19.5%	8
Effective feedback	26.8%	11
Adequate guidance	31.7%	13
Sufficient guidelines	34.2%	14
Attributes of student	53.7%	22

Table 4-20 above focuses on factors that positively influenced the supervision of supervisors during fieldwork education. Three factors were indicated by three different supervisors. These factors were: *the supervisor was professional, the supervisor was considerate* and there was *good collaboration between the UFS and the supervisor*. Supervisors furthermore stated that *the guidance* (31.7%)

and *guidelines* (34.2%) they provided was positive aspects of their supervision. More than half (53.7%) of the supervisors stated that *positive attributes of the students* positively influenced the supervision they provided.

Table 4-21 Factors that negatively influenced the supervision provided as identified by supervisors

Negative factors on supervision	Percentage	n=41
Unprofessional supervisor	2.4%	1
Incompetent supervisor	2.4%	1
Unsupportive supervisor	4.9%	2
Insufficient guidelines	4.9%	2
Inadequate guidance	9.8%	4
Ineffective feedback	9.8%	4
Expectations from UFS	17.1%	7
Negative attributes of student	31.7%	13
Supervising (manner & time)	100%	41

Table 4-21 above demonstrates factors that supervisors identified which had a negative influence on the supervision they provided. Only 2.4% of the supervisors indicated that their *professionalism* and *competency* had a negative influence on the supervision. Supervisors (31.7%) regarded *negative attributes of students* as a key factor that had a negative influence on supervision. All supervisors stated that *the amount of time available supervising students* negatively influenced the supervision they provided.

4.3.6 Supervisors' perspectives of what was descriptive of the supervisor and the supervision they provided

In this section data will be presented of participants responses in section 3 of the supervisor's questionnaire. This section was further subdivided into the five parts that were used in the questionnaire namely: interpersonal, curriculum, clinical/professional, feedback and the environment.

Supervisors were also presented with the opportunity to comment on each of the closed questions in section 3 of the questionnaire. Through data analysis it was possible to link these comments to the supervisors' answers on the closed questions and to ascertain whether a specific characteristic was rated as always, frequently, occasionally or never. In the next section the researcher will describe each characteristic and the comments on it in the different categories used in the questionnaires.

To present the results of this study in a comprehensible manner the supervision and supervisor characteristics will be indicated in italic text format.

Table 4-22 Description of interpersonal characteristics as indicated by supervisors

Supervision characteristics:	Frequency Response			
Interpersonal (Section 3 part 1 of questionnaire)	n=41			
	Never	Occasionally	Frequently	Always
Approachable (17)	0	0	15	26
			(100%)	
Easy to talk to (18)	0	0	15	26
			(100%)	
Listened to student (19)	0	0	12	29
			(100%)	
Respect for student (21)	0	0	7	34
			(100%)	
Provided support (22)	0	0	13	28
			(100%)	
Interested in student (20)	0	1	17	23
		(2.4%)	(97.6%)	
Sensitivity to individuality (28)	0	1	20	20
		(2.4%)	(97, 6 %)	
Enthusiastic (27)	0	2	23	16
		(4.9%)	(95.1%)	
Understood student's role (23)	0	3	10	28
		(7.3%)	(92.7%)	
Communicated well (30)	0	3	22	16
		(7.3%)	(92.7%)	
Provided guidance (32)	0	3	19	19
		(7.3%)	(92.7%)	
Available (29)	0	4	18	19
		(9.8%)	(90.2%)	
Aware of student's needs (24)	0	5	28	8
		(12.2%)	(87.8%)	
Aware of student's fears (25)	0	5	21	15
		(12.2%)	(87.8%)	
Flexible (26)	1	6	16	18
		(17.1%)	(82.9%)	

4.3.6.1 Description of interpersonal supervision and supervisor characteristics

The interpersonal category (Section 3: Part 1) of the questionnaire refers to the interpersonal nature of the supervisory process and the qualities of effective supervisors. Table 4-22 above illustrates the supervisors' report of their own interpersonal supervision characteristics in frequencies. In this category all (n=41) of the supervisors rated the supervision they provided in five interpersonal characteristics as frequently or always. These interpersonal characteristics were: *the supervisor is approachable, easy to talk to, listened to the student's opinion, showed respect for the student, and provided support to the student when needed*. The interpersonal characteristic *the supervisor was flexible* (17.1%) was rated by the highest percentage of supervisors as never or occasionally. The following paragraphs present the results of the interpersonal characteristics and accompanying comments on each interpersonal characteristic.

Fifteen supervisors rated themselves as frequently and 26 as always *approachable* (n=41). Seven supervisors commented on this interpersonal characteristic. These comments were: the supervisor had little time for students (n=4), the supervisor had to be stricter with the third year students who did not respond to feedback (n=1), the supervisor had discussions with the student daily (n=1) and the supervisor had an open door policy (n=1).

Fifteen supervisors rated themselves as frequently and 26 as always *easy to talk to* (n=41). Seven supervisors commented on these interpersonal characteristics. These supervisors reported: the supervisor received good feedback from the student (n=1), time was a factor (n=3), the supervisor and student shared an office (n=2) and the supervisor is very easy-going (n=1).

Twelve and 29 supervisors respectively rated that they frequently or always *listened to the student's opinion* (n=41). Comments on this question were: the supervisor had other responsibilities (n=1), the supervisor and student learned from each other (n=1) and the student's theory is more current (n=1).

Seven and 34 supervisors respectively rated that *they showed respect for the student* (n=41). Two supervisors stated: the supervisor did not mistreat the student (n=1) and the supervisor respected the student's humanness during feedback (n=1).

Thirteen and 28 supervisors respectively rated that they frequently or always *provided support to the student* (n=41). Five supervisors commented on this question. These comments were: the supervisor provided support when she was available (n=1), little time available played a role (n=1), the supervisor's other responsibilities made it difficult to support the student (n=2) and the supervisor let the student feel at ease (n=1).

Seventeen and 23 (97.6%) supervisors respectively rate that they were frequently or always *interested in the student*. Four supervisors reported: the supervisor's own responsibilities made it difficult to show interest in the student (n=2), the supervisor was interested in the student's growth and not in her personal life (n=1) and the supervisor's limited time was a problem (n=1).

Forty (97.6%) supervisors rated that they frequently or always *showed sensitivity to the individuality of each student*. Three supervisors commented: the supervisor took the student's personality into consideration (n=1), there was only one student in the placement (n=1) and that all students deserve a fair chance (n=1).

Thirty-nine (95.1%) supervisors saw themselves as *enthusiastic*. Three of these supervisors stated: the supervisor had a full program (n=1), the supervisor learned from the student (n=1) and the supervisor was enthusiastic towards students who tried their best and asked for support (n=1).

Thirty-eight (92.7%) supervisors rated that they frequently or always *understood the student's role*. Two of these supervisors commented on this question. Interestingly, the one supervisor reported that she expected too much from the student at times (n=1). The other supervisor stated that she created a safe learning environment.

Thirty-eight (92.7%) supervisors rated that they frequently or always *communicated well* with the student. Two of these supervisors stated: the supervisor communicated well if she was available (n=1) and that the supervisor talk too much (n=1).

Three (7.3%) supervisors rated that they occasionally *provided guidance to the student*. One of the three supervisors reported that the community occupational therapist supervised students with another fully registered occupational therapist (n=1). Six supervisors who rated frequently or always for this characteristic also commented on this question. These comments were: the supervisor provided guidance as far as possible (n=1), students worked independently (n=2), students expected too much guidance (n=1) and that it is important that the student treat clients correctly (n=2).

Four (9.8%) supervisors rated that they were only occasionally *available*. Two of these supervisors stated that their own responsibilities limited their availability (n=2). Interestingly two supervisors who rated frequently or always for this question similarly stated that their own responsibilities limited their availability (n=2). Two other supervisors also commented: the supervisor was available via cell phone (n=1) and it was the student's responsibility to ask for support (n=1).

Twenty-eight and 8 (87.8%) supervisors respectively rated that they were frequently or always *aware of the student's needs*. Ten of these supervisors commented on this question. These comments were: it was difficult for the supervisor to know what the student's needs were if the student did not express her needs (n=5), students were too afraid to express their needs (n=2), time available was a problem (n=1), the supervisor created a safe environment (n=1) and the supervisor created opportunities for the student to express her needs (n=1).

Twenty-one and 15 (87.8%) supervisors respectively rated that they frequently or always *showed awareness for the student's fears*. Four of these supervisors reported: the supervisor was especially aware of students' fears for the burn

unit (n=1), the student's non-verbal behaviour was an indication of her fears (n=1), the supervisor will address the problem if it was necessary (n=1) and the supervisor was made aware when the student informed her (n=1).

Seven (17.1%) supervisors rated that they were never or occasionally *being flexible*. Two of these supervisors stated: the supervisor was strict regarding marks (n=1) and the supervisor was flexible if the situation justifies it (n=1). Six supervisors, who rated this characteristic as frequently or always, commented on this question. These comments included: the supervisor was strict regarding marks (n=1), the supervisor considered the student's program (n=2), the supervisor was at times too flexible (n=1), the supervisor was not flexible in aspects that could influence the quality of work (n=1) and the supervisor gradually increased the student's patient load (n=1).

Table 4-23 Description of curriculum characteristics as indicated by supervisors

Supervision characteristics: Curriculum (Section 3 part 2 of questionnaire)	Frequency Response n=41			
	Never	Occasionally	Frequently	Always
Student take responsibility for own activities (38)	0	0	17	24
			(100%)	
Encouraged self-direction (39)	0	0	14	27
			(100%)	
Encouraged rationales for treatment (40)	0	0	14	27
			(100%)	
Encouraged the student to think for herself (42)	0	0	12	29
			(100%)	
Encouraged student involvement (45)	0	1	17	23
		(2.4%)	(97.6%)	
Student take responsibility for patient treatment (46)	0	1	15	25
		(2.4%)	(97.6%)	
Encouraged responsibility for own learning (54)	0	1	16	24
		(2.4%)	(97.6%)	
Discussed clinical issues (35)	0	2	18	21
		(4.9%)	(95.1%)	
Encouraged new areas of competence (41)	0	2	18	21
		(4.9%)	(95.1%)	
Clear explanation of expectations (33)	0	2	10	28
		(5%)	(95%)	
Graded level of skills required (37)	2	3	26	10
		(12.2%)	(87.8%)	
Try different treatment techniques supervised (43)	0	5	27	9
		(12.2%)	(87.8%)	
Clear explanations of rationales of treatment (34)	1	5	14	21
		(14.6%)	(85.4%)	
I was informed about requirements of UFS (51)	1	6	18	16
		(17.1%)	(82.9%)	
I was prepared for placement	1	6	9	24

(47)				
		(17.1%)		(82.9%)
I had knowledge about the curriculum (50)	2	6	20	13
		(19.5%)		(80.5%)
Graded demands placed on student (36)	0	9	18	14
		(21.9%)		(78.1%)
Opportunities to show practical techniques (44)	1	8	18	14
		(21.9%)		(78.1%)
I organised regular meetings (48)	3	7	13	18
		(24.4%)		(75.6%)
Knowledgeable about what had been taught at UFS (49)	3	8	16	14
		(26.8%)		(73.2%)
Implemented a supervision contract (52)	16	3	3	19
		(46.3%)		(53.7%)
Facilitated peer discussion (53)	18	8	6	7
		(66.7%)		(33.3%)

4.3.6.2 Description of curriculum characteristics

Curriculum characteristics (Section 3: Part 2) of the questionnaire, relate to supervisors' preparation for and content of fieldwork placements, which refer to teaching strategies, organisation, knowledge of the academic course and orientation. Table 4-23 illustrates supervisors' accounts of their own curriculum supervision characteristics in frequencies. In this category supervisors rated the most supervision characteristics as never or occasionally. Characteristics such as *the supervisor allowed the student to take responsibility for her own activities*, *the supervisor encouraged self-direction*, *the supervisor encouraged rationales for treatment* and *the supervisor encouraged the student to think for herself* were rated by all (n=41) supervisors as frequently or always. Almost half of the supervisors rated never or occasionally for *the supervisor implemented a supervision contract* (46.3%). *The supervisor facilitated peer discussion* was rated by 66.7 % supervisors as never or occasionally. The following paragraphs present the results of the curriculum characteristics and associated comments on each characteristic.

Seventeen and 24 (n=41) supervisors respectively rated that they frequently or always *allowed the student to take responsibility for her own activities*. Seven supervisors commented on this curriculum characteristic. These comments were: the supervisor had to caution the student all the time about her responsibilities (n=1), the supervisor was rarely available (n=1), except when it was to the detriment of the client (n=1), the student did not have enough knowledge to take responsibility for clients (n=1), the student indicated when she needed more guidance (n=1), the supervisor expected the fourth year to be able to work independently (n=1) and lastly the supervisor graded the student's responsibilities (n=1).

Fourteen and 27 (n=41) supervisors respectively rated that the supervisor frequently or always *encouraged self-direction of the student*. Two supervisors commented: the supervisor encouraged the student to take initiative (n=1) and the supervisor expected self-direction from a fourth year but provided guidance (n=1).

Fourteen and 27 (n=41) supervisors respectively rated that the supervisor frequently or always *encouraged the student to have rationales for treatment*. Three of these supervisors commented: the student's rationales had to be based on theory (n=2) and that the supervisor discussed treatment rationales daily with the student (n=1).

Twelve and 29 supervisors (n=41) respectively rated that they frequently or always *encouraged the students to think for themselves*. Four supervisors stated: the supervisor had to assist the student on a regular basis (n=1), the supervisor saw this characteristic as important (n=2), the student developed more under supervision (n=1) and the supervisor would soundboard with the student to get clarity (n=1).

Seventeen and 23 (97.6%) supervisors respectively rated that they *encouraged student involvement*. Two of these supervisors commented that the supervisor involved the student in extra activities (n=2).

One supervisor (2.4%) rated that the supervisor only occasionally *allowed the student to take responsibility for client treatment*. This supervisor stated that the students did not have enough knowledge about hands. Two supervisors, who rated this characteristic as frequently or always, commented on this question. These comments were: third year students needed more supervision and support (n=1) and that the students learn to think on their feet and adapt (n=1).

Sixteen and 24 (97.6%) supervisors respectively rated that the supervisor frequently or always *encouraged the student to take responsibility for her own learning*. Four of these supervisors reported: it takes long to facilitate this attribute in a student (n=1), the supervisor encouraged it daily (n=1), this install good practice within the student (n=1) and therapeutic apparatus are available for the student (n=1).

Eighteen and 21 (95.1%) supervisors respectively rated that they frequently or always *discussed clinical issues regarding clients with the student*. Three of

these supervisors stated: the supervisor only discussed it if the student approached her (n=1), the supervisor discussed relevant challenges with the student (n=1) and the supervisor only discussed it when necessary (n=1).

Two (5%) supervisors rated that they only occasionally *provided clear explanations at the beginning of the placement about expectations of the student while on placement*. One of these supervisors reported that she was not involved with student training at the beginning of the placement (n=1). Eleven supervisors, who rated this characteristic as frequently or always, also commented on this question. These comments were: the supervisor gave the student a written document (n=7), the supervisor goes through the programme (n=3) and the focus of OT treatment is important (n=1).

Twenty-six and 10 (87.8%) supervisors respectively rated that they frequently or always *graded the level of skills required of the student*. Four of these supervisors commented: the supervisor graded according to the student's abilities and year group (n=2), the supervisor graded where necessary (n=1) and the student had to observe first and then implement it (n=1).

Five (12.2%) supervisors rated that they occasionally *allowed the student to try out different treatment techniques under supervision*. One of these supervisors stated that time was limited. Five supervisors, who rated frequently or always for this characteristic, commented on this question. These comments were: the supervisor applied it for neuro-techniques (n=1), the supervisor demonstrated the techniques first (n=2), where it was deemed appropriate by the supervisor (n=1) and the student was exposed to tests and equipment that is not available at the UFS (n=1).

One and five (14.6%) supervisors respectively rated that they never or occasionally *provided clear explanations about rationales for intervention*. One of these supervisors reported that she tried to provide clear explanations where possible. Two supervisors, who rated this characteristic as frequently or always, stated: the supervisor could have done more (n=1) and the supervisor gave written feedback and held discussions with the student (n=1).

One and six (17.1%) supervisors respectively rated that they were never or occasionally *well informed about the requirements of the UFS*. One of these supervisors stated that only certain supervisors attend the orientation session held by the OT department. Two supervisors, who rated this characteristic as frequently or always, commented: the supervisor was well informed because she was a student the year before (n=1) and the supervisor had years of experience supervising students (n=1).

Seven (17.5%) supervisors indicated that they were *inadequately prepared for the student placement*. One of these supervisors commented that she was not informed about the date of the placement. One supervisor, who regarded her as prepared for the student placement, stated that she prepared learning material before the placement commences.

Twenty and 13 (80.5%) supervisors respectively rated that they frequently or always *had adequate knowledge about the curriculum*. Three of these supervisors reported: the supervisor had knowledge because she had been a student the previous year (n=1) and the supervisor contacted the UFS if uncertainties exist (n=2).

Nine (21.9%) supervisors rated that they only occasionally *graded the demands placed on the students*. Two of these supervisors stated: the students complain about too many reports but that it is according to the UFS criteria (n=1) and the supervisor graded when it was necessary (n=1). Seven supervisors, who rated this characteristic as frequently or always, commented: the supervisor graded the demands according to the student's abilities and year group (n=3), the supervisor increased the student's workload gradually (n=2), the supervisor graded up if the student was able to perform a task successfully (n=1) and the supervisor graded when it was necessary (n=1).

One and eight supervisors (21.9%) respectively rated that the supervisor never or occasionally *provided opportunities to show practical techniques linking theory covered in class*. Two of these supervisors reported that this was a problem because of a lack of time (n=2). Four supervisors, who rated this

question as frequently or always, stated: the supervisor only attended demonstrations if the student arranged an appointment (n=2), the supervisor would demonstrate while the student is performing the same thing (n=1) and it was only possible if there were clients available (n=1).

Three and seven (24.4%) supervisors respectively rated that they never or occasionally *organised regular meetings between the students and themselves*. Two of these supervisors reported: the supervisor only held one meeting a week (n=1) and the student had to take responsibility to organise a meeting with the supervisor (n=1). Five supervisors, who rated this characteristic as frequently or always, similarly reported: the supervisor only held one meeting a week (n=3) and the student had to take responsibility to organise a meeting with the supervisor (n=2). Three supervisors commented: the supervisor held daily discussions with the student about her day planning (n=2) and there were unofficial opportunities for feedback (n=1).

Three and eight (26.8%) supervisors respectively rated that they were never or occasionally *knowledgeable about what had been taught at the UFS*. Two of these supervisors stated: the supervisor was unaware of what lectures students had (n=1) and the student did not have class yet on information needed for the placement (n=1). Seven supervisors, who rated this characteristic as frequently or always, also commented on this question. These comments were: the supervisor got this information from the student (n=4), the supervisor was informed because she was a student the previous year (n=1), the student did not have enough knowledge about hand therapy (n=1) and the supervisor had to ask for information (n=1).

Sixteen and three (46.3%) supervisors respectively rated that they never or occasionally *implemented a supervision contract*. Two of these supervisors reported: the supervisor was not involved with the supervision of the student when the placement commenced (n=1) and the supervisor only let the student sign an exemption form (n=1). Five supervisors, who rated this characteristic as frequently or always, commented on this question. These supervisors stated: the contract was completed within the first week (n=1), the supervisor only had

a verbal agreement with the student (n=3) and the supervisor gave the student a hand-out about the area (n=1).

Eighteen and eight (66.7%) supervisors respectively rated that they never or occasionally *facilitated peer discussions*. Three of these supervisors stated: the fourth year student assisted the third year student (n=1), the supervisor only had one student (n=1) and the students had to take responsibility for this (n=1). Two supervisors, who rated this characteristic as frequently or always, similarly commented: the fourth year student assisted the third year student (n=1) and that the supervisor only had one student (n=1). Another supervisor stated that she facilitated peer discussion if it was possible.

Table 4-24 Description of clinical/professional characteristics as indicated by supervisors

Supervision characteristics: Clinical/Professional (Section 3 part 3 of questionnaire)	Frequency Response n=41			
	Never	Occasionally	Frequently	Always
I was professional (57)	0	0	11	30
			(100%)	
I was interested in her work (59)	0	0	10	31
			(100%)	
I was knowledgeable (56)	0	1	20	20
		(2.4%)	(97.6%)	
Enthusiastic for profession (58)	0	1	10	30
		(2.4%)	(97.6%)	
I was a competent OT (55)	0	1	19	20
		(2.5%)	(97.5%)	
I had adequate clinical experience (60)	0	2	21	18
		(4.9%)	(95.1%)	
I explained clinical decisions (62)	0	4	15	22
		(9.8%)	(90.2%)	
Explained procedures through demonstrations (61)	3	4	20	14
		(17.1%)	(82.9%)	

4.3.6.3 Description of clinical/professional characteristics

Clinical/professional characteristics (Section 3: Part 3) of the questionnaire refer to the clinical skills of supervisors and their professional attitudes and behaviours. Table 4-24 illustrates supervisors' perspectives of their own clinical and professional supervision characteristics in frequencies. The clinical/professional characteristic *the supervisor was professional and the supervisor was interested in her work*, was rated by all (n=41) the supervisors as frequently or always, while *the supervisor explained reasons for clinical decisions* (9.8%) and *the supervisor explained procedures through demonstration* (17.1%) rated by the highest percentage of supervisors as never or occasionally in this section. The following paragraphs present the results of the clinical/professional characteristics and additional comments on each characteristic.

Eleven and 30 (n=41) supervisors respectively rated they were frequently or always *professional in their approach*. Four supervisors stated that it is important to be professional (n=2) and the supervisor tried to be professional to the best of her abilities (n=2).

Ten and 31 (n=41) supervisors respectively rated that they frequently or always *demonstrated interest in their work*. Two supervisors commented that the supervisor tried to the best of her abilities (n=1) and the supervisor read-up about work (n=1).

Forty (97.6%) supervisors rated that they were frequently or always *knowledgeable in their fieldwork area*. Six supervisors commented on this question. These comments were: the supervisor was not only knowledgeable in one area (n=1), the supervisor tried to be to the best (n=2), the supervisor has a post-graduate qualification (n=1), the supervisor was knowledgeable in a specific area (n=1) and if the supervisor did not have knowledge about something, she would find information about it (n=1).

One (2.4%) supervisor rated that she occasionally *demonstrated enthusiasm for the profession*. This supervisor stated that she felt overworked and tired. A supervisor, who rated frequently or always for this question, commented that she feels strongly about the appearance of the profession.

Nineteen and 20 (97.6%) supervisors respectively rated that they frequently or always regarded themselves as *competent occupational therapists*. Four of these supervisors commented: the supervisor felt there was room for improvement (n=2), the supervisor was competent in a specific field (n=1) and if the supervisor did not have knowledge about something she would find out (n=1).

Twenty-one and 18 (95.1%) supervisors respectively rated that they frequently or always had *adequate clinical experience*. Six supervisors commented: the supervisor had a lot of experience (n=2), the supervisor's skills could improve (n=2), the supervisor had enough skill in a specific area (n=1) and the supervisor believed that she had enough experience (n=1).

Fifteen and 22 (90.2%) supervisors respectively rated that they frequently or always *explained reasons for clinical decisions*. One supervisor stated it was important otherwise students couldn't treat clients holistically.

Three and four (17.1%) supervisors respectively rated that they *provided opportunities for practical treatment techniques by explaining procedures through demonstration*. Two of these supervisors stated: the supervisor's responsibilities made it difficult (n=1) and the supervisor had limited time available for supervision because of the marking of the student's reports (n=1). Two supervisors, who rated this characteristic as frequently or always, gave similar comments. These comments were: the supervisor's responsibilities made it difficult (n=1) and the supervisor had limited time available for supervision because of the marking of the student's reports (n=1). Another supervisor reported that it depended on the clients available.

Table 4-25 Description of feedback characteristics as indicated by supervisors

Supervision characteristics: Feedback (Section 3 part 4 of questionnaire)	Frequency Response n=41			
	Never	Occasionally	Frequently	Always
Provided feedback in a clear manner (64)	0	0	13	27
			(100%)	
Provided constructive feedback (67)	0	1	17	22
		(2.5%)	(97.5%)	
Offered supportive feedback (63)	0	2	12	26
		(5%)	(95%)	
Reviewed written work in timely manner (70)	0	2	15	23
		(5%)	(95%)	
Provided feedback in timely manner (71)	0	3	12	25
		(7.5%)	(92.5%)	
Provided feedback on regular basis (68)	0	4	13	23
		(10%)	(90%)	
With the student intermittently (66)	0	5	19	17
		(12.2%)	(87.8%)	
Provided feedback to supervisor (69)	0	6	15	20
		(14.6%)	(85.4%)	
Gave adequate attention to student (65)	0	7	20	14
		(17.1%)	(82.9%)	

4.3.6.4 Description of feedback characteristics

The feedback category (Section 3: Part 4) of the questionnaire conveys supervisors' comments on students' performances. Table 4-25 above illustrates supervisors' report of their own feedback supervision characteristics in frequencies. In this category the feedback characteristic *the supervisor provided feedback in a clear manner* was rated by the lowest percentage of supervisors as never or occasionally and *the supervisor gave adequate attention to the student* (17.1%) was rated by the highest percentage of supervisors as never or occasionally.

The following paragraphs present the results of the feedback characteristics and accompanying comments on each characteristic.

Thirteen and 27 supervisors (n=41) respectively rated that they frequently and always *provided feedback in a clear manner*. Five supervisors commented: the supervisor provided written and verbal feedback (n=4) and the students only mentioned in their reflection that feedback was unclear (n=1).

Seventeen and 22 (97.5%) supervisors respectively rated that they frequently or always *provided constructive feedback*. Four supervisors reported: the supervisor highlighted the positive and negative aspects (n=2), the supervisor provided written feedback (n=1), the supervisor provided feedback twice a week (n=1) and the manner in which feedback is given is just as important as the information (n=1).

Two (5%) supervisors rated that they occasionally *offered supportive feedback of student's abilities*. These two supervisors reported that time was a factor (n=1) and the supervisor was not involved with student feedback (n=1). Four supervisors, who rated this characteristic as frequently or always, commented on this question. These comments were: the supervisor provided supportive feedback throughout the placement (n=1), the supervisor was not involved with student feedback (n=1), it is necessary for the student to grow (n=1) and written and verbal feedback was given (n=1).

Fifteen and 23 (95%) supervisors respectively rated that they frequently or always *reviewed the student's written work in timely manner*. Five of these supervisors reported: the supervisor marked the student's work thoroughly (n=1), the supervisor marked the student's report after hours (n=1), one student had to wait for a week (n=1), as far as possible, but before the next report is due (n=1) and the supervisor marked reports and client's progress notes (n=1).

Twelve and 25 (92.5%) supervisors respectively rated that they frequently or always *provided feedback to the students in a timely manner*. Two of the supervisors stated: the supervisor had her own responsibilities (n=1) and feedback is important or else the student cannot adapt her methods (n=1).

Thirteen and 23 (90%) supervisors respectively rated that they frequently or always *provided feedback on a regular basis*. Five of these supervisors commented: the supervisor provided feedback according to the student's needs (n=1), the supervisor provided feedback with every demonstration and report of the student (n=2), the supervisor provided feedback daily (n=1) and one student had to wait a week for feedback.

Nineteen and 17 (87.8%) supervisors respectively rated that they were *with the student intermittently* (not over supervise). Three of these supervisors commented: the supervisor had limited time available for supervision (n=1), the supervisor allowed the student to practise on her own and only attended certain treatment sessions (n=1) and the supervisor and student shared an office (n=1).

Fifteen and 20 (85.4%) supervisors respectively rated that they frequently or always *encouraged the students to provide feedback to themselves*. Five of these supervisors stated: the supervisor let the student hand in weekly reflections (n=1), the supervisor held daily reflection sessions (n=2), the supervisor had a system where the student provide feedback (n=1) and feedback was important to learn about the student's case management skills (n=1).

Seven (17.1%) supervisors rated that they occasionally *gave adequate attention to the student*. One of these supervisors reported that she had other responsibilities. Interestingly four other supervisors, who rated this characteristic as frequently or always, also reported that they had other responsibilities (n=4) and another supervisor stated that she felt she did not give enough attention to the student (n=1).

Table 4-26 Description of environment characteristics as indicated by supervisors

Supervision characteristics: Environment (Section 3 part 5 of questionnaire)	Frequency Response n=41			
	Never	Occasionally	Frequently	Always
Encouraged student to utilise resources (75)	0	0	13	28
			(100%)	
I created a welcoming environment (78)	0	0	12	29
			(100%)	
I created a positive learning environment (76)	0	1	14	26
		(2.4%)	(97.6%)	
I created a supportive environment (77)	0	1	15	25
		(2.4%)	(97.6%)	
Allowed time for student to orientate herself (74)	0	2	16	23
		(4.9%)	(95.1%)	
Provided info about facilities available (73)	0	3	15	23
		(7.3%)	(92.7%)	
Made enough non-human resources available (79)	0	5	19	17
		(12.2%)	(87.8%)	
I had enough time to supervise (72)	8	17	14	2
		(61%)	(39%)	

4.3.6.5 Description of environment characteristics

The environment category (Section 3: Part 5) of the questionnaire reflects about statements about the fieldwork environments which the supervisors created for the students. Table 4-26 above illustrates supervisors' report of their own environment supervision characteristics in frequencies. In this category the environment characteristic *the supervisor encouraged the student to utilise resources*, was rated by the lowest percentage of students never or occasionally and *the supervisor had enough time to supervise* (61%), was rated by the highest percentage of students as never or occasionally. The following paragraphs present the results of the environment characteristics and accompanying comments on each characteristic.

Thirteen and 28 supervisors (n=41) respectively rated that they frequently or always *encouraged the students to utilise resources in the clinical environment*. Two supervisors commented: the supervisor encouraged the student to read up on theory (n=1) and the supervisor encouraged the student to communicate self with the multidisciplinary team (n=1).

Twelve and 29 supervisors (n=41) respectively rated that they frequently or always *created a welcoming environment for the students*. Two supervisors stated: the supervisor believed she created a welcoming environment (n=1) and the supervisor felt the student should adapt to the environment (n=1).

Fourteen and 26 (97.6%) supervisors respectively rated that they frequently or always *created a positive learning environment*. Three of these supervisors commented: time available was a problem (n=1), the supervisor hoped she created a positive environment (n=1) and the supervisor invited the student in writing to explore all opportunities (n=1).

Fifteen and 25 (97.6%) supervisors respectively rated that they *created a supportive environment*. Two supervisors reported: the supervisor was

available for the student (n=1), the supervisor handled every student on merit (n=1) and the supervisor provided guidance as required (n=1).

Sixteen and 23 (95.1%) supervisors respectively rated that they frequently or always *allowed time for the student to orientate herself*. Two supervisors stated: the student had the opportunity on the first day to orientate herself (n=1) and the supervisor did not expect the first week of the placement a report or demonstration from the student (n=1).

Fifteen and 23 (92.7%) supervisors respectively rated that they *provided information about the facilities available in the area*. One of these supervisors commented that it was part of day one's orientation session.

Nineteen and 17 (87.8%) supervisors respectively rated that they frequently or always *made enough non-human resources available to the student*. Six of these supervisors commented on this question. These comments were: there are resources available at the area (n=4), the student did not have to bring anything from home (n=1), the resources that are available to the supervisor were also available to the student (n=1) and the supervisor created opportunities where the student could demonstrate and ask questions about therapeutic apparatus (n=1).

More than half of the supervisors, eight and 17 (61%), rated that they never or rarely had *enough time to supervise the student*. Four of these supervisors reported: the supervisor's own responsibilities suffered from time spent to supervise students (n=2), the supervisor had to mark the student's report at home because of lack of time (n=1) and the supervisor's patient load limited time for supervision (n=1). Six supervisors, who rated this characteristic as frequently or always, commented on this question. These comments were: the supervisor had too many students (n=1), the supervisor sacrificed her lunch time to make time for the student (n=1), the supervisor wanted more time with the student (n=1), the supervisor had to juggle her time between everything (n=1) and the supervisor's own responsibilities suffered from time spent to supervise students (n=2).

4.3.7 Interrelationship between various supervision characteristics

As previously stated (cf. 4.2.7), this researcher was able to describe the interrelationship between the different supervision characteristics that were reported by supervisors through additional data analysis. The interrelationship between different supervision characteristics focussed on factors that were of interest to the research aim and identified by literature. It should, however, be noted that because the supervisors rated frequently or always for most characteristics, limited data remained that could be used to show the interrelationship between supervision characteristics.

With regard to the type of fieldwork placement area, the following findings were made. Ten of the twenty-five (cf. Table 4-26) supervisors who reported that *the supervisor did not have enough time to supervise the student* were in a physical fieldwork placement area. Of the three supervisors, who reported *ineffective guidance from the supervisor* (cf. Table 4-22), one was from a physical fieldwork placement area, another from a community fieldwork area and a third from a vocational rehabilitation fieldwork area. These physical fieldwork placement areas did not have a higher supervisor-to-student ratio than other areas.

Considering the number of students (cf. Table 4-16) in a fieldwork area, the following findings were made. It should, however, be kept in mind that there were discrepancies in supervisors' responses when they indicated the number of students in a fieldwork area. For supervisors, who reported that *the supervisor did not have enough time to supervise the student* (cf. Table 4-26), the median number of students in a fieldwork area was four, while for supervisors who reported that *the supervisor had enough time to supervise*, the median number was two. The majority of supervisors, who reported ineffective supervision for the afore-mentioned, had a supervisor-to-student ratio of 1-to-2. The same ratio was found for the characteristic *the supervisor was not available*. The median number of students in an area was four for supervisors who reported effective and ineffective supervision for the following

characteristics: *the supervisor was available and the supervisor provided guidance.*

With regard to the number of supervisors (cf. Table 4-26) responsible for supervision in a fieldwork placement area, the following findings were made, although the discrepancies in supervisors' responses, when they indicated the number of supervisors responsible for supervision in a fieldwork area, should be kept in mind. Correspondingly, supervisors, who reported effective and ineffective supervision for the characteristics: *the supervisor had enough time to supervise the student, the supervisor was available, the supervisor was approachable and the supervisor provided guidance*, had a median number of two supervisors responsible for supervision in the fieldwork area. It is notable that all supervisors, who indicated that they were not working in the fieldwork area, reported that *the supervisor provided effective guidance.*

Regarding the qualifications of the supervisors (cf. 4.3.3), the following findings were made. One supervisor indicated that *the supervisor was an incompetent occupational therapist* (cf. Table 4-24). This supervisor was a fully registered occupational therapist. Seven supervisors, who reported that *the supervisor is not flexible*, were fully registered occupational therapists. Furthermore, of the two supervisors, who reported that *the supervisor did not have adequate clinical experience*, one was a community service occupational therapist and the other one a fully registered occupational therapist. Three supervisors reported that *the supervisor provided ineffective guidance*. One was a community service occupational therapist and the other two fully registered occupational therapists. Seven supervisors reported that *the supervisor did not provide opportunities for practical treatment techniques by explaining procedures through demonstration* (cf. Table 4-24). Six of these supervisors were fully registered occupational therapists.

Considering the years of supervision experience of occupational therapists in fieldwork education, the following findings were made. For supervisors, who reported ineffective supervision for *the supervisor provided guidance*, the median number of years of supervision experience was one (range 0 to 12),

while for supervisors, who reported effective supervision for the same characteristic, the median number of years of experience was five (range 0 to 28). For supervisors, who reported ineffective supervision for *the supervisor provided opportunities for practical treatment techniques by explaining procedures through demonstration*, the median number of years of supervision experience was four (range 1 to 12), whereas for supervisors, who reported effective supervision, the median number years of supervision experience was five.

One supervisor reported *the supervisor was an incompetent occupational therapist*. This supervisor also reported that *the supervisor was not knowledgeable in her own area and the supervisor did not have enough clinical experience*.

Three supervisors, who reported that *the supervisor did not provide adequate guidance* (cf. Table 4-22), also reported that *the supervisor did not have enough time to supervise the student*. In addition, one of these supervisors reported that *the supervisor was not available to the students*. Furthermore, three supervisors, who reported that *the supervisor was approachable*, reported that *the supervisor did not provide adequate guidance*.

Four supervisors (cf. Table 4-22) indicated that *the supervisor was unavailable to the student*. Two supervisors reported: *the supervisor was not aware of the student's needs and the supervisor was not aware of the student's fears*.

The one supervisor who indicated that *the supervisor did not create a positive learning environment* (cf. Table 4-26) also reported that *the supervisor was not aware of the student's fears*.

All the supervisors reported that *the supervisor created a welcoming environment* (cf. Table 4-26). However, nineteen supervisors reported that *the supervisor did not implement a supervision contract*. In addition, seven supervisors reported that *the supervisor was not prepared for the student placement*.

Two supervisors reported that *the supervisor ineffectively provided clear explanations at the beginning of the placement about expectations of the student while on placement* (cf. Table 4-23). These two supervisors reported that *the supervisor did not implement a supervision contract*. In addition, one supervisor reported that *the supervisor was not prepared for the student placement*.

Three supervisors reported that *the supervisor did not provide guidance* (cf. Table 4-22). One of these supervisors reported that *the supervisor did not give adequate attention to the student, the supervisor did not grade the demands placed on the student and the supervisor did not grade the level of skills required of the student*.

Five supervisors reported that *the supervisor did not allow the student to try out different treatment techniques under supervision* (cf. Table 4-23). One of these supervisors reported that *the supervisor did not provide guidance and the supervisor was unavailable*. Three supervisors reported that *the supervisor was not aware of the students needs*. Additionally, four supervisors reported that *the supervisor did not have enough time to supervise the student*.

Twenty-six supervisors reported that *the supervisor did not facilitate peer discussion between students* (cf. Table 4-23). Four of these supervisors only had one student in the fieldwork area.

Four supervisors reported that *the supervisor did not provide feedback on a regular basis* (cf. Table 4-25). All four supervisors reported that *the supervisor did not give adequate attention to the student*. Additionally, all four supervisors reported that *the supervisor provided guidance*.

The interrelationship between selected supervision characteristics will be discussed further in chapter 5.

4.4 SUMMARY

This chapter presented the results in two sections. Section A focused on the presentation of data of the students' questionnaires and Section B presented data of the supervisors' questionnaires. Descriptive statistics, namely frequencies and percentages for categorical data and medians and percentiles for continuous data, were illustrated in summaries using tables and graphs.

All the participants in this study were female. The response rate for participants was 98.6% (n=68) for students and 100% (n=41) for supervisors. The median age for students was 21 years and for supervisors 31 years. The median years of supervision experience was five years.

All the participants' perspectives on effective and ineffective characteristics of supervision were obtained by means of the open-ended questions. Students indicated the highest percentages for the characteristics: *the supervisor has to provide support* (58.8%) and *the supervisor has to provide sufficient guidance to the student* (67.7%), whereas 75.6% of the supervisors viewed *providing adequate guidance* and *effective feedback* as the most effective supervision characteristics.

The participants also had the opportunity to identify factors that had a positive and negative influence on supervision during the fieldwork placement. The factor *the supervisor supported the student* (38.2%) received the highest percentage for factors that positively influenced the supervision according to the student participants, while 53.7% supervisors were of the opinion that *positive attributes of the student* positively influenced the supervision they provided. Forty-two (61.8%) of the students stated that the supervision they received were negatively influenced by the manner in which the supervisor supervised and the amount of time spent supervising the student. The majority of supervisors stated that the amount of time available for supervision of students negatively influenced the supervision they provided.

All participants' perspectives of what was descriptive of the supervisor and the supervision, were presented in the five categories: interpersonal, curriculum,

clinical and professional, feedback and environment (Hummel, 1997, p. 149). This researcher furthermore presented the frequencies in which each characteristic was described and the comments on it in the different categories used in the questionnaires. Through additional data analysis the researcher was able to highlight the interrelationship between different supervision characteristics.

An effective supervisor is associated with the characteristics and categories described in the literature review, chapter 2. Therefore, questions rated by participants as *frequently* or *always* in this study's questionnaires, were documented as effective supervision and questions rated *rarely* or *occasionally* were documented as ineffective supervision (3.6.1.1).

In the following chapter results will be discussed and compared with relevant literature.

Chapter 5

Discussion of Results

5.1 INTRODUCTION

The study results were presented in Chapter 4 in two sections (Section A: Student Questionnaire and Section B: Supervisor Questionnaire) in the form of graphs and tables. In Chapter 5 the data collected will be interpreted and discussed and compared to relevant literature. General recommendations will be made briefly, but it will be discussed more comprehensively in chapter 6. In this chapter results from both the students' and supervisors' responses will be discussed collectively in order to describe a unified picture of fieldwork supervision and to be able to achieve the research aim of this study. Lastly, limitations of the study will be highlighted.

A significant amount of data was collected due to the high response rate which presents this researcher with numerous opportunities for interpretation and analysis. For the purpose of this study and because of the restrictions of a dissertation, the researcher will only focus on supervision characteristics that were considered as vital in fieldwork education by participants and evidently effective or ineffective supervision described in this study's context. These supervision characteristics were identified in Table 4-5 Effective supervision characteristics as indicated by students and Table 4-18 Effective supervision characteristics as indicated by supervisors. Results of this study will be discussed according to the biographical data of participants and the fieldwork areas. Characteristics of supervisors and supervision will be discussed in the following five categories; interpersonal, curriculum, clinical and professional, feedback and environment (cf. 2.6.1 & 3.6.1.1). In addition, a factor that was identified, which did not fit into the afore-mentioned five categories, will be discussed in a sixth category, namely: attributes of students.

5.1.1 Biographical information

Participants of this study consisted of 41 supervisors and 68 OT students (52.9% third year). All participants were female. The median age for supervisors and students were respectively 31 and 21 years.

Students and supervisors in the present study differ with regard to the number of students placed in a fieldwork area and the number of supervisors responsible for supervision. Students stated that the average number of students placed at a fieldwork area was two with a maximum of seven. Supervisors however stated that the average number of students was four with a maximum of 21 students. Supervisors' accounts are misrepresented because according to the Department of OT at the UFS the maximum number of students placed at a fieldwork area is seven with an average of two students per area. Students furthermore indicated that the median number of supervisors responsible for the supervision of a student was one while supervisors indicated two supervisors. The reason why some supervisors might have exaggerated, is that they probably had the need to emphasise that it was difficult to cope with the additional workload of supervision and still fulfil their own responsibilities (cf. 2.2.1 Changes and challenges influencing fieldwork education).

Consistent with previous research, this research also indicates that participants (both supervisors and students) feel that supervisors did not have enough time to supervise students (Hummel, 1997, p. 155; Thomas et al., 2007, p. s9). Interestingly enough, both participants, who reported that the supervisor did or did not have enough time to supervise, or that the supervisor was available or unavailable, had a supervisor-to-student ratio of 1-to-2 (cf. 4.2.7 & 4.3.7). Thus, a supervisor's lack of time might be due, not necessarily to the number of students or supervisors involved in a fieldwork placement, to a combination of all the supervisor's responsibilities in the workplace. These results also substantiate Rodger and colleagues (2011, p. 418) opposing finding that supervisors cannot complain about lack of time to supervise because they were found to be more productive during fieldwork placements. Still, lack of time is mainly used as a reason for ineffective supervision and additionally for not

providing fieldwork education to more students. This problem will have to be addressed by all stakeholders, i.e. by implementing different supervision models (O'Connor et al., 2012, p. 279), decreasing the expectations/workload of supervisors (Copley & Nelson, 2012, p. 456) or exploiting more fieldwork areas (M. Gray et al., 2012, p. 452).

This researcher agrees with findings of research by Bonello (2001b, p. 28) and Hummel (1997, p. 153) that the qualification and experience of a supervisor influence the quality of fieldwork education. The participants in this study consisted of thirty-seven fully registered occupational therapists and four supervisors in their community service year. Community service occupational therapists should, however, not supervise students for the first six months independently (World Federation of Occupational Therapists (WFOT), 2002). The researcher did not anticipate that there would be community occupational therapists involved in supervision because the Occupational Therapy department at the UFS does not expect them to supervise students in their community service year. They were therefore not asked if they supervised students independently or with assistance of fully registered occupational therapists. Nevertheless, it is a reality that they do supervise students and the reason can be that the fieldwork areas want to spread the workload amongst all personnel in a department. The involvement of these community occupational therapists in supervision influenced the average number years of experience of supervisors.

This study reveals that the median number of years of experience for supervisors providing ineffective guidance is one year and for effective guidance five years. As established, four of these supervisors who ineffectively provided guidance were community occupational therapists. These supervisors did not only lack supervision experience, but also clinical experience. However, of the two supervisors, who indicated that they did not have adequate clinical experience and the two supervisors who wanted to improve their skills, one was a community occupational therapist and the other a fully registered occupational therapist (cf. 4.3.7 Interrelationship between various supervision characteristics). Only two students (2.9%), likewise, felt that their supervisors

did not have adequate clinical experience (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response). These supervisors, however, which the students referred to, were all fully registered occupational therapists. Hence, not only community service occupational therapists can be perceived as inexperienced. This inexperience of supervisors influences their supervision characteristics. Literature emphasises that supervisors' inexperience is viewed as ineffective supervision by students (Bonello, 2001b, p. 28; Hummel, 1997, p. 153). M'kumbuzi and colleagues (2009, p. 125) explicate that supervisors, who lack skills and experience, do not feel confident enough to teach or demonstrate skills to students. If community service occupational therapists continue to be involved in the supervision of students from the beginning of the year, they should only assist with supervision for the first six months as prescribed by WFOT. To control the quality of supervision in fieldwork education community service occupational therapists should receive training in supervision, shadow more experienced supervisors and their supervision responsibilities should be graded. The same principles must apply to fully registered occupational therapists with no supervision experience.

Bonello (2001b, p. 24) testifies that supervisors, who were recently students themselves, might be more rigid to prove their authority and, in addition, will lack clinical experience to provide appropriate guidance. Students then will question the supervisors' competency and this will directly result in supervision that will be experienced negatively (cf. Table 4-1). However, in contrast to Bonello's (2001b, p. 24) research, the current study shows that the fully registered occupational therapists were considered more rigid by all participants (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response & 4.3.7 Interrelationship between various supervision characteristics). A study done in South Africa reports that the students of the supervisors who take a more rigid stance during fieldwork placement, achieve higher marks at the end of the placement (de Beer & Vorster, 2012). This finding is in conflict with many other studies who indicate that rigidity entails ineffective supervision (Kilminster et al., 2007, p. 11; Lew et al., 2007, p. 107). To uphold high standards, rigidity is not always viewed as necessarily

ineffective supervision. It could even mean that it fits certain expectations of students better. The researcher assumes that the fully registered occupational therapists are therefore experienced as being more rigid.

The OT department where the current study was conducted only utilise the traditional model of supervision, which entails one-on-one supervision. This supervision model restricts fieldwork placement options. With this type of model one has to consider a few factors in fieldwork areas that will influence the fieldwork education of students. The number of supervisors available in an area should be taken into account as well as the clinical and supervision experience of these supervisors before deciding on the number of students placed in a specific area. Within the context of this study a supervisor-to-student ratio of 1-to-2 was proven the most effective. However, with the reality of the scarcity of fieldwork areas and the increasing number of students, different supervision models should be investigated and implemented and supervisors should receive training accordingly (cf. 2.4.1). The benefits of using alternative models of supervision are revealed by research (Allison & Turpin, 2004, p. 198; Thomas et al., 2007, p. s9). This researcher is in agreement with the literature that all stakeholders involved will greatly benefit from other supervision models, such as the collaborative model and the role-emerging model (Bartholomai & Fitzgerald, 2007, p. s23; O'Connor et al., 2012, p. 279). Applying alternative supervision models will enable the tertiary institution to use more diverse fieldwork placements, to generate more opportunities for students to acquire additional skill and to decrease supervisors' workload.

5.1.2 Interpersonal supervision and supervisor characteristics

For the purpose of this study interpersonal characteristics refer to the interpersonal nature of the supervisory process and the qualities of effective supervisors. For meaningful learning experiences to transpire during fieldwork education, supervisors have to display effective interpersonal skills (Susan Mulholland et al., 2006, p. 569; Rodger, Fitzgerald, et al., 2011, p. 200). In this category supervisors were much more lenient when reviewing their own effective and ineffective interpersonal characteristics (cf. Table 4-22 & Table

4-9). Supervisors indicated 100% effectiveness for five interpersonal characteristics, whereas students did not indicate one interpersonal characteristic as 100% effective. Since this category refers to very private and personal qualities of supervisors, it might have been difficult for supervisors to be completely truthful about themselves. Supervisors might also not view some of these characteristics as important or part of their roles as supervisors.

This researcher will focus on interpersonal characteristics that participants identified as essential interpersonal characteristics for an effective supervisor and supervision (cf Table 4-5 Effective supervision characteristics as indicated by students & Table 4-18 Effective supervision characteristics as indicated by supervisors). These interpersonal characteristics were guidance, support, availability, consideration and approachability. This researcher will furthermore discuss how these specific characteristics were described in the clinical areas by students and supervisors.

The most significant interpersonal characteristic identified by students (67.7%) and supervisors (75.6%) was that *the supervisor should provide guidance* (cf. Table 4-5 and Table 4-18). This is in accordance with Kilminster and colleagues (2007, p. 3) who state that providing guidance is one of the main functions of a supervisor. In reality 20.6% of the students and 7.3% of the supervisors in this study indicated that the supervisors provided insufficient guidance. The researcher established that a definite interrelationship between the students' experience of guidance and their perception of the supervisor as being approachable and available (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response). Al Kadri and colleagues' (2011, p. 562) findings are similar and affirm that students value supervisors' availability to provide guidance. When supervisors are available to provide guidance, students attain more skills. Moreover a student, who regarded the guidance she received as effective, reported that she had to show initiative without any guidance. When considering this comment one has to ask whether all students realise what effective guidance entails. Only 20.6% of the students stated that the supervisors' guidance positively influenced the supervision they

received during the fieldwork placement (cf. Table 4-7). This percentage should have been much higher if supervisors realised that guidance constitutes one of the main functions of a supervisor and understood its importance for meaningful learning experiences. Students will not learn effectively in this lamentable reality with no or ineffective guidance.

The second vital interpersonal characteristic identified by students (58.8%) and supervisors (31.7%) is that *the supervisor has to provide support* (cf. Table 4-5 and Table 4-18). This characteristic was also regarded in the literature as one of a supervisor's key roles (Kilminster et al., 2007, p. 4). Though all supervisors were under the impression that they provided effective support, 17.2% of the students implied otherwise. Some of the supervisors' comments seem like justifications why they did not provide enough support, for instance: the supervisor provided support when she was available, the supervisor had little time available and the supervisor's other responsibilities made it difficult to support students (cf. 4.3.6.1). Literature acknowledges that supporting students during supervision requires inherent energy from supervisors and even more so with extra support to struggling or difficult students (L. R. Mason & Bull, 2006, p. 26). The present study reveals that students want supervisors to be actively involved in the students' daily tasks, demonstrate their support and to ask about their progress and wellbeing. Still, students indicated that supervisors' support had the greatest (38.2%) positive influence on the supervision they received (cf. Table 4-7). Supervisors may well be unaware of the kind of support students need. Students not only need support with clinical and professional skills, but also emotional and personal support. In agreement with Larkin and Watchorn (2012, p. 464) training institutions know that they are nowadays dealing with a more diverse student population than even a decade ago that may need support in various areas which supervisors have not yet contemplated or considered as their responsibility. If tertiary institutions want students to undergo fieldwork education, they need to support all stakeholders involved in fieldwork education (Kirke et al., 2007, p. s18).

The third fundamental interpersonal characteristic identified by students (47.1%) and supervisors (43.9%) is that a *supervisor should be available*. 17.7% of the

students and 9.8% of the supervisors regarded the supervisor's availability as ineffective. Students viewed supervisors as very busy people and not always present in the area. In consensus with the students, supervisors stated that their own responsibilities limited their availability. Notably, both supervisors, who regarded themselves as available and supervisors, who regarded themselves as unavailable, gave the same explanations. This demonstrates incongruence in the supervisors' view of their availability. Certain supervisors (wrongly?) felt that it was the student's responsibility to approach them. However, if the student had been aware that it was her responsibility, the more important question remains: was the supervisor available? Furthermore, some supervisors viewed themselves as available via the cell phone. Bartholomai and Fitzgerald (2007, p. s25) accentuate that supervisors must inform students when they will be available and unavailable to provide supervision. All participants identified this unavailability of the supervisor as the foremost negative influence on supervision during the fieldwork placement which reinforce previous comparable research findings (Hummel, 1997, p. 152; Lew et al., 2007, p. 112). Even though supervisors justify their lack of availability with factors such as their own responsibilities, lack of time, too many students and written work, one cannot ignore the major impact this unavailability has on student learning and the quality of fieldwork education (cf. 2.2.1). This characteristic directly influences the guidance the student receives as established in the interrelationship findings (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response & 4.3.7 Interrelationship between various supervision characteristics), for example, if the student requires guidance at a critical point, this student will have to wait until the supervisor is available (which might not be the same day). The student will also have fewer opportunities to observe the supervisor in treatment sessions and get guidance in demonstration sessions to the supervisor. This is indicative of Al Kadri and colleagues' (2011, p. 562) research findings which conclude that unavailability of supervisors result in lack of guidance and support which eventually causes stress in students. If stakeholders want to lessen the effect of supervisors' unavailability, they should investigate the advantages of the different levels of supervision. Kilminster and colleagues (2007, p. 4) describe different levels of supervision used in fieldwork education (cf. 2.4) as follows: direct supervision

(when the supervisor is present in the same room as the student), immediately available supervision (the supervisor is nearby and immediately available to assist), local supervision (when the supervisor is on the premises and available within a short time) and lastly, distant supervision (the supervisor is available for assistance by appointment). This researcher agrees with literature that the level of supervision should be graded according to the development of the student's skills. The researcher suspects that the supervisors as well as the students, who participated in the current study, are not aware of this concept of grading of supervision and should be informed about it and trained to apply it. This concept of grading the level of supervision may solve many problems experienced with regard to the availability of supervisors.

The fourth essential characteristic identified by students (16.2%) and supervisors (19.5%) for effective supervision is *the supervisor needs to be considerate*. Consideration in this context means a supervisor must be aware of a student's needs and fears and respect the student (Keller & Wilson, 2011, p. 34; Rodger, Fitzgerald, et al., 2011, p. 201). In this study students indicated the following percentages ineffective supervision for these characteristics: aware of the student's needs (23.5%), aware of student's fears (25%) and show respect for the student (4.4%). Of concern was that students indicated that certain supervisors were playing on their cell phones while students demonstrated a treatment session to the supervisor. Students perceived this rightly as demonstrations of total disrespect. These supervisors probably have no insight in the effect of their behaviour. Students in turn will react with feelings of no respect towards these supervisors and may even question the feedback provided after such demonstrations of disrespect. Previous research claims that to gain the respect of students and to experience mutual respect, were benefits supervisors experienced in supervision (Jung & Tryssenaar, 1998, p. 44; Thomas et al., 2007, p. s5). This research shows not all supervisors share this sentiment. Remarkably, all supervisors stated that they showed respect for students. Supervisors indicated the following ineffective supervision percentages for the same characteristics: aware of the student's needs (12.2%) and aware of the student's fears (12.2%). Supervisors, who indicated effective supervision, stated that students were too afraid to express their needs and the

supervisors only became aware of the needs when the students informed them of their feelings. In one case the student's body language gave an indication of her fears. These interpretations of supervisors are again in conflict with their answers on the closed questions where they indicated effective supervision. Supervisors view it as the students' responsibility to inform them about their needs and fears. This study shows a strong interrelationship between supervisors' availability and their awareness of students' needs and fears (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response & 4.3.7 Interrelationship between various supervision characteristics). Moreover, if supervisors are unavailable, unapproachable and students are scared of them, students will not freely inform them of their needs and fears. By implication supervisors will stay oblivious about students' needs and fears and will continue to provide ineffective supervision. Literature stresses that, in order to create a positive learning environment for students, supervisors need to be knowledgeable about their needs and fears (Hummel, 1997; Kilminster et al., 2007; Lew et al., 2007). This is also evident in the current study. Supervisors, who were not aware of students' needs and fears, were unable to create a positive learning environment (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response & 4.3.7 Interrelationship between various supervision characteristics). This researcher proposes that supervisors should be advised about the positive effect this awareness will have on their supervision and that they should perceive it as their responsibility to obtain the relevant information from students.

A further important supervision characteristic identified by supervisors (26.8%) and students (8.8%) is *a supervisor should be approachable*. This study shows that all supervisors regarded themselves as approachable while 10.3% of the students indicated that the supervisors were unapproachable. Students, who regarded supervisors as unapproachable, did not comment on the reasons. Interestingly, students as well as supervisors who regarded supervisors as approachable reported: the supervisors were very busy and did not have time for students. This demonstrates incongruence in their responses and one has to question the approachability of supervisors. An unapproachable supervisor has been identified by previous research as ineffective supervision (Mackenzie,

2002, p. 89; Rodger, Fitzgerald, et al., 2011, p. 201). As discussed in the previous paragraph, a supervisor's approachability has a direct impact on supervision. If a supervisor is perceived as unapproachable by a student, it will not only make it difficult for the student to express her fears and needs, but also to ask for guidance and to communicate effectively with the supervisor (cf. 4.2.7 Interrelationship between various supervision characteristics from students' response & 4.3.7 Interrelationship between various supervision characteristics). This may lead to an ineffective learning environment for students.

5.1.3 Curriculum supervision and supervisor characteristics

For the purpose of this study curriculum characteristics relate to the supervisors' preparation for and content of fieldwork placements. Content of fieldwork placements refers to teaching strategies, organisation, knowledge of the academic course and orientation. In this category students and supervisors reported the most ineffective supervision characteristics.

In this category students (50%) as well as supervisors (43.9%) identified that it is crucial that *the supervisor provides sufficient guidelines* to realize effective supervision in a fieldwork area (cf. Table 4-5 Effective supervision characteristics as indicated by students & Table 4-18 Effective supervision characteristics as indicated by supervisors). According to the students, insufficient guidelines were the second most prominent factor that negatively influenced the supervision they received (cf. Table 4-8 Factors that negatively influenced the supervision received as identified by students). This finding is consistent with earlier studies which also indicated the influence of guidelines in fieldwork education (Hummel, 1997; Rodger, Fitzgerald, et al., 2011). Results of the current study showed ineffective guidelines which were related to following supervision guidelines. Students and supervisors indicated equally (46.3%) that *a supervision contract was not implemented*. Three students, who indicated ineffective supervision, reported that only a verbal agreement between the supervisor and the student existed. Interestingly, three supervisors, who indicated effective supervision, reported identically that agreements existed. It is clear from this study's findings that students find a verbal agreement an

unacceptable method of contracting. Perhaps the expectations in these verbal agreements were not communicated properly. A supervision contract should conceivably contain information about what the supervisor expects from the student, what the student needs to learn in the fieldwork area and how and when the supervisor will supervise the student. Robinson and colleagues (Robinson, Tanchuk, & Sullivan, 2012a, p. 282) stresses additionally that students rely on guidelines to assist them to behave professionally within a contest. Literature recommends that the tertiary institution should provide guidelines of what exactly are expected from the student and the supervisor during fieldwork education (Kirke et al., 2007, p. s19). The researcher of this study agrees with this to some degree but is also of the opinion that, due to the diverse type of fieldwork areas, all guidelines may not be practicable in all the areas and should be flexible.

A large percentage of students (41.2%) revealed that *the supervisor did not have regular meetings with the student*, whereas only 24.4% of the supervisors indicated ineffective supervision in this regard. Supervisors felt that it was the student's responsibility to organise a meeting. The fact of the matter is that students will not approach supervisors if they are perceived as unapproachable, too busy to talk to and unavailable. Supervisors are also in an authoritative position and students may not view it as their prerogative to initiate and organise meetings in a fieldwork area where they are only working for a short period. Supervisors need to recognise the benefits of regular meetings, for example, it will keep them updated on students' progress and provide both parties with the platform to communicate about any concerns that arise.

The supervisor provided a clear explanation of expectations from the student while on placement was regarded by 23.5% of the students as ineffective supervision and by only 5% of the supervisors as ineffective supervision. Students remarked that they were only informed midway through the placement about expectations and that they had to find out for themselves what was expected. The reasons why supervisors did not provide clear explanations of expectations from students can be the following (cf. 4.2.7 & 4.3.7). The interrelationship between characteristics demonstrated that supervisors who

were not well informed about the requirements of the tertiary institution, also had adequate knowledge about the curriculum at the tertiary institution. Supervisors were additionally not prepared for the fieldwork placement and did not implement a supervision contract. It should be agreed that sufficient guidelines will create a positive and welcoming learning environment (Hills et al., 2012, p. 160; Kirke et al., 2007, p. s20). Sufficient guidelines with clear expectations will certainly ensure effective communication between the supervisor and the student and enhance optimal learning. If a student is informed about what is expected from her in a fieldwork placement, it will minimise her anxiety and fears (Rodger, Fitzgerald, et al., 2011, p. 198; Tan, Meredith, & Mckenna, 2004, p. 26). This researcher further advises that tertiary institutions should clarify what is expected of students at certain stages in the curriculum and of supervisors during specific fieldwork placements and that these expectations are clearly communicated by supervisors to students.

The supervisor need to encourage the student during a fieldwork placement was identified by students (8.8%) and supervisors (7.3%) as necessary for effective supervision. Students and supervisors specified ineffective supervision for the following encouragement characteristics. *The supervisor encouraged the student to develop new areas of competence* was indicated as ineffective by 14.7% students and 4.9% supervisors. *The supervisor encouraged the student to take responsibility for her own learning* was indicated by 4.4% of the students and 2.4% of the supervisors as ineffective supervision. In addition, supervisors regarded 100% effective supervision for the following characteristics: *the supervisor encouraged self-direction*, *the supervisor encouraged rationales for treatment* and *the supervisor encouraged the student to think for herself*. Students, however, regarded the following percentages of ineffective supervision for the same characteristics: *the supervisor encouraged self-direction* (8.8%), *the supervisor encouraged rationales for treatment* (5.9%) and *the supervisor encouraged the student to think for herself* (6%). The differences in students' and supervisors' perceptions concerning the above-mentioned encouragement characteristics are very small. To become competent future occupational therapists, students need to learn to think for themselves with encouragement and guidance from supervisors. To achieve this, supervisors

need to encourage students to take responsibility for their own learning and develop skills in as many areas as possible. Russel (2006, p. 350) supports the theory that students need to be treated as adult learners and need to take responsibility for their own learning. The researcher of the present study agrees with Mulholland (2006, p. 565), who argues that when students are more in control of their own learning, they will feel more motivated to learn and work hard. The challenge for the supervisor is to keep an ideal balance between the supervisor's responsibility and the student's responsibility to foster optimal learning in the fieldwork area. Students do not always have adequate knowledge and skills to be solely responsible for clients' treatment. Therefore the student's responsibilities need to be graded as the skills develop.

The students reported 32.4% effective supervision for *the supervisor graded the demands placed on the student* and 27.9% for *the supervisor graded the level of skills required from the student*. The majority were third year students who reported ineffective supervision for these two characteristics (cf. 4.2.7 & 4.3.7). Third year OT students may well request more grading in demands placed on them and skills required of them because of their limited knowledge, skills and fieldwork experience. Supervisors, on the other hand, indicated 21.9% ineffective supervision for *the supervisor graded the demands placed on the student* and 12.2% for *the supervisor graded the level of skills required from the student*. Supervisors reported that they graded according to the year group and abilities of the student and the student's workload was gradually increased. Literature asserts that grading should be done according to the student's level (year group) and skills (Kilminster et al., 2007, p. 4; Rodger, Fitzgerald, et al., 2011, p. 198). It is clear that certain supervisors attempt to grade their expectations of a student during a fieldwork placement. Supervisors need to be educated about what is expected from students in different year groups and at different stages of fieldwork placements. This will result in successful grading of demands and skills. Collaboration between tertiary institutions and supervisors is necessary and should include advice to supervisors on how to grade demands and skills generally and how to deal with specific students that struggle in a fieldwork area.

Students (5.9%) and supervisors (4.9%) stated that effective supervision entails *the supervisor need to be knowledgeable of expectations from the university*. This was more a concern for supervisors where 17.1% supervisors reported that this aspect had a negative influence on the supervision they provided. In this study students (32.8%) and supervisors (26.8%) indicated ineffective supervision for *the supervisor was knowledgeable about what has been taught at the university*, while 22.4% students and 17.1% supervisors signified ineffective supervision for *the supervisor was informed about the requirements of the university*. Students revealed that a disparity existed between the expectations of the UFS and supervisors and that the supervisor could not understand why students have not completed all the theory yet. Reasons for this might be that all supervisors did not attend the orientation session held by the Department of OT at the UFS in the beginning of the year or the information provided in the module guides is not clear and sufficient. This researcher believes that to enhance meaningful fieldwork education, all parties involved should be informed about the expectations and outcomes to uphold the same standard of education. Larkin and Watchorn (2012, p. 463) supports this belief and state that quality fieldwork placement can be achieved by effective collaboration between all stakeholders. Supervisors should thus be provided with the theory that is being taught at the specific tertiary institution (Susan Mulholland & Derald, 2005, p. 387; Spiliotopoulou, 2007, p. 384).

As previously discussed (cf. 5.1.2), students and supervisors identified that guidance provided by the supervisor is critical for effective supervision. Mason (1999, p. 22) explicate that to achieve effective guidance, supervisors should use different teaching strategies. Students indicated the following ineffective supervision for teaching strategies. *The supervisor provided opportunities to show practical techniques linking theory covered in class* was indicated by 36.8% of the students and 21.9% of the supervisors as ineffective supervision. Furthermore, 41.2% of the students and only 12.2% of the supervisors indicated ineffective supervision for *the supervisor allowed the student to try different treatment techniques under supervision*. Supervisors admitted that the main reason for this was lack of time. Students acknowledged this lack of time but strongly expressed the need for supervisors to demonstrate treatment

techniques themselves or even for supervisors to attend more demonstrations of the student. The Department of Occupational Therapy expects of supervisors to demonstrate a treatment session once a week and attend three treatment demonstration sessions of the student during the placement. Students, however, testified that most supervisors did not demonstrate treatment sessions themselves and they only attended students' treatment demonstration sessions for marks (which accounted to two to three demonstrations during a six week fieldwork placement). This can truthfully not be regarded as effective supervision to the detriment of optimal learning. Rodger and colleagues (2011, p. 198) emphasise the importance of enhancing students' learning skills through the modelling of supervisors and the practising of those skills under supervision. One of the main reasons for fieldwork education is to enable a student to demonstrate that she has acquired the knowledge and skills to apply theory in real life settings (Kirke et al., 2007, p. s13; S. Mulholland & Derdall, 2007, p. 162). Levy and colleagues (2009, p. 8) support this and add that a student acquires the necessary skills, behaviours and attitudes to be a competent occupational therapist during fieldwork education. Hence, if students are not presented with the opportunity to learn from modelling competent supervisors, to practise under supervision and receive feedback, effective learning will not realize in the fieldwork education. We might just as well teach students at tertiary institutions with paper cases if we are applying supervision in fieldwork placements ineffectively.

In this category the majority of students (54.4%) and supervisors (66.7%) indicated ineffective supervision for *the supervisor facilitated peer discussions*. Reasons for this may be that certain fieldwork areas only had one student and that supervisors are not familiar with this teaching strategy. Flood and colleagues (2010, p. 22) suggest that students learn from each other's reflections and feedback. The reality is that even though most supervisors did not facilitate peer discussions, students do discuss their clients and ask for advice from each other, especially third years from fourth years. These discussions will contribute to more meaningful learning if a supervisor is available for guidance and allocate time for peer discussions.

5.1.4 Clinical / Professional supervision and supervisor characteristics

In this study clinical and professional characteristics refer to the clinical skills of supervisors and their professional attitudes and behaviours. Both students (16.2%) and supervisors (17.1%) indicated that effective supervision also means that the supervisor behaves *professionally* (cf. Table 4-5 Effective supervision characteristics as indicated by students & Table 4-18 Effective supervision characteristics as indicated by supervisors). Students (23.5%) and supervisors (21.9%) also indicated that a supervisor who behaves unprofessionally is perceived by participants as ineffective supervision (cf. Table 4-6 & Table 4-19). Furthermore, 7.4% students indicated that supervisors' unprofessional behaviour was the fourth main influence that had a negative impact on the supervision they received (cf. Table 4-8). Mulholland and colleagues' (2006, p. 569) study supports this finding and agree that students value professional behaviour exhibited by supervisors. Even though it was identified by participants as an important supervision characteristic it is alarming that not more participants indicated it as an important characteristic. In the present study all supervisors regarded themselves as professional, whereas 10.3% students conveyed that the supervisor behaved unprofessionally, for example: the supervisor was lazy, only sat and read the newspaper, never treated clients, was dishonest, made empty promises and communicated unprofessionally with multi-disciplinary team members. Unprofessional behaviour of supervisors in fieldwork has been reported in literature (Lew et al., 2007, p. 116). This researcher agrees with Mason and Bull (2006, p. 23) that professional behaviour is an important skill that students have to develop during fieldwork education. Robinson and colleagues' (Robinson, Tanchuk, & Sullivan, 2012b) study emphasises that professionalism can be very context specific and that students consequently are not always certain how to act professionally in different scenarios. Students often learn professional behaviour through the modelling of supervisors' behaviour in fieldwork placements (M. Gray et al., 2012, p. 116; Hills et al., 2012, p. 161). Students may presume that supervisors' attitudes and behaviours, even though unprofessional, are acceptable within the profession and other professions. The danger is that this misguided perception of professional behaviour will influence students' development of professional

behaviour. To educate competent and professional future occupational therapists, supervisors must continuously exhibit professionalism.

Furthermore, 13.2% students and 12.2% supervisors pointed out that a *supervisor must be a competent occupational therapist* in order to provide effective supervision (cf. Table 4-5 Effective supervision characteristics as indicated by students & Table 4-18 Effective supervision characteristics as indicated by supervisors). Students (16.2%) and supervisors (12.2%) were in agreement that a competent supervisor was one of the main factors that positively influenced the supervision during the fieldwork placement (cf. Table 4-7 & Table 4-20). In fieldwork education students expect the supervisor to be a source of knowledge and an expert in her field (Harden & Laidlaw, 2012, p. 153). A supervisor is considered competent if she is knowledgeable, experienced and skilled in the field of OT. Only a small percentage of students (3%) and supervisors (2.4%) regarded the supervisor as incompetent. However, students who indicated that supervisors were competent conveyed conflicting comments, such as: the supervisor did not treat clients nor did the supervisor do much in the fieldwork area. These conflicting comments suggest that students did not experience situations where they witnessed supervisors' competency and could therefore not be certain if a supervisor was indeed competent. Similarly, a few supervisors, who regarded themselves as competent occupational therapists, believed that they could still improve. Bonello (2001a, p. 29) also reports that supervisors questioned their own knowledge and skills during supervision. Supervisors may doubt their own knowledge and skills because they are not up to date with current theories and skills being taught at the UFS. The current study shows that the majority of supervisors, who were perceived as incompetent, were fully registered occupational therapists (cf. 4.3.7 Interrelationship between various supervision characteristics). The modern generation of students might also challenge supervisors' knowledge and skills to a greater degree (cf. 2.2.1). To improve the quality of fieldwork education it is important that supervision must be provided by competent supervisors. This could be ensured by taking into consideration the number of years of clinical experience these occupational therapists have and providing

information or training on current theories and skills taught at the tertiary institutions.

Another important characteristic necessary for effective supervision was *the supervisor explained reasons for clinical decisions*. In agreement, 17.7% of the students and 9.8% of the supervisors stated that the supervisor did not explain reasons for clinical decisions. It is expected of students to develop clinical reasoning skills during fieldwork education. Literature emphasises that if supervisors want to facilitate learning they need to give clear explanations of their rationales of treatment (Rodger, Fitzgerald, et al., 2011, p. 198). Therefore supervisors should have good communication skills and a sound base of theory. Supervisors also need to be informed that they are expected to provide and cultivate clinical reasoning in students.

The supervisor explained procedures through practical demonstration was indicated by the largest percentage of students (41.2%) and supervisors (17.1%) as ineffective supervision. This method where students emulate supervisors is more effective than verbal transfer of knowledge (Rodger, Fitzgerald, et al., 2011, p. 198). The current study reveals that supervisors argued that they did not have enough time to demonstrate to students and added that their own responsibilities made it difficult. Supervisors are expected to do a treatment demonstration once a week. A treatment demonstration once a week is either not enough or supervisors are not demonstrating any treatment sessions as reported by some students. This researcher is of the opinion that tertiary institutions should consider the possibility of students shadowing supervisors at first and/or take the role as the supervisor's assistant which is indicative of the theory of developing skills from modelling supervisors (Carless, Robertson, Willy, Hart, & Chea, 2012, p. 158; Rodger, Fitzgerald, et al., 2011, p. 198). Through this students will get the opportunity to learn from observing supervisors and no additional responsibility is placed on the supervisor. By the time the students are required to treat clients, these students might expectantly not need a great deal of guidance and supervision which will be beneficial for the supervisors as well. This will lessen the extra workload and time necessary for supervision of students.

5.1.5 Feedback supervision and supervisor characteristics

The feedback category in this study conveys supervisors' comments on students' performances. *Feedback* was identified by 75.6% of the supervisors and 30.9% of the students as an essential characteristic needed for effective supervision in fieldwork education. Research states that to provide feedback is an important task of supervisors during fieldwork education (Kilminster et al., 2007, p. 3; Rodger, Fitzgerald, et al., 2011, p. 200). Supervisors should give feedback on students' personal, professional and educational development. Students stated that the feedback they received from supervisors during the fieldwork placement had a positive (30.9%) and negative (17.7%) influence on their perception of the effectiveness of supervision and the supervisor.

All supervisors felt that they *provided feedback in a clear manner* and the majority (92.6%) of students were in agreement with the supervisors. Several supervisors provided written and verbal feedback. Although feedback was clear, students expressed their discontent with feedback that was given in writing only and that some supervisors only communicated criticism in their feedback. Perhaps it is true that certain supervisors only provided criticism, but Hills and colleagues (2012, p. 159) warn that the current Generation Y students experience feedback as criticism. Students need to be educated about the value of feedback and how to deal with it. Supervisors should also be educated in the value of combining clear and constructive feedback.

Feedback, furthermore, needs to be well timed to promote effective learning. Students (23.5%) reported that supervisors were not *timely in providing feedback or in reviewing written work* (19.4%). Some supervisors reported that students had to wait because they had other responsibilities. One student indicated that she had to wait three weeks for feedback on her report. When feedback is given too late the student will not learn from the context and will not be provided with the opportunity to improve and correct previous mistakes in the following task. The researcher concurs with the literature that feedback is perceived as more efficient if it is given as soon as possible after the event

(demonstration or report) (Nicol & Macfarlane-Dick, 2006, p. 208; Richard, 2008, p. 167).

Beside the fact that feedback has to be clear and constructive, feedback must be given on a regular basis (Kilminster et al., 2007, p. 10). In this study 22.1% of the students and 10% of the supervisors reported that *feedback was irregular*. Students and supervisors stated that certain supervisors only provided feedback after treatment demonstrations for marks. As far as the present study is concerned, students were only expected to demonstrate three treatment sessions during a five to six week placement. Interestingly, students viewed this as ineffective supervision while supervisors thought this was enough for effective supervision (cf. 4.3.7). It is evident that an undeniable interrelationship between irregular or no feedback and ineffective guidance exists (cf. 4.2.7). Literature does not define regular feedback. It is clear that three treatment sessions during a five to six week placement are not enough especially if it is only utilized for marks. There is thus no opportunity for students to practice and develop without the added stress of being assessed.

To provide regular feedback to students the supervisor has to give adequate attention to the student. In this category students (26.5%) as well as supervisors (17.4%) indicated the highest percentage of ineffective supervision for *the supervisor gave adequate attention to the student*. Owing to this, eleven (n=14) students and one supervisor (n=3) reported that guidance provided in the fieldwork area was insufficient (cf. 4.2.7 & 4.3.7 Interrelationship between various supervision characteristics). Supervisors' own responsibilities limited the time they had available to spend with students. This problem has also been identified in previous research (Hummel, 1997, p. 154; Susan Mulholland et al., 2006, p. 570). Although students were aware of this reality, they still experienced it as ineffective supervision. This corresponds with Rodger and colleagues' (2011, p. 199) findings that insufficient feedback cause students to feel fieldwork is purposeless. This researcher proposes that supervisors set scheduled time aside for feedback sessions with students or at least indicate how feedback can be incorporated in their daily routine. For example, the supervisor can give feedback while walking back from the treatment area or

reflect on sessions while enjoying teatime together. Not all feedback sessions need to be formal. Perhaps supervisors need training or assistance with time management skills.

Nicol and Macfarlane-Dick (2006, p. 205) recommend that, with the intention to improve fieldwork education, students should provide feedback to supervisors. This study shows that 14.6% of the supervisors did not encourage the student to provide feedback to the supervisor. Several supervisors required weekly reflections from the student. Many supervisors could have misinterpreted this question because one of the requirements of the UFS is that students reflect on their treatment demonstrations, which the supervisors should assess. This feedback should include all aspects of supervision and the fieldwork environment that the supervisor offers. The purpose is to improve the supervisor's supervision and the fieldwork environment. This feedback should assist supervisors to gain a deeper comprehension of the supervisory process and fieldwork education.

5.1.6 Environment supervision characteristics

The environment category has statements about the fieldwork environments which the supervisors created for the students. In this category supervisors reported for almost all of the characteristics above 90% effective supervision (cf. Figure 6-10). Students in contrast reported for most of the characteristics below 90% effective supervision (cf. Figure 6-5).

Supervisors (61%) and students (27.9%) disclosed that *supervisors did not have enough time to supervise students*. As can be seen in Table 4-13 and Table 4-26 both students and supervisors respectively indicated that this characteristic was rated by the highest percentage of participants as ineffective in this category. This finding confirmed Hummel's (1997, p. 155) research that the biggest environmental influence on supervision is supervisors' lack of time. It is evident from the large difference of percentages between participants that students in this study disagree that this lack of time to supervise students was true for the majority of supervisors. Students and supervisors blamed this lack

of time on supervisors' high workload and the placement of too many students in the fieldwork area. These reasons are in line with changes and challenges experienced in fieldwork education worldwide (cf. 2.2.1). Supervisors, in addition, complained that their own responsibilities and clients were negatively affected because of fieldwork supervision. This is in contrast with Rodger and colleagues' (2011, p. 416) research which found that supervisors are more productive when they have to supervise students. As discussed in a previous section (cf. 5.1.1), supervisors might exaggerate more to use it as an excuse for poor supervision. Even though students are aware of the challenges involved in fieldwork education, supervisors' lack of time still influences students' fieldwork experiences negatively. This lack of time has also an impact on other areas of supervision as mentioned before, i.e. guidance and availability (cf. 4.2.7 & 4.3.7). Supervisors certainly need training in time management skills and support from the tertiary institution and supervisors' employers to see how they can minimise the added workload of student supervision.

All supervisors were under the impression that *they created a welcoming fieldwork environment for students*. However, 10.3% students did not feel welcome at the fieldwork placement. Students, who feel welcome, value the fieldwork experience more and utilize more learning opportunities (Rodger, Fitzgerald, et al., 2011, p. 200). Students also confirmed this in the current study. To establish a welcoming environment, supervisors have to orientate students to explicit expectations, supply adequate resources, consider students' learning needs, ensure learning opportunities and offer sufficient supervision and feedback. The students did not give reasons for not feeling welcome, thus any of the above reasons or other ineffective supervision characteristics could have contributed to an unwelcome fieldwork environment. This unwelcome environment may even be explained by the interrelationship between supervision characteristics (cf. 4.2.7 & 4.3.7). This study shows that supervisors, who were not able to create a welcoming environment, were also not prepared for the fieldwork placement and did not implement a supervision contract. With regards to these characteristics 17.1% supervisors were not prepared for the placement and 46.3% supervisors did not implement a supervision contract. Supervisors need to be guided in how to create a

welcoming environment. It is therefore important to inform supervisors that by, for example being prepared and implementing a supervision contract they will create a welcoming environment for students.

Students (13.2%) furthermore did not sense that *supervisors created a positive learning environment*. Only one supervisor was in agreement with these students. For students to exploit learning opportunities, there has to be positive feeling around these learning opportunities (Richard, 2008, p. 165). A positive and supportive learning environment will foster deep learning in students (cf. 2.3). Supervisors will be able to create a positive and supportive environment through displaying effective interpersonal characteristics (cf. 5.1.2) and make various resources available in the fieldwork area.

Information about facilities available and availability of non-human resources contribute to the establishment of a welcoming and positive fieldwork environment. In this study 19.1% of the students and 7.3% of the supervisors indicated that the supervisor did not provide information about available facilities. Certain supervisors informed students during orientation and some students had to find the information on their own. Students (10.3%) and supervisors (12.2%) stated that non-human resources were not always available. Students and supervisors experienced this lack of non-human resources as a challenge. It limited the learning opportunities available for students. Recent research also emphasise that supervisors experience it as a challenge to provide effective supervision without adequate non-human resources (Krusen, 2011, p. 551). With financial constrictions evident in almost all settings, it is a reality that cannot be ignored. Students need to be trained to adapt to all circumstances to become proficient occupational therapists.

5.1.7 Student attributes in fieldwork

Research done in fieldwork education and influences on supervision have not recognised the significant impact that students' attributes have on supervision. In the discussion of changes and challenges influencing fieldwork education (cf. 2.2.1), this researcher referred to Larkin and Watchorn (2012) who identified

two important aspects of present-day students that need to be considered by all parties involved in fieldwork education. Firstly, students are more diverse and might need more support in personal as well as financial circumstances. Secondly, teaching has shifted away from traditional methods and supervisors are compelled to utilise modern technology increasingly. A study done by Hills and colleagues (2012) on the impact of Generation Y characteristics on fieldwork education, also recommends that multimedia educational approaches need to be implemented and that Generation Y students need clear guidelines, immediate feedback and self-directed learning. Neither supervisors nor students in the current study identified the need for more support in students' personal and financial circumstances or the use of multimedia teaching methods. The researcher is of the opinion that students will not express their needs to supervisors in fieldwork areas because sharing information about their personal circumstances might be seen as weaknesses or unprofessional behaviour. Students will rather share this information with the fieldwork area coordinator or the year guardian at the UFS with whom they have an on-going and trusting relationship. As far as technology is concerned, students are aware of the lack of non-human resources in fieldwork areas, but might be unaware of the use of multimedia educational approaches in fieldwork training.

Supervisors revealed that attributes displayed by students during the fieldwork placement, played a major role in the supervision they provided. The students did not share this view, none of the students affirmed that their attributes influenced the supervision. The majority of supervisors (53.7%) testified that positive attributes of students had a leading, helpful influence on their supervision (cf. Table 4-20). Additionally, supervisors (31.7%) attested that negative attributes exhibited by students were the second main factor that negatively influenced supervision (cf. Table 4-21). This researcher could not find completed studies on factors that influence supervision related especially to students' attributes. Neither could a study be found that identified the positive and negative attributes that students exhibit during fieldwork placements.

The present study reveals the following attributes identified by supervisors that have a positive influence on supervision:

- A hardworking student.
- A student that is willing to learn.
- A student that has excellent theoretical knowledge.
- A student that shows initiative.
- A student that is honest about her weaknesses.
- A student that is not afraid to learn.

In a qualitative study done by Kirke and colleagues (2007, p. s18) supervisors and students were asked what characterizes a good student in fieldwork. It should be kept in mind that a limitation of the study was that “the student’s perspective” was based on only four newly (less than two years’ experience) qualified occupational therapists. Qualities of a good student, which are similar to those found in the present study, are: interested in learning, show initiative, aware of her weaknesses and strengths, good base of theory and being an active learner. Attributes that were identified as necessary to be a good student in fieldwork are: clear goals, self-directedness, adaptable, able to apply knowledge, actively seeking feedback, generic professional behaviour and enthusiastic and good communication.

Student attributes identified by supervisors in the present study that have a negative influence on supervision, are the following:

- A competitive student.
- A student that struggle to cope under pressure.
- A student that is lazy.
- A student that has inadequate theoretical knowledge.
- A student that is too personally involved with the supervisor.

These negative attributes are mostly qualities that are contrary to the positive attributes identified in this study and in Kirke and colleagues’ (2007, p. s18) research. Previous research also affirms that students can be competitive if there are more than one student in a fieldwork placement (Flood et al., 2010, p. 25). Emslie (2012, p. 73) found that supervisors believed that students’ unpreparedness for the fieldwork placement, lack of responsibilities and negative attitudes influenced their facilitation of learning negatively. Supervisors’

attempts to overcome these problems through certain strategies were not always successful. These strategies were: discuss problems, underline expectations of students again and suggest students read-up on theory again. This researcher believes that most of the negative attributes that were identified in the current study could be overcome by similar strategies and recommendations. Tertiary institutions should endeavour to manage students with these negative attributes and, in collaboration with the supervisors, initiate action plans to overcome these problems.

Supervisors did not have the opportunity to elaborate on reasons why these positive and negative attributes of students influenced supervision. This was an unsuspected discovery in the study and did not form part of the research aim. Yet it is clear that students' attributes influence supervision and therefore fieldwork education. This researcher views it as an important finding that needs to be investigated in follow-up studies.

5.2 LIMITATIONS OF THE RESEARCH

The study was limited to only one tertiary institution. All the findings and recommendations are not generalisable to other tertiary institutions. However, results found in this study are similar to results found in relevant studies done in other countries (Bonello, 2001b; Hummel, 1997; Rodger, Fitzgerald, et al., 2011).

The research population consisted only of females and therefore findings heavily favour the experiences and perceptions of female OT students and supervisors. It must, however, be mentioned that at the time of implementation no males were involved in fieldwork supervision of OT students and no male students were enrolled in the OT programme. The research findings remain relevant and applicable to the study population that participated in this study.

A small number of supervisors (cf. Table 4-15 & Table 4-16) exaggerated the number of students and number of supervisors in the fieldwork placement area.

This only limited the possibility to investigate the interrelationship between different supervision characteristics.

A small number of supervisors (cf. Table 4-14) wrongly classified the type of fieldwork placement area. This also limited the possibility to investigate the interrelationship between different supervision characteristics.

Community service occupational therapists who were involved in supervision of OT students were not questioned whether they supervised students independently or with the assistance of fully registered occupational therapists. The Department of Occupational Therapy at the UFS does not expect community service occupational therapists to supervise students in fieldwork placements. This researcher did not anticipate that there would be community service occupational therapists participating in the study.

Limitations in this study were identified and were considered in the interpretation and discussion of the results (Grove et al., 2013, p. 598).

5.3 SUMMARY

In this chapter the results of this study were discussed according to the five categories identified in literature and used in the questionnaires (Hummel, 1997, p. 145). These five categories were interpersonal, curriculum, clinical/professional, feedback and environment. In order to describe characteristics of supervisors and supervision in Occupational Therapy fieldwork training at the UFS as identified by students and supervisors, the researcher focussed on supervision characteristics that were considered as fundamental in fieldwork education by participants. In addition, a sixth category, namely: attributes of students, which was identified by supervisors as a major influence on the supervision they provided, was discussed.

In the following chapter conclusions regarding the findings of this study will be drawn to inform the reader about the contribution of this study towards the body

of knowledge in fieldwork education in OT, highlighting specific recommendations and possible future research.

Chapter 6

Conclusion

6.1 INTRODUCTION

In chapter 5 the findings of the research were discussed and interpreted along with relevant literature as it pertains to the five categories, namely: interpersonal, curriculum, clinical and professional, feedback and the environment that were of significance in the present study. Student attributes during fieldwork education were discussed in an additional category as identified by this study. In addition, limitations of the study were identified and presented. Where applicable a few general recommendations were remarked on as it contextually relates to the above-mentioned categories.

This final chapter presents conclusions with reference to supervision characteristics in fieldwork education in Occupational Therapy at the UFS. Furthermore, recommendations will be made as it pertains to supervisors, students and the tertiary institution involved in fieldwork education. Following the recommendations, the value of this study in fieldwork education will be highlighted. Finally the researcher will bring the study to a close.

6.2 CONCLUSIONS

The following conclusions are based on the findings of the study. The researcher will present these conclusions by abiding to the categories identified in Hummel's (1997) research which were used throughout in the present study.

Students and supervisors agreed as to which supervisor and supervision characteristics are effective in fieldwork education. The supervisor must be a competent occupational therapist and behave professionally at all times. The supervisor must also be approachable and considerate about the student's needs and fears. The supervisor must be knowledgeable about the expectations of the tertiary institution with regard to the student and provide sufficient guidelines. The supervisor should encourage the student to learn from all the opportunities presented, support the student in all areas needed and

provide adequate guidance. Feedback should be given on a regular basis and in a constructive manner. The manner and time-spent supervising students should be appropriate and sufficient.

Students and supervisors agree that ineffective supervisor and supervision characteristics are the exact opposite of the above-mentioned effective characteristics.

Supervisors in fieldwork areas struggled with limited time to supervise students due to factors such as their own professional responsibilities and the additional workload of supervision. Half of these supervisors involved in fieldwork education had less than five years' experience in supervision of OT students which influenced the quality of fieldwork education. However, it was identified that students positively experienced community service occupational therapists as supervisors.

- The following are descriptions of interpersonal characteristics of supervisors during fieldwork education:

Supervisors and students reported that one of the most significant functions of a supervisor is to provide guidance (cf. Table 4-5 & Table 4-18). However, it was identified that not all supervisors provided effective guidance (cf. Table 4-9 & Table 4-22). Two factors, which contributed to ineffective guidance in fieldwork education, were identified as supervisors' unavailability and inapproachability.

An important characteristic identified by both students and supervisors was that a supervisor should support the student (cf. Table 4-5 & Table 4-18). Although all supervisors reported that they provided support, students did not agree with this (cf. Table 4-9 & Table 4-22). The main reasons were again a lack of time and supervisors' high workload.

Students and supervisors identified supervisors' unavailability as a major problem (cf. Table 4-8 & Table 4-21). Both groups of participants additionally identified that supervisors were not always aware of students' needs or fears

and this could be attributed to the supervisors' unavailability and inapproachability (cf. 4.2.7 & 4.3.7).

Students and supervisors also identified that it is important for a supervisor to be approachable in fieldwork education (cf. Table 4-5 & Table 4-18). All the supervisors viewed themselves as approachable, but students did not share this view and reported that some supervisors were unapproachable (cf. Table 4-9 & Table 4-22).

- The following are descriptions of curriculum characteristics of supervisors and supervision during fieldwork education:

Students and supervisors agree that it is crucial that supervisors provide sufficient guidelines (cf. Table 4-5 & Table 4-18). This research shows that the majority of supervisors did not implement a supervision contract. Not all supervisors provided clear explanations of what is expected from the student during a fieldwork placement (cf. Table 4-10 & Table 4-23). A large number of students and supervisors reported that the supervisor did not have regular meetings with the student.

Students and supervisors indicated that the supervisor did not grade the demands placed on the student or the level of skills required from the student (cf. Table 4-10 & Table 4-23). Third year students especially stressed the need for grading of demands and skills.

Students indicated that they found supervisors did not know what has been taught at the tertiary institution and that supervisors were not informed about the requirements of the UFS (cf. Table 4-10).

Supervisors and students reported that not all supervisors provided opportunities to demonstrate practical techniques or allowed the students to try different treatment techniques under supervision (cf. Table 4-10 & Table 4-23).

The majority of supervisors did not facilitate peer discussions (cf. Table 4-10 & Table 4-23). It is however important to note that certain fieldwork areas only had one student in the placement.

- The following are descriptions of clinical and professional characteristics of supervisors and supervision during fieldwork education:

Students and supervisors agree that it is important that supervisors behave professionally (cf. Table 4-5 & Table 4-18). Yet, according to the findings, a small number of supervisors behaved unprofessionally (cf. Table 4-11). In addition, students and supervisors signified their belief that it is important that the supervisor should be a competent occupational therapist. Only a few supervisors were seen as incompetent (cf. Table 4-11 & Table 4-24).

Several students and supervisors indicated that the supervisor did not explain reasons for clinical decisions (cf. Table 4-11 & Table 4-24). Additionally, a large number of students and supervisors reported that supervisors did not explain procedures through practical demonstration.

- The following are descriptions of feedback characteristics of supervisors and supervision during fieldwork education:

Students and supervisors identified feedback as an essential part of supervision (cf. Table 4-5 & Table 4-18). The majority of participants reported that the supervisor provided feedback in a clear manner. However, a large number of students and supervisors reported that supervisors were not timely in providing feedback or reviewing written work and that feedback was irregular (cf. Table 4-12 & Table 4-25).

Many students and supervisors indicated that supervisors did not give adequate attention to the student (cf. Table 4-12 & Table 4-25). This directly influenced the effectiveness of the guidance of the supervisor and was blamed on lack of time and high workload (cf. 4.2.7 & 4.3.7).

- The following are descriptions of environment supervision characteristics during fieldwork education:

Although all supervisors indicated that they created a welcoming fieldwork environment for the student, a number of students reported that they felt unwelcome in the fieldwork placement area (cf. Table 4-13 & Table 4-26). It was established that supervisors who were unable to create a welcoming environment were also not prepared for the fieldwork placement (cf. 4.2.7 & 4.3.7). Only a few students and supervisors indicated that the supervisor did not create a positive learning environment (cf. Table 4-13 & Table 4-26).

Supervisors reported that a major factor, which influenced the supervision they provided, was the positive and negative attributes of students (cf Table 4-21). Students did not report this factor at all.

6.3 RECOMMENDATIONS

In light of the findings discussed in chapter 5 and general recommendations made previously, the researcher will present recommendations more specifically with regard to the supervisor, the student and the tertiary institution. The researcher will finally recommend possible future research. Recommendations are made in order to cultivate effective supervisor and supervision characteristics, improve the quality of fieldwork education and create meaningful fieldwork experiences for OT students.

- Recommendations regarding the fieldwork supervisor

Supervisors need to be informed and trained by the tertiary institution on the roles of an OT fieldwork supervisor and how to effectively fulfil these roles especially with regard to the following main functions, i.e. providing effective guidance, support and feedback. Ideally, this should be incorporated into a supervision training programme or workshops for supervisors. The tertiary institution should then also briefly repeat this information annually at the orientation session.

To provide more effective guidance during fieldwork education, supervisors should implement the following teaching strategies. Initially, students should be allowed to shadow their supervisors for a week and demonstrate at least one treatment session weekly throughout the fieldwork placement. In addition, supervisors should discuss rationales for treatment of clients with students.

To offer more effective support to students during fieldwork education, supervisors need to take responsibility to enquire about students' needs and fears.

To make feedback more efficient, feedback should be constructive, timely and regular. It is recommended that feedback should not only be given for assessment purposes, but on a daily basis. Feedback on treatment sessions should preferably be given on the same day and feedback on written work should be provided within three working days. It is important that it is not expected of a student to perform the same treatment session before feedback was given on the previous treatment session.

To be able to provide effective guidance, support and feedback the supervisor needs to be available and approachable. This could be achieved by scheduling supervision time and informing the student when the supervisor will be available. The supervisor should initially approach the student on a daily basis and enquire about her progress. The supervisor should also schedule time with the student for reflection.

Supervisors should strive to create a welcoming and positive environment. This could be achieved by: implementing a supervision contract (in writing and verbally), stating what is expected of the student and by scheduling regular meetings with the student.

Supervisors should grade the demands placed on students according to the students' abilities. This grading is especially of importance to third year

students. Supervisors should implement different levels of supervision, but first need to be trained on how to implement it.

Supervisors should schedule time (at least once a week) for peer discussions and initially facilitate these sessions for students. In these sessions rationales for treatment of clients can be discussed or any other problem areas that students experience and identify during the fieldwork placement. These sessions will facilitate deep learning in students.

Each supervisor must strive to be an effective fieldwork supervisor. A supervisor needs to display effective supervision characteristics in all five categories identified in literature, namely: interpersonal, curriculum, clinical and professional, feedback and the environment.

Experienced fieldwork supervisors should let community service occupational therapists and inexperienced supervisors shadow and assist them. By this process the community service occupational therapist will learn from the experienced supervisor. The experienced supervisor can also gradually increase the responsibilities of these community service occupational therapists or inexperienced supervisors.

- Recommendations regarding the student

Students need to prepare for a fieldwork placement by revising the theory which is applicable to the fieldwork area.

Students need training in strategies on how to cope with and handle difficult situations and supervisors in fieldwork areas.

Students need to be informed by the tertiary institution about the purpose and importance of fieldwork education. Henceforth, students need to take ownership of their learning through more self-directed learning techniques during fieldwork placements. A student should be given time to familiarise herself with the fieldwork area for two to three days and thereafter hand in goals with regard to

her learning in the fieldwork area. In collaboration with the supervisor they should agree on which goals can be achieved and how the supervisor will assist the student in achieving these goals. These goals should then be included in the supervision contract and the student can be held accountable for them at the end of the fieldwork placement.

Students should be encouraged to express their needs and fears to supervisors and request more guidance when needed.

A student should display positive attributes during a fieldwork placement, for example: be hardworking, willing to learn, have excellent theoretical knowledge, show initiative, be honest about her weaknesses and not afraid to learn. These expectations should be included in the supervision contract and supervisors must give feedback to students about their positive and negative attributes.

- Recommendations regarding the tertiary institution

When planning fieldwork placements the tertiary institution should consider the number of supervisors in an area. In the current study the supervisor-to-student ratio proved to be most effective was 1-to-2.

The tertiary institution should keep supervisors up to date with the theory used in the curriculum. This should be done in the orientation session at the beginning of the year. The tertiary institution should further facilitate workshops about new theories throughout the year. In order to motivate attendance, these workshops should be accredited and serve as an additional incentive for providing fieldwork supervision.

The tertiary institution should inform supervisors about students' abilities and define what are expected from students during each fieldwork placement. This knowledge should enable supervisors to appropriately grade demands and skills required of students. Grading is done according to what is expected of the year group and taking into consideration the development of skills in each individual student.

To overcome the lack of time that supervisors experience when supervising students, the tertiary institution should implement different supervision models, lessen their responsibilities regarding supervision and explore various types of fieldwork areas.

Supervisors' own responsibilities during fieldwork placements may vary due to changes in circumstances, for example, being understaffed due to lack of OT posts and colleagues on leave. Although this presented no problem when the research was conducted, tertiary institutions can assist by endorsing supervisors' motivation for additional OT posts or providing extra support from the fieldwork coordinator.

The tertiary institution should train supervisors about different teaching strategies that can be utilised in fieldwork education. A workshop should be held once a year, pertaining to one or two strategies, after which each supervisor will receive a certificate.

The tertiary institution should prepare students to be adaptable to all fieldwork circumstances. Students have to learn how to cope in fieldwork areas, whether it has resources or no resources available. Students should therefore be placed in a variety of areas to help them prepare for all kinds of circumstances.

The tertiary institution should implement the use of multi-media as an educational approach to prepare students for fieldwork education. The tertiary institution can make use of simulation videos to prepare students in the clinical skills unit for fieldwork placements. Practical techniques should also be available on, for example, digital video discs (DVD's) for students to consult during fieldwork placements. These DVD's should also be available to supervisors to use in fieldwork areas. The tertiary institution should also set up support groups on facebook, twitter or a blog where peer discussions can take place and tertiary institution fieldwork co-ordinators can provide guidance.

It is of great importance that all role players work towards an efficient collaborative relationship. The tertiary institution should take the responsibility for improving and nurturing this important relationship, commencing with effective communication and striving towards a beneficial relationship for all.

- Recommendations for future research

Four recommendations are suggested in relation to future research emerging from this study.

Firstly, further investigation is required to determine the reasons why students perceive supervisors as unapproachable. An exploration into possible solutions regarding the aforementioned perceptions may inform future strategies to promote accessibility to supervisors for students.

In the second instance, additional research is required into the interrelationship between characteristics identified in this study and how it affects the quality of fieldwork education in relation to:

- Supervisors' approachability.
- Supervisors' efficacy in providing guidance congruent with students' needs and fears.
- Scaffolding the demands and level of skill required from students in alignment with the year of study in the Occupational Therapy programme.
- Irregular feedback and ineffective guidance.
- Both the quality and quantity of direct supervision contact between the supervisor and the student.

Thirdly, as this study revealed the absence of consensus regarding the understanding of the term professional behaviour, an investigation into the contextual factors influencing individual interpretation of this construct, is paramount. Additionally, the influence of supervisors' perceived unprofessional behaviour on the development of students' professionalism, fieldwork

experience, and/or the profession of Occupational Therapy itself, implores further investigation and elucidation.

Lastly, positive and negative attributes of students in fieldwork, as identified by the supervisors in this study, suggested an interaction between this phenomenon and the quality of supervision provided. It is strongly recommended that future research efforts be directed towards uncovering the potential of students' attributes in improving the quality of supervision during fieldwork.

6.4 VALUE OF THE STUDY

Research studies done in fieldwork education of Occupational Therapy students in South Africa are limited, especially research regarding supervisor characteristics. The present study provides quantitative data and evidence of current effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education as identified by students and supervisors at the UFS. This research will serve as a base for future studies in fieldwork education.

The results of this study are believed to:

- Enhance an understanding and create an awareness of supervision characteristics that students and supervisors identify as important during a fieldwork placement.
- Identify and improve areas of fieldwork supervision that supervisors will need training in and/or receive more information about by making relevant recommendations.
- Identify and improve areas that students need more support in, for example, how to handle certain fieldwork supervision characteristics.

6.5 TO CONCLUDE

The purpose of the study was to describe characteristics of supervisors and supervision in Occupational Therapy fieldwork training at the UFS as identified by students and supervisors. In light of the high response rate and the significant amount of data that was collected the researcher of this study was able to reach the research aim.

The results indicated ineffective supervision characteristics in all five categories namely interpersonal, curriculum, clinical and professional, feedback and the environment. In spite of these ineffective characteristics, the students and the supervisors' experiences of supervisor and supervision characteristics were largely positive. These results provided valuable insight into supervision characteristics and students' and supervisors' experience thereof. Moreover, the researcher was able to identify which characteristics students and supervisors considered as vital in fieldwork education. This contributes to the body of knowledge in Occupational Therapy. Findings of this study are similar to those found in research done overseas regarding ineffective supervision characteristics (Bonello, 2001b; Hummel, 1997; Rodger, Fitzgerald, et al., 2011). In addition this study also identified that supervisors' lack of time and high workload, as experienced worldwide, has a major impact on fieldwork education. More importantly, it was discovered that supervisors believe that students' attributes have the biggest influence on the supervision they provide.

This study affirms the important role that supervisors play in fieldwork education and the major influence that supervisors' characteristics have on students learning and meaningful experiences during fieldwork placements. By implication the researcher was able to make suitable and appropriate recommendations. This researcher is strongly of the opinion that the implementation of the recommendations will contribute to the improvement of supervision characteristics and quality fieldwork education resulting in meaningful fieldwork experiences for students.

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Appendix A: Permission Letter

Letter to obtain permission from the relevant authorities to conduct the research.

Occupational Therapy Dept
University of the Free State
Bloemfontein
9301

February 2012

Vice Rector
University of the Free State
Bloemfontein
9301

Dear Prof D Hay

RE: APPROVAL OF A RESEARCH STUDY

I am Ms Hattingh, a Junior Lecturer from the Department of Occupational Therapy at the University of the Free State. I am currently studying for a Magister degree in Occupational Therapy at the University of the Free State. I plan to conduct a research study to determine effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the University of the Free State (UFS) as identified by third and fourth year OT students and supervisors.

The study and its procedures have been approved by the Evaluation Committee of the School of Allied Health Professions and the Ethical Committee of the Faculty of Health Sciences (ECUFS NR 178/2011). Approval will be sought from the following authorities namely: the Vice Rector, the Dean of Student Affairs, the Dean of Faculty of Health Sciences, Head of the School of Allied Health Professions and the Head of Department of Occupational Therapy. As well as the Department of Health, the Department of Education, South African National Defense Force: Tempe, Unit Manager: Rehabilitation Life Pasteur Hospital and Head of Departments at Private Practices.

The population for this study consists of third and fourth year students who, are at the time of implementation enrolled for the undergraduate Occupational Therapy programme at the UFS, as well as supervisors (occupational therapists) who are involved with fieldwork training of occupational therapy students in their third and fourth study year at the UFS. The participants can be of any race, gender or age

(18+). All third and fourth year Occupational Therapy students that are enrolled at the UFS and the supervisors involved with their fieldwork education will be approached to participate in the study.

The questionnaire for the students will be completed at the SAHP Clinical Skills Centre in CSC 4 and 5 as pre-arranged and in collaboration with the manager of the Clinical Skills Centre. This venue is suitable for data collection, with tables and chairs for each student that will ensure comfort and privacy. The supervisors' questionnaire will be completed at their place of work during working hours.

Fifty minutes will be allocated for the completion of the questionnaire. The students and supervisors will give voluntary informed consent to participate in this study (when they answer the questionnaires) and this consent will be indicated on the questionnaires. The questionnaires will be completed by the students and supervisors themselves and will be available in English and Afrikaans. The students and supervisors will submit their questionnaires as they leave the venue by dropping them into a box that will be provided by the researcher. This box will be placed near the exit door on a table. This method will ensure confidentiality and anonymity. The researcher will be present during the completion of the questionnaires and will avail herself to answer questions that might arise from the participants. After data collection is done, the researcher will code the questionnaires.

20% of the participants will be asked to take part in establishing the reliability of the questionnaires by completing the questionnaire again within a week as pre-arranged. The researcher will beforehand allocate a number to each questionnaire and write it at the top of the questionnaire. The same numbers will all be put in a hat and the researcher will draw 20% of these numbers. These students and supervisors will be asked to write their names on an envelope and their number inside the envelope to ensure confidentiality and anonymity. The researcher will keep these envelopes and hand it out to these participants when they participate again. The same data collection method will be followed. The students and supervisors will have to write the same number as written in their personal envelope at the top of the questionnaire.

There are no known risks and/or discomforts associated with the procedures described in this study to any of the participants. Participants participating in this

study will not be exposed to physical, emotional or social harm. A time will be arranged that will not adversely influence students' academic programme. The Department of Occupational Therapy, neither the students nor the supervisors will receive any financial compensation for participation in this study. There is no cost to the participants involved in this study. There are no financial implications for the Department of Occupational Therapy, Department of Health and the Department of Education in this study. Students and supervisors are free to withdraw at any time from this study without any prejudice and penalty. The researcher will keep the nature and the results of the students and supervisors strictly confidential. This will be achieved by awarding code numbers to participants, instead of making use of their names or student numbers. The researcher intends to publish the findings in an accredited journal. Credit and acknowledgement will be given to those who have contributed towards the study.

The researcher, Ms Hattingh, the biostatistician and the study leaders at the University of the Free State will be the only persons to have access to the data. These persons are all subject to strict codes of confidentiality and professional ethics and will as such handle all information in a confidential manner. All study data will be collected by Ms Hattingh and stored in a secured place.

Although students and supervisors will not directly benefit from this study, it will provide information that will assist the researcher to make recommendations to the Occupational Therapy department at the University of the Free State regarding fieldwork education.

I therefore request your permission to allow me to conduct my research at the Department Occupational Therapy, at the UFS. If you have any comments, concerns or questions regarding the conduct of the research please contact me, Rialda, at 084 559 6830.

Thank you for your time and assistance.

Yours sincerely

Rialda Hattingh

PERMISSION TO CONDUCT THE RESEACH AT YOUR INSTITUTION

Indicate with an **X**

Approval to conduct the proposed research study is GRANTED	Approval to conduct the proposed research study is NOT GRANTED
<hr/> Signature: Date	

Appendix B: Information Document

- English
- Afrikaans

Dear Participant

As part of my Magister degree in Occupational Therapy at the University of the Free State (UFS), I am conducting research to determine effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the UFS as identified by third and fourth year Occupational Therapy students and supervisors. The supervisor/s referred to in the student's questionnaire is the person/s (occupational therapist) that was/were responsible for the student's supervision during the recent clinical practice placement. The student/s referred to in the supervisor's questionnaire is the Occupational Therapy student/s that the supervisor was responsible for during the recent clinical practice placement. Although the study might not be of advantage to you directly, it will provide information that might enable the researcher to make recommendations to the Occupational Therapy department at the UFS, which will improve the quality of fieldwork education.

The study and its procedures have been approved by an Expert committee from the Department of Occupational Therapy, Evaluation committee of the School of Allied Health Professions and Ethics committee of the Faculty of Health Sciences. Permission has been obtained from the Vice Rector, the Dean of Faculty of Health Sciences, the Dean of Student Affairs, the Head of the School of Allied Health Professions and the Head of Department of Occupational Therapy. Permission has also been obtained from the Department of Health, the Department of Education, South African National Defense Force: Tempe, Unit Manager: Rehabilitation Life Pasteur Hospital and Head of Departments at Private Practices. You may contact the Secretariat of the Ethics Committee of the Faculty of Health Sciences, UFS, at phone no: 051 405 2812 if you have any questions concerning your rights as a research participant.

Participation is voluntary and you have the right to withdraw at any time during the research process without any prejudice or penalty. Participating in this study will not cause any physical or emotional harm, nor have any potential risks. Any information obtained in connection with this study will remain confidential and anonymous. After data collection is done the researcher will code the questionnaires instead of making

use of your name or student number. There will be no remuneration or financial implications for participation in the study.

The researcher will beforehand allocate a number to each questionnaire and write it at the top of the questionnaire. The same numbers will all be put in a hat and the researcher will draw 20% of these numbers. These students and supervisors will be asked to write their names on an envelope and their number inside the envelope to ensure confidentiality and anonymity. The researcher will keep these envelopes and hand it out to these participants when they participate again.

The researcher will report the findings with honesty and in detail in the form of a dissertation as part of the qualification Magister in Occupational Therapy. The researcher will in addition aim to publish the findings in an accredited journal.

I will appreciate it if you complete the following questionnaire. Please note that by completing this questionnaire you are agreeing to voluntarily participate in this research study. I would appreciate your utmost honesty when answering the questions. The researcher is available for questions during the completion of the questionnaire.

If you have any questions about this research please contact me, Rialda Hattingh at 084 559 6830.

Thank you for your participation.

Rialda Hattingh (Researcher)

Study learders:

Mrs R Hough

Dr S van Vuuren

University of Free State, Bloemfontein

Geagte Deelnemer

As deel van my Magister graad in Arbeidsterapie by die Universiteit van die Vrystaat (UV), doen ek 'n navorsingsstudie om vas te stel wat die effektiewe en oneffektiewe kenmerke van supervisors en supervisie is in Arbeidsterapie kliniese opleiding by die UV soos geïdentifiseer deur derde en vierdejaar Arbeidsterapie studente en supervisors. Die supervisor/s waarna verwys word in die studente vraelys is die persoon/e (arbeidsterapeut) wat verantwoordelik was vir die student se supervisie tydens die onlangse kliniese praktiese inwoning. Die student/e waarna verwys word in die supervisor vraelys is die Arbeidsterapie student/e waarvoor die supervisor verantwoordelik was tydens die onlangse kliniese praktiese inwoning. Alhoewel deelname nie tot direkte voordeel vir jou mag wees nie sal dit die navorser in staat stel om aanbevelings aan die Arbeidsterapie departement te maak wat die kwaliteit van kliniese opleiding sal verbeter.

Die studie en prosedures daarvan is goedgekeur deur 'n Ekspert Komitee van die Arbeidsterapie departement, die Evaluasie Komitee van die Skool van Aanvullende Gesondheidsberoepes en die Etykkomitee van die Fakulteit van Gesondheidswetenskappe. Toestemming is ook verkry van die Vise Rektor van die UV, die Dekaan van Studente Sake, die Dekaan van die Fakulteit van Gesondheidswetenskappe, die Hoof van die Skool van Aanvullende Gesondheidsberoepes en die Hoof van die Arbeidsterapie departement. Toestemming is ook verkry van die Department van Gesondheid, die Department van Onderwys, Suid Afrikaanse Nasionale Weermag: Tempe, Eenheidsbestuurder: Rehabilitasie Life Pasteur Hospitaal en Hoofde van Departemente by Privaatpraktyke. Jy mag die Sekretariaat van die Etykkomitee van die Fakulteit van Gesondheidswetenskappe kontak by 051 405 2812 oor enige vrae rakende jou reg as deelnemer.

Deelname is vrywillig en jy het die reg om enige tyd gedurende die navorsingsproses te onttrek sonder enige vooroordeel of benadeling. Deelname aan die studie sal nie fisies of emosioneel nadelig wees nie en hou geen potensiele risikos in nie. Enige informasie wat verband hou met die studie sal vertroulik en anoniem hanteer word. Nadat data-insameling afgehandel is, sal die navorser die vraelyste kodeer in plaas van om jou naam of studentenommer te gebruik. Daar is geen uitgawes betrokke vir

deelnemers nie en daar sal ook geen finansiële vergoeding wees vir deelname aan die studie nie.

Die navorser sal vooraf 'n nommer aan elke vraelys toeken en dit bo-aan elke vraelys skryf. Dieselfde nommers sal in 'n hoed geplaas word en die navorser sal 20% van die nommers trek. Die betrokke studente en supervisors sal gevra word om hul naam op 'n koevert aan te bring, sowel as die nommer binne die koevert te skryf om vertroulikheid en anonimiteit te verseker. Die navorser sal die koeverte hou en uithandig tot die deelnemers weer deelneem.

Die navorser sal met eerlikheid alle resultate, in die vorm van 'n dissertasie openbaar, as deel van die kwalifikasie Magister in Arbeidsterapie. Die navorser sal dit ten doel stel om die bevindinge te publiseer in 'n geakkrediteerde joernaal.

Ek sal dit waardeer as u die volgende vraelys kan voltooi. Let asseblief daarop dat, deur die vraelys te voltooi, u vrywillig toestemming gee tot deelname aan die studie. Ek sal dit waardeer indien u die vrae so eerlik moontlik sal beantwoord. Die navorser sal beskikbaar wees vir vrae tydens die invul van die vraelys.

Indien u enige vrae het oor die navorsing kontak my (Rialda Hattingh) gerus by 084 559 6830.

Dankie vir u deelname.

Rialda Hattingh (Navorser)

Studieleiers:

Mev R Hough

Dr S van Vuuren

Universiteit van die Vrystaat

Appendix C: Student Questionnaire

- English
- Afrikaans

Description of Occupational Therapy fieldwork supervision, at the University of the Free State

U is gevra om deel te neem aan 'n navorsingstudie. Let asseblief daarop dat u met die voltooiing van die vraelys vrywillig toestem tot die navorsingstudie. U sal anoniem bly en u data sal te alle tye vertroulik hanteer word. U kan enige tyd tydens die voltooiing van die vraelys van die studie onttrek. Neem asseblief kennis dat die resultate van die studie gepubliseer mag word.

AFDELING 1: Algemene inligting

Instruksies:

Antwoord die volgende vrae/stellings deur 'n X te maak in die toepaslike blokkie of skryf jou antwoord neer in die spasio wat voorsien is.

1. Datum van voltooiing van vraelys (dd/mm/yy)/...../.....

2. Watter geslag is u?

<input type="checkbox"/> Manlik	<input type="checkbox"/> Vroulik
---------------------------------	----------------------------------

3. Hoe oud is u?

_____ jare

4. In watter jaar van die Arbeidsterapie program is u tans?

<input type="checkbox"/> Derdejaar
<input type="checkbox"/> Vierdejaar

5. Waar was die laaste kliniese praktiese area waar u geplaas was?

Eksamen areas uitgesluit.

<input type="checkbox"/> Fisies
<input type="checkbox"/> Psigies
<input type="checkbox"/> Pediatrie
<input type="checkbox"/> Gemeenskap

6. Hoeveel persone was verantwoordelik vir u supervisie in bogenoemde area?

<input type="checkbox"/> Een
<input type="checkbox"/> Twee
<input type="checkbox"/> Drie
<input type="checkbox"/> Indien ander, spesifiseer asseblief _____

7. Hoeveel derde en vierdejaar studente in totaal was julle tydens die bogenoemde inwoning?

<input type="checkbox"/> Een
<input type="checkbox"/> Twee
<input type="checkbox"/> Drie
<input type="checkbox"/> Indien ander, spesifiseer asseblief _____

8. Was die persoon/e verantwoordelik vir u supervisie 'n Gemeenskapsdiens arbeidsterapeut of vol geregistreerde arbeidsterapeut?

<input type="checkbox"/> Gemeenskapsdiens arbeidsterapeut
<input type="checkbox"/> Vol geregistreerde arbeidsterapeut
<input type="checkbox"/> Onseker

9. Was die persoon/e verantwoordelik vir u supervisie werksaam in die area?

<input type="checkbox"/> Ja
<input type="checkbox"/> Nee

Vir Kantoor Gebruik

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-3
--------------------------	--------------------------	--------------------------	--------------------------	-----

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-9
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-----

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	11-12
--------------------------	--------------------------	-------

<input type="checkbox"/>	13
--------------------------	----

<input type="checkbox"/>	14
--------------------------	----

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	16
--------------------------	----

<input type="checkbox"/>	17
--------------------------	----

<input type="checkbox"/>	18
--------------------------	----

10. Indien u **nee** geantwoord het op vraag 9. Het die "supervisor/s" u in die area besoek?

<input type="checkbox"/>	Ja
<input type="checkbox"/>	Nee

<input type="checkbox"/>	19
--------------------------	----

11. Indien **ja** op vraag 10, hoeveel keer per week het die "supervisor/s" u besoek?

_____per week

<input type="checkbox"/>	<input type="checkbox"/>	20-21
--------------------------	--------------------------	-------

AFDELING 2. Deel 1

Instruksies:
Beantwoord die volgende vrae deur jou antwoord te skryf in die spasie wat voorsien is.

12. In u opinie, wat is die kenmerke van effektiewe supervisie?

<input type="checkbox"/>	<input type="checkbox"/>	22-23
<input type="checkbox"/>	<input type="checkbox"/>	24-25
<input type="checkbox"/>	<input type="checkbox"/>	26-27
<input type="checkbox"/>	<input type="checkbox"/>	28-29
<input type="checkbox"/>	<input type="checkbox"/>	30-31

13. In u opinie, wat is die kenmerke van oneffektiewe supervisie?

<input type="checkbox"/>	<input type="checkbox"/>	32-33
<input type="checkbox"/>	<input type="checkbox"/>	34-35
<input type="checkbox"/>	<input type="checkbox"/>	36-37
<input type="checkbox"/>	<input type="checkbox"/>	38-39
<input type="checkbox"/>	<input type="checkbox"/>	40-41

14. In u opinie, watter faktore het 'n positiewe invloed gehad op die supervisie wat u ontvang het tydens u laaste kliniese praktiese inwoning?

<input type="checkbox"/>	<input type="checkbox"/>	42-43
<input type="checkbox"/>	<input type="checkbox"/>	44-45
<input type="checkbox"/>	<input type="checkbox"/>	46-47
<input type="checkbox"/>	<input type="checkbox"/>	48-49
<input type="checkbox"/>	<input type="checkbox"/>	50-51

15. In u opinie, watter faktore het 'n negatiewe invloed gehad op die supervisie wat u ontvang het tydens u laaste kliniese praktiese inwoning?

<input type="checkbox"/>	<input type="checkbox"/>	52-53
<input type="checkbox"/>	<input type="checkbox"/>	54-55
<input type="checkbox"/>	<input type="checkbox"/>	56-57
<input type="checkbox"/>	<input type="checkbox"/>	58-59
<input type="checkbox"/>	<input type="checkbox"/>	60-61

Instruksies:

Beantwoord die volgende stellings deur 'n X te maak in die toepaslike blokkie. Slegs een antwoord per vraag word toegelaat.

Merk die kategorie wat beskrywend is van jou supervisie en supervisor/s tydens jou laaste kliniese praktiese inwoning.

AFDELING 3. Deel 1: Interpersoonlik

16. Die "supervisor/s" was toeganklik.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	62
--------------------------	----

<input type="checkbox"/>	63-64
<input type="checkbox"/>	65-66

17. Die "supervisor/s" was maklik om mee te praat.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	67
--------------------------	----

<input type="checkbox"/>	68-69
<input type="checkbox"/>	70-71

18. Die "supervisor/s" het geluister na die student se menings.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	72
--------------------------	----

<input type="checkbox"/>	73-74
<input type="checkbox"/>	75-76

19. Die "supervisor/s" was geïntereeseerd in studente.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	77
--------------------------	----

<input type="checkbox"/>	1-2
<input type="checkbox"/>	3-4

20. Die "supervisor/s" het respek vir die student getoon.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	5
--------------------------	---

<input type="checkbox"/>	6-7
<input type="checkbox"/>	8-9

21. Die "supervisor/s" het ondersteuning voorsien wanneer benodig.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	11-12
<input type="checkbox"/>	13-14

22. Die "supervisor/s" het die rol van die student verstaan.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	16-17
<input type="checkbox"/>	18-19

23. Die "supervisor/s" was bewus van die student se behoeftes.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

<input type="checkbox"/>	20
--------------------------	----

<input type="checkbox"/>	21-22
<input type="checkbox"/>	23-24

24. Die "supervisor/s" het 'n bewustheid van die student se vrese getoon.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

25

26-27
28-29

25. Die "supervisor/s" was buigsam.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

30

31-32
33-34

26. Die "supervisor/s" was entoesiasties.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

35

36-37
38-39

27. Die "supervisor/s" het 'n sensitiwiteit vir die individualiteit van elke student getoon.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

40

41-42
43-44

28. Die "supervisor/s" was beskikbaar vir die student.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

45

46-47
48-49

29. Die "supervisor/s" was 'n goeie kommunikeerder.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

50

51-52
53-54

30. Die "supervisor/s" was vriendelik.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

55

56-57
58-59

31. Die "supervisor/s" het deurgaans leiding gebied.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

60

61-62
63-64

AFDELING 3. Deel 2: Kurrikulum

32. Die "supervisor/s" het met aanvang van die inwoning duidelike verduidelikings oor die verwagtinge van die student tydens inwoning gegee.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

65

66-67
68-69

33. Die "supervisor/s" het duidelike verduidelikings oor die rasionaal vir intervensie gegee.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

70

71-72
73-74

34. Die "supervisor/s" het kliniese probleme t.o.v. pasiente met die student bespreek.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

75

<input type="checkbox"/>	<input type="checkbox"/>	76-77
<input type="checkbox"/>	<input type="checkbox"/>	78-79

35. Die "supervisor/s" het eise wat aan die student gestel word gegradeer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

80

<input type="checkbox"/>	<input type="checkbox"/>	1-2
<input type="checkbox"/>	<input type="checkbox"/>	3-4

36. Die "supervisor/s" het die vlak van vaardighede wat van die student vereis word gegradeer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

5

<input type="checkbox"/>	<input type="checkbox"/>	6-7
<input type="checkbox"/>	<input type="checkbox"/>	8-9

37. Die "supervisor/s" het die student toegelaat om verantwoordelikheid vir haar eie aktiwiteite te neem.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

10

<input type="checkbox"/>	<input type="checkbox"/>	11-12
<input type="checkbox"/>	<input type="checkbox"/>	13-14

38. Die "supervisor/s" het die selfgerigheid van die student aangemoedig.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

15

<input type="checkbox"/>	<input type="checkbox"/>	16-17
<input type="checkbox"/>	<input type="checkbox"/>	18-19

39. Die "supervisor/s" het die student aangemoedig om 'n rasionaal (gebaseer op teorie) vir behandelings te hê.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

20

<input type="checkbox"/>	<input type="checkbox"/>	21-22
<input type="checkbox"/>	<input type="checkbox"/>	23-24

40. Die "supervisor/s" het die student aangemoedig om nuwe areas van bevoegdheid te ontwikkel.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

25

<input type="checkbox"/>	<input type="checkbox"/>	26-27
<input type="checkbox"/>	<input type="checkbox"/>	28-29

41. Die "supervisor/s" het die student aangemoedig om vir haarself te dink.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

30

<input type="checkbox"/>	<input type="checkbox"/>	31-32
<input type="checkbox"/>	<input type="checkbox"/>	33-34

42. Die "supervisor/s" het toegelaat dat die student verskillende behandelingstegnieke onder supervisie toepas.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

35

<input type="checkbox"/>	<input type="checkbox"/>	36-37
<input type="checkbox"/>	<input type="checkbox"/>	38-39

43. Die "supervisor/s" het geleenthede vir demonstrasie van praktiese tegnieke wat verband hou met teorie gebied.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

40

<input type="checkbox"/>	<input type="checkbox"/>	41-42
<input type="checkbox"/>	<input type="checkbox"/>	43-44

44. Die "supervisor/s" het die betrokkenheid van die student aangemoedig.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	45
--	----

	46-47
	48-49

45. Die "supervisor/s" het die student verantwoordelikheid laat neem vir pasient behandeling.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	50
--	----

	51-52
	53-54

46. Die "supervisor/s" was voorbereid vir die student se plasing.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	55
--	----

	56-57
	58-59

47. Die "supervisor/s" het gereelde vergaderings tussen die student en die "supervisor/s" georganiseer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	60
--	----

	61-62
	63-64

48. Die "supervisor/s" was ingelig oor wat reeds by die UV geleer was.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	65
--	----

	66-67
	68-69

49. Die "supervisor/s" het voldoende kennis gehad oor die kurrikulum. (Watter kennis die studente moet hê.)

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	70
--	----

	71-72
	73-74

50. Die "supervisor/s" was goed ingelig oor die vereistes van die UV.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	75
--	----

	76-77
	78-79

51. Die "supervisor/s" het 'n supervisie kontrak geïmplementeer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	80
--	----

	1-2
	3-4

52. Die "supervisor/s" het portuur besprekings gefasiliteer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	5
--	---

	6-7
	8-9

53. Die "supervisor/s" het die student aangemoedig om verantwoordelikheid te neem vir haar eie leer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

	10
--	----

	11-12
	13-14

AFDELING 3. Deel 3: Klinies/Professioneel

54. Die "supervisor/s" was 'n bevoegde arbeidsterapeut.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

15

16-17
 18-19

55. Die "supervisor/s" was kundig in haar area.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

20

21-22
 23-24

56. Die "supervisor/s" was professioneel in haar benadering.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

25

26-27
 28-29

57. Die "supervisor/s" het geesdrif vir die beroep gedemonstreer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

30

31-32
 33-34

58. Die "supervisor/s" het belangstelling in haar werk gedemonstreer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

35

36-37
 38-39

59. Die "supervisor/s" het voldoende kliniese ondervinding.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

40

41-42
 43-44

60. Die "supervisor/s" het geleenthede vir praktiese behandelingstegnieke voorsien deur prosedures te verduidelik deur demonstrasie.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

45

46-47
 48-49

61. Die "supervisor/s" het redes vir kliniese besluite verduidelik.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

50

51-52
 53-54

AFDELING 3. Deel 4: Terugvoer

62. Die "supervisor/s" het ondersteunende terugvoer van die student se vermoëns aangebied.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

55

56-57
 58-59

63. Die "supervisor/s" het terugvoer op 'n duidelike wyse verskaf.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

60

61-62
 63-64

64. Die "supervisor/s" het voldoende aandag gegee aan die student.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

65

<input type="checkbox"/>	<input type="checkbox"/>	66-67
<input type="checkbox"/>	<input type="checkbox"/>	68-69

65. Die "supervisor/s" was met tussenposes by die student (nie te veel oor skouer loer).

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

70

<input type="checkbox"/>	<input type="checkbox"/>	71-72
<input type="checkbox"/>	<input type="checkbox"/>	73-74

66. Die "supervisor/s" het konstruktiewe terugvoer gegee.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

75

<input type="checkbox"/>	<input type="checkbox"/>	76-77
<input type="checkbox"/>	<input type="checkbox"/>	78-79

67. Die "supervisor/s" het terugvoer op 'n gereelde basis verskaf.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

80

<input type="checkbox"/>	<input type="checkbox"/>	1-2
<input type="checkbox"/>	<input type="checkbox"/>	3-4

68. Die "supervisor/s" het die student aangemoedig om terugvoer te gee aan die supervisor.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

5

<input type="checkbox"/>	<input type="checkbox"/>	6-7
<input type="checkbox"/>	<input type="checkbox"/>	8-9

69. Die "supervisor/s" het die student se skriftelike werk tydig nagegaan.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

10

<input type="checkbox"/>	<input type="checkbox"/>	11-12
<input type="checkbox"/>	<input type="checkbox"/>	13-14

70. Die "supervisor/s" het terugvoer aan die student tydig gelewer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

15

<input type="checkbox"/>	<input type="checkbox"/>	16-17
<input type="checkbox"/>	<input type="checkbox"/>	18-19

AFDELING 3. Deel 5:Omgewing

71. Die "supervisor/s" het genoeg tyd vir supervisie van die student gehad.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

20

<input type="checkbox"/>	<input type="checkbox"/>	21-22
<input type="checkbox"/>	<input type="checkbox"/>	23-24

72. Die "supervisor/s" het inligting voorsien oor die fasiliteite beskikbaar in die area.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

25

<input type="checkbox"/>	<input type="checkbox"/>	26-27
<input type="checkbox"/>	<input type="checkbox"/>	28-29

73. Die "supervisor/s" het tyd toegelaat vir die student om haarself te orienteer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

30

<input type="checkbox"/>	<input type="checkbox"/>	31-32
<input type="checkbox"/>	<input type="checkbox"/>	33-34

74. Die "supervisor/s" het die student aangemoedig om hulpbronne te benut in die kliniese omgewing.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

35

<input type="checkbox"/>	<input type="checkbox"/>	36-37
<input type="checkbox"/>	<input type="checkbox"/>	38-39

75. Die "supervisor/s" het 'n positiewe leeromgewing geskep.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

40

<input type="checkbox"/>	<input type="checkbox"/>	41-42
<input type="checkbox"/>	<input type="checkbox"/>	43-44

76. Die "supervisor/s" het 'n ondersteunende omgewing geskep.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

45

<input type="checkbox"/>	<input type="checkbox"/>	46-47
<input type="checkbox"/>	<input type="checkbox"/>	48-49

77. Die "supervisor/s" het 'n verwelkomende omgewing geskep.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

50

<input type="checkbox"/>	<input type="checkbox"/>	51-52
<input type="checkbox"/>	<input type="checkbox"/>	53-54

78. Die "supervisor/s" het genoeg nie-menslike hulpbronne tot die student beskikbaar gestel.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

55

<input type="checkbox"/>	<input type="checkbox"/>	56-57
<input type="checkbox"/>	<input type="checkbox"/>	58-59

Dankie vir jou deelname.

Description of Occupational Therapy fieldwork supervision, at the University of the Free State

You have been asked to participate in a research study. Please note that by completing the questionnaire you are voluntarily agreeing to participate in this research study. You will remain anonymous and your data will be treated confidentially at all times. You may withdraw from this study at any given moment during the completion of the questionnaire. The results of the study may be published.

SECTION 1: General Information

Instructions:

Answer the following questions/statements by marking the appropriate block with an X or writing your answer in the space provided.

1. Date questionnaire is completed (dd/mm/yy)/...../.....

2. What is your gender?

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------

3. How old are you?

_____ years

4. In which year of the Occupational Therapy programme are you currently?

<input type="checkbox"/> Third year
<input type="checkbox"/> Fourth year

5. Where was your last clinical practice area, where you were placed?
Excluding exam areas.

<input type="checkbox"/> Physical
<input type="checkbox"/> Psych
<input type="checkbox"/> Pediatric
<input type="checkbox"/> Community

6. How many persons were responsible for your supervision in above-mentioned area?

<input type="checkbox"/> One
<input type="checkbox"/> Two
<input type="checkbox"/> Three
<input type="checkbox"/> If other, please specify _____

7. During your placement, how many third and fourth year students in total were you in above-mentioned area?

<input type="checkbox"/> One
<input type="checkbox"/> Two
<input type="checkbox"/> Three
<input type="checkbox"/> If other, please specify _____

8. Was/were the person/s who supervised you, a community service occupational therapist or a fully registered occupational therapist?

<input type="checkbox"/> Community service occupational therapist
<input type="checkbox"/> Fully registered occupational therapist
<input type="checkbox"/> Not sure

9. Was/were the person/s supervising you working in the area?

<input type="checkbox"/> Yes
<input type="checkbox"/> No

For Office use

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-3
--------------------------	--------------------------	--------------------------	-----

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-9
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-----

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	11-12
--------------------------	--------------------------	-------

<input type="checkbox"/>	13
--------------------------	----

<input type="checkbox"/>	14
--------------------------	----

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	16
--------------------------	----

<input type="checkbox"/>	17
--------------------------	----

<input type="checkbox"/>	18
--------------------------	----

10. If you answered **no** to question 9. Did the supervisor/s visit you in the area?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

<input type="checkbox"/>	19
--------------------------	----

11. If **yes** to question 10, how many times did the supervisor/s visit you per week?

_____per week

<input type="checkbox"/>	<input type="checkbox"/>	20-21
--------------------------	--------------------------	-------

SECTION 2. Part 1

Instructions:
Answer the following questions by writing your answer in the space provided.

12. In your opinion, what are the characteristics of effective supervision?

<input type="checkbox"/>	<input type="checkbox"/>	22-23
<input type="checkbox"/>	<input type="checkbox"/>	24-25
<input type="checkbox"/>	<input type="checkbox"/>	26-27
<input type="checkbox"/>	<input type="checkbox"/>	28-29
<input type="checkbox"/>	<input type="checkbox"/>	30-31

13. In your opinion, what are the characteristics of ineffective supervision?

<input type="checkbox"/>	<input type="checkbox"/>	32-33
<input type="checkbox"/>	<input type="checkbox"/>	34-35
<input type="checkbox"/>	<input type="checkbox"/>	36-37
<input type="checkbox"/>	<input type="checkbox"/>	38-39
<input type="checkbox"/>	<input type="checkbox"/>	40-41

14. In your opinion, what factors had a positive influence on the supervision you received during your last clinical practice area?

<input type="checkbox"/>	<input type="checkbox"/>	42-43
<input type="checkbox"/>	<input type="checkbox"/>	44-45
<input type="checkbox"/>	<input type="checkbox"/>	46-47
<input type="checkbox"/>	<input type="checkbox"/>	48-49
<input type="checkbox"/>	<input type="checkbox"/>	50-51

15. In your opinion, what factors had a negative influence on the supervision you received during your last clinical practice area?

<input type="checkbox"/>	<input type="checkbox"/>	52-53
<input type="checkbox"/>	<input type="checkbox"/>	54-55
<input type="checkbox"/>	<input type="checkbox"/>	56-57
<input type="checkbox"/>	<input type="checkbox"/>	58-59
<input type="checkbox"/>	<input type="checkbox"/>	60-61

Instructions:

Answer the following statements by marking the appropriate block with an X. Only one answer is allowed per question.

Check categories which seem descriptive of your supervision and supervisor during your last clinical practice area.

SECTION 3. Part 1: Interpersonal

16. The supervisor/s was/were approachable.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	62
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	63-64
<input type="checkbox"/>	<input type="checkbox"/>	65-66

17. The supervisor/s was/were easy to talk to.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	67
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	68-69
<input type="checkbox"/>	<input type="checkbox"/>	70-71

18. The supervisor/s listened to the student's opinions.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	72
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	73-74
<input type="checkbox"/>	<input type="checkbox"/>	75-76

19. The supervisor/s was/were interested in students.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	77
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	1-2
<input type="checkbox"/>	<input type="checkbox"/>	3-4

20. The supervisor/s showed respect for the student.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	5
--------------------------	---

<input type="checkbox"/>	<input type="checkbox"/>	6-7
<input type="checkbox"/>	<input type="checkbox"/>	8-9

21. The supervisor/s provided support when needed.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	11-12
<input type="checkbox"/>	<input type="checkbox"/>	13-14

22. The supervisor/s understood the student's role.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	16-17
<input type="checkbox"/>	<input type="checkbox"/>	18-19

23. The supervisor/s was/were aware of the student's needs.

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Frequently	<input type="checkbox"/> Always
--------------------------------	---------------------------------------	-------------------------------------	---------------------------------

Any comments: _____

<input type="checkbox"/>	20
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	21-22
<input type="checkbox"/>	<input type="checkbox"/>	23-24

24. The supervisor/s showed awareness of the student's fears.

Never Occasionally Frequently Always

Any comments: _____

25

26-27
 28-29

25. The supervisor/s was/were flexible.

Never Occasionally Frequently Always

Any comments: _____

30

31-32
 33-34

26. The supervisor/s was/were enthusiastic.

Never Occasionally Frequently Always

Any comments: _____

35

36-37
 38-39

27. The supervisor/s showed a sensitivity to the individuality of each student.

Never Occasionally Frequently Always

Any comments: _____

40

41-42
 43-44

28. The supervisor/s was/were available for the student.

Never Occasionally Frequently Always

Any comments: _____

45

46-47
 48-49

29. The supervisor/s communicated well.

Never Occasionally Frequently Always

Any comments: _____

50

51-52
 53-54

30. The supervisor/s was/were friendly.

Never Occasionally Frequently Always

Any comments: _____

55

56-57
 58-59

31. The supervisor/s provided guidance throughout.

Never Occasionally Frequently Always

Any comments: _____

60

61-62
 63-64

SECTION 3. Part 2: Curriculum

32. The supervisor/s provided clear explanations at the beginning of the placement about expectations of the student while on placement.

Never Occasionally Frequently Always

Any comments: _____

65

66-67
 68-69

33. The supervisor/s provided clear explanations about rationales for intervention.

Never Occasionally Frequently Always

Any comments: _____

70

71-72
 73-74

34. The supervisor/s discussed clinical issues regarding patients with the student.

Never Occasionally Frequently Always

Any comments: _____

35. The supervisor/s graded the demands placed on the student.

Never Occasionally Frequently Always

Any comments: _____

36. The supervisor/s graded the level of skills required of the student.

Never Occasionally Frequently Always

Any comments: _____

37. The supervisor/s allowed the student to take responsibility for her own activities.

Never Occasionally Frequently Always

Any comments: _____

38. The supervisor/s encouraged self-direction of the student.

Never Occasionally Frequently Always

Any comments: _____

39. The supervisor/s encouraged the student to have rationales (based on theory) for treatment.

Never Occasionally Frequently Always

Any comments: _____

40. The supervisor/s encouraged the student to develop new areas of competence.

Never Occasionally Frequently Always

Any comments: _____

41. The supervisor/s encouraged the student to think for herself.

Never Occasionally Frequently Always

Any comments: _____

42. The supervisor/s allowed the student to try out different treatment techniques under supervision.

Never Occasionally Frequently Always

Any comments: _____

43. The supervisor/s provided opportunities to show practical techniques linking theory covered in class.

Never Occasionally Frequently Always

Any comments: _____

75

76-77
 78-79

80

1-2
 3-4

5

6-7
 8-9

10

11-12
 13-14

15

16-17
 18-19

20

21-22
 23-24

25

26-27
 28-29

30

31-32
 33-34

35

36-37
 38-39

40

41-42
 43-44

44. The supervisor/s encouraged student involvement.

Never Occasionally Frequently Always

Any comments: _____

45

46-47
 48-49

45. The supervisor/s allowed the student to take responsibility for patient treatment.

Never Occasionally Frequently Always

Any comments: _____

50

51-52
 53-54

46. The supervisor/s was/were prepared for the student placement.

Never Occasionally Frequently Always

Any comments: _____

55

56-57
 58-59

47. The supervisor/s organised regular meetings between the student and the supervisor.

Never Occasionally Frequently Always

Any comments: _____

60

61-62
 63-64

48. The supervisor/s was/were knowledgeable about what had been taught at the UFS.

Never Occasionally Frequently Always

Any comments: _____

65

66-67
 68-69

49. The supervisor/s had adequate knowledge about the curriculum. (What knowledge students should have.)

Never Occasionally Frequently Always

Any comments: _____

70

71-72
 73-74

50. The supervisor/s was/were well informed about the requirements of the UFS.

Never Occasionally Frequently Always

Any comments: _____

75

76-77
 78-79

51. The supervisor/s implemented a supervision contract.

Never Occasionally Frequently Always

Any comments: _____

80

1-2
 3-4

52. The supervisor/s facilitated peer discussion.

Never Occasionally Frequently Always

Any comments: _____

5

6-7
 8-9

53. The supervisor/s encouraged the student to take responsibility for her own learning.

Never Occasionally Frequently Always

Any comments: _____

10

11-12
 13-14

SECTION 3. Part 3: Clinical/Professional

54. The supervisor/s was/were a competent occupational therapist.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	15
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	16-17
<input type="checkbox"/>	<input type="checkbox"/>	18-19

55. The supervisor/s was/were knowledgeable in her area.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	20
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	21-22
<input type="checkbox"/>	<input type="checkbox"/>	23-24

56. The supervisor/s was/were professional in her approach.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	25
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	26-27
<input type="checkbox"/>	<input type="checkbox"/>	28-29

57. The supervisor/s demonstrated enthusiasm for the profession.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	30
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	31-32
<input type="checkbox"/>	<input type="checkbox"/>	33-34

58. The supervisor/s demonstrated interest in her work.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	35
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	36-37
<input type="checkbox"/>	<input type="checkbox"/>	38-39

59. The supervisor/s had adequate clinical experience.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	40
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	41-42
<input type="checkbox"/>	<input type="checkbox"/>	43-44

60. The supervisor/s provided opportunities for practical treatment techniques by explaining procedures through demonstration.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	45
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	46-47
<input type="checkbox"/>	<input type="checkbox"/>	48-49

61. The supervisor/s explained reasons for clinical decisions.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	50
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	51-52
<input type="checkbox"/>	<input type="checkbox"/>	53-54

SECTION 3. Part 4: Feedback

62. The supervisor/s offered supportive feedback of student's abilities.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	55
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	56-57
<input type="checkbox"/>	<input type="checkbox"/>	58-59

63. The supervisor/s provided feedback in a clear manner.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	60
--------------------------	----

Any comments: _____

<input type="checkbox"/>	<input type="checkbox"/>	61-62
<input type="checkbox"/>	<input type="checkbox"/>	63-64

64. The supervisor/s gave adequate attention to the student.

Never Occasionallly Frequently Always

Any comments: _____

65

66-67
68-69

65. The supervisor/s was with the student intermittently (not to over-supervise).

Never Occasionallly Frequently Always

Any comments: _____

70

71-72
73-74

66. The supervisor/s provided constructive feedback.

Never Occasionallly Frequently Always

Any comments: _____

75

76-77
78-79

67. The supervisor/s provided feedback on a regular basis.

Never Occasionallly Frequently Always

Any comments: _____

80

1-2
3-4

68. The supervisor/s encouraged the student to provide feedback to supervisor.

Never Occasionallly Frequently Always

Any comments: _____

5

6-7
8-9

69. The supervisor/s reviewed the student's written work in timely manner.

Never Occasionallly Frequently Always

Any comments: _____

10

11-12
13-14

70. The supervisor/s provided feedback to the student in timely manner.

Never Occasionallly Frequently Always

Any comments: _____

15

16-17
18-19

SECTION 3. Part 5: Environment

71. The supervisor/s had enough time to supervise the student.

Never Occasionallly Frequently Always

Any comments: _____

20

21-22
23-24

72. The supervisor/s provided information about the facilities available in the area.

Never Occasionallly Frequently Always

Any comments: _____

25

26-27
28-29

73. The supervisor/s allowed time for the student to orientate herself.

Never Occasionallly Frequently Always

Any comments: _____

30

31-32
33-34

74. The supervisor/s encouraged the student to utilise resources in the clinical environment.

Never Occasionallly Frequently Always

Any comments: _____

75. The supervisor/s created a positive learning environment.

Never Occasionallly Frequently Always

Any comments: _____

76. The supervisor/s created a supportive environment.

Never Occasionallly Frequently Always

Any comments: _____

77. The supervisor/s created a welcoming environment.

Never Occasionallly Frequently Always

Any comments: _____

78. The supervisor made enough non-human resources available to the student.

Never Occasionallly Frequently Always

Any comments: _____

Thank you for your participation.

35

36-37
38-39

40

41-42
43-44

45

46-47
48-49

50

51-52
53-54

55

56-57
58-59

Appendix D: Supervisor Questionnaire

- English
- Afrikaans

Description of Occupational Therapy fieldwork supervision, at the University of the Free State

U is gevra om deel te neem aan 'n navorsingstudie. Let asseblief daarop dat u met die voltooiing van die vraelys vrywillig toestem tot die navorsingstudie. U sal anoniem bly en u data sal te alle tye vertroulik hanteer word. U kan enige tyd tydens die voltooiing van die vraelys van die studie onttrek. Neem asseblief kennis dat die resultate van die studie gepubliseer mag word.

AFDELING 1: Algemene inligting

Instruksies:

Antwoord die volgende vrae/stellings deur 'n X te maak in die toepaslike blokkie of skryf jou antwoord neer in die spasie wat voorsien is.

1. Datum van voltooiing van vraelys (dd/mm/yy)/...../.....

2. Watter geslag is u?

<input type="checkbox"/> Manlik	<input type="checkbox"/> Vroulik
---------------------------------	----------------------------------

3. Hoe oud is u?

_____ jare

4. Hoeveel jaar ondervinding het u, met supervisie van arbeidsterapie studente?

5. Ontvang u enige finansiële vergoeding (honorarium) vir u betrokkenheid by studente kliniese opleiding?

<input type="checkbox"/> Ja
<input type="checkbox"/> Nee
<input type="checkbox"/> Onseker

6. As wat was die area geklassifiseer vir studente tydens die laaste kliniese praktiese inwoning?

<input type="checkbox"/> Fisies
<input type="checkbox"/> Psigies
<input type="checkbox"/> Pediatrie
<input type="checkbox"/> Gemeenskap
<input type="checkbox"/> Indien ander, spesifiseer asseblief _____

7. Hoeveel persone was verantwoordelik vir die supervisie in bogenoemde area?

<input type="checkbox"/> Een
<input type="checkbox"/> Twee
<input type="checkbox"/> Drie
<input type="checkbox"/> Indien ander, spesifiseer asseblief _____

8. Gedurende die inwoning, hoeveel derde en vierdejaar studente was daar?

<input type="checkbox"/> Een
<input type="checkbox"/> Twee
<input type="checkbox"/> Drie
<input type="checkbox"/> Indien ander, spesifiseer asseblief _____

9. Is u 'n gemeenskapsdiens arbeidsterapeut of 'n vol geregistreerde arbeidsterapeut?

<input type="checkbox"/> Gemeenskapsdiens arbeidsterapeut
<input type="checkbox"/> Vol geregistreerde arbeidsterapeut

Vir Kantoor Gebruik

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-3
--------------------------	--------------------------	--------------------------	--------------------------	-----

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-9
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-----

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	11-12
--------------------------	--------------------------	-------

<input type="checkbox"/>	<input type="checkbox"/>	13-14
--------------------------	--------------------------	-------

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	<input type="checkbox"/>	16-17
--------------------------	--------------------------	-------

<input type="checkbox"/>	18
--------------------------	----

<input type="checkbox"/>	19
--------------------------	----

<input type="checkbox"/>	20
--------------------------	----

10. Is u werksaam in die area waar u supervisie moes gee aan student/e?

Ja
 Nee

21

11. Indien u **nee** geantwoord het op vraag 10. Het u die student/e in die area besoek?

Ja
 Nee

22

12. Indien **ja** op vraag 11, hoeveel keer per week het u die student/e besoek?

_____ per week

23-24

AFDELING 2. Deel 1

Instruksies:

Beantwoord die volgende vrae deur jou antwoord te skryf in die spasie wat voorsien is.

13. In u opinie, wat is die kenmerke van effektiewe supervisie?

25-26
 27-28
 29-30
 31-32
 33-34

14. In u opinie, wat is die kenmerke van oneffektiewe supervisie?

35-36
 37-38
 39-40
 41-42
 43-44

15. In u opinie, watter faktore het 'n positiewe invloed gehad op die supervisie wat u voorsien het tydens die laaste kliniese praktiese inwoning?

45-46
 47-48
 49-50
 51-52
 53-54

16. In u opinie, watter faktore het 'n negatiewe invloed gehad op die supervisie wat u voorsien het tydens die laaste kliniese praktiese inwoning?

55-56
 57-58
 59-60
 61-62
 63-64

Instruksies:

Beantwoord die volgende stellings deur 'n X te maak in die toepaslike blokkie. Slegs een antwoord per vraag word toegelaat.

Merk die kategorie wat beskrywend is van jou as supervisor van AT studente en supervisie tydens die laaste kliniese praktiese inwoning.

AFDELING 3. Deel 1: Interpersoonlik

17. Ek was toeganklik.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	65
--------------------------	----

<input type="checkbox"/>	66-67
<input type="checkbox"/>	68-69

18. Ek was maklik om mee te praat.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	70
--------------------------	----

<input type="checkbox"/>	71-72
<input type="checkbox"/>	73-74

19. Ek het geluister na die student/e se menings.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	75
--------------------------	----

<input type="checkbox"/>	76-77
<input type="checkbox"/>	78-79

20. Ek was geïntereeseerd in student/e.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	80
--------------------------	----

<input type="checkbox"/>	1-2
<input type="checkbox"/>	3-4

21. Ek het respek vir die student/e getoon.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	5
--------------------------	---

<input type="checkbox"/>	6-7
<input type="checkbox"/>	8-9

22. Ek het ondersteuning voorsien wanneer benodig.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	11-12
<input type="checkbox"/>	13-14

23. Ek het die rol van die student/e verstaan.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	16-17
<input type="checkbox"/>	18-19

24. Ek was bewus van die student/e se behoeftes.

<input type="checkbox"/> Nooit	<input type="checkbox"/> Soms	<input type="checkbox"/> Dikwels	<input type="checkbox"/> Altyd
--------------------------------	-------------------------------	----------------------------------	--------------------------------

Enige kommentaar: _____

<input type="checkbox"/>	20
--------------------------	----

<input type="checkbox"/>	21-22
<input type="checkbox"/>	23-24

25. Ek het 'n bewustheid van die student/e se vrese getoon.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

25

26-27
 28-29

26. Ek was buigsaam.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

30

31-32
 33-34

27. Ek was entoesiasies.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

35

36-37
 38-39

28. Ek het 'n sensitiwiteit vir die individualiteit van elke student getoon.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

40

41-42
 43-44

29. Ek was beskikbaar vir die student/e.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

45

46-47
 48-49

30. Ek was 'n goeie kommunikeerder.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

50

51-52
 53-54

31. Ek was vriendelik.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

55

56-57
 58-59

32. Ek het deurgaans leiding gebied.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

60

61-62
 63-64

AFDELING 3. Deel 2: Kurrikulum

33. Ek het met aanvang van die inwoning duidelike verduidelikings oor die verwagtinge van die student/e tydens inwoning gegee.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

65

66-67
 68-69

34. Ek het duidelike verduidelikings oor die rasionaal vir intervensie gegee.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

70

71-72
 73-74

35. Ek het kliniese probleme t.o.v. pasiente met die student/e bespreek.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

75

76-77
 78-79

36. Ek het eise wat aan die student/e gestel word gegradeer.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

80

1-2
 3-4

37. Ek het die vlak van vaardighede wat van die student/e vereis word gegradeer.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

5

6-7
 8-9

38. Ek het die student/e toegelaat om verantwoordelikheid vir haar/hulle eie aktiwiteite te neem.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

10

11-12
 13-14

39. Ek het die selfgerigtheid van die student/e aangemoedig.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

15

16-17
 18-19

40. Ek het die student/e aangemoedig om 'n rasionaal (gebaseer op teorie) vir behandelings te hê.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

20

21-22
 23-24

41. Ek het die student/e aangemoedig om nuwe areas van bevoegdheid te ontwikkel.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

25

26-27
 28-29

42. Ek het die student/e aangemoedig om vir haarself/hulleself te dink.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

30

31-32
 33-34

43. Ek het toegelaat dat die student/e verskillende behandelingstegnieke onder supervisie toepas.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

35

36-37
 38-39

44. Ek het geleenthede vir demonstrasie van praktiese tegnieke wat verband hou met teorie gebied.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

40

41-42
 43-44

45. Ek het die betrokkenheid van die student/e aangemoedig.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

45

46-47
 48-49

46. Ek het die student/e verantwoordelikheid laat neem vir pasient behandeling.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

50

51-52
 53-54

47. Ek was voorbereid vir die student/e se plasing.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

55

56-57
 58-59

48. Ek het gereelde vergaderings tussen die student/e en myself georganiseer.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

60

61-62
 63-64

49. Ek was ingelig oor wat reeds by die UV geleer was.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

65

66-67
 68-69

50. Ek het voldoende kennis gehad oor die kurrikulum. (Watter kennis die studente moet hê.)

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

70

71-72
 73-74

51. Ek was goed ingelig oor die vereistes van die UV.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

75

76-77
 78-79

52. Ek het 'n supervisie kontrak geïmplementeer.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

80

1-2
 3-4

53. Ek het portuur besprekings gefasiliteer.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

5

6-7
 8-9

54. Ek het die student/e aangemoedig om verantwoordelikheid te neem vir haar/hulle eie leer.

Nooit Soms Dikwels Altyd

Enige kommentaar: _____

10

11-12
 13-14

AFDELING 3. Deel 3: Klinies/Professioneel

55. Ek is 'n bevoegde arbeidsterapeut.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

15

16-17
18-19

56. Ek is kundig in my area.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

20

21-22
23-24

57. Ek is professioneel in my benadering.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

25

26-27
28-29

58. Ek het geesdrif vir die beroep gedemonstreer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

30

31-32
33-34

59. Ek het belangstelling in my werk gedemonstreer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

35

36-37
38-39

60. Ek het voldoende kliniese ondervinding.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

40

41-42
43-44

61. Ek het geleenthede vir praktiese behandelingstegnieke voorsien deur prosedures te verduidelik deur demonstrasies.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

45

46-47
48-49

62. Ek het redes vir kliniese besluite verduidelik.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

50

51-52
53-54

AFDELING 3. Deel 4: Terugvoer

63. Ek het ondersteunende terugvoer van die student/e se vermoëns aangebied.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

55

56-57
58-59

64. Ek het terugvoer op 'n duidelike wyse verskaf.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

60

61-62
63-64

65. Ek het voldoende aandag gegee aan die student/e.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

66. Ek was met tussenposes by die student/e (nie te veel oor skouer loer).

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

67. Ek het konstruktiewe terugvoer gegee.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

68. Ek het terugvoer op 'n gereelde basis verskaf.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

69. Ek het die student/e aangemoedig om terugvoer te gee aan myself.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

70. Ek het die student/e se skriftelike werk tydig nagegaan.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

71. Ek het terugvoer aan die student/e tydig gelewer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

AFDELING 3. Deel 5:Omgewing

72. Ek het genoeg tyd vir supervisie van die student/e gehad.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

73. Ek het inligting voorsien oor die fasiliteite beskikbaar in die area.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

74. Ek het tyd toegelaat vir die student/e om haarself/hulleself te orienteer.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

65

66-67
 68-69

70

71-72
 73-74

75

76-77
 78-79

80

1-2
 3-4

5

6-7
 8-9

10

11-12
 13-14

15

16-17
 18-19

20

21-22
 23-24

25

26-27
 28-29

30

31-32
 33-34

75. Ek het die student/e aangemoedig om hulpbronne te benut in die kliniese omgewing.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

76. Ek het 'n positiewe leeromgewing geskep.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

77. Ek het 'n ondersteunende omgewing geskep.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

78. Ek het 'n verwelkomende omgewing geskep.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

79. Ek het genoeg nie-menslike hulpbronne tot die student/e beskikbaar gestel.

Nooit	Soms	Dikwels	Altyd
-------	------	---------	-------

Enige kommentaar: _____

Dankie vir jou deelname.

35

36-37
 38-39

40

41-42
 43-44

45

46-47
 48-49

50

51-52
 53-54

55

56-57
 58-59

Description of Occupational Therapy fieldwork supervision, at the University of the Free State

You have been asked to participate in a research study. Please note that by completing the questionnaire you are voluntarily agreeing to participate in this research study. You will remain anonymous and your data will be treated confidentially at all times. You may withdraw from this study at any given moment during the completion of the questionnaire. The results of the study may be published.

SECTION 1: General Information

Instructions:

Answer the following questions/statements by marking the appropriate block with an X or writing your answer in the space provided.

1. Date questionnaire is completed (dd/mm/yy)/...../.....

2. What is your gender?

Male	Female
------	--------

3. How old are you?

_____ years

4. How many years of experience do you have, supervising occupational therapy students ?

5. Do you receive any financial compensation (honorarium) for your involvement in student clinical training?

Yes
 No
 Not sure

6. As what was the area classified for students during the last clinical practice placement?

Physical
 Psych
 Pediatric
 Community
 If other, please specify _____

7. How many persons were responsible for the supervision in above-mentioned area?

One
 Two
 Three
 If other, please specify _____

8. During this placement, how many third and fourth year students were there?

One
 Two
 Three
 If other, please specify _____

9. Are you a community service occupational therapist or a fully registered occupational therapist?

Community service occupational therapist
 Fully registered occupational therapist

For Office use

1-3

4-9

10

11-12

13-14

15

16-17

18

19

20

10. Are you working in the area where you are supervising student/s?

Yes
 No

21

11. If you answered **no** to question 10. Did you visit the student/s in the area?

Yes
 No

22

12. If **yes** to question 11, how many times did you visit the student/s per week?

_____ per week

23-24

SECTION 2. Part 1

Instructions:
Answer the following questions by writing your answer in the space provided.

13. In your opinion, what are the characteristics of effective supervision?

25-26
 27-28
 29-30
 31-32
 33-34

14. In your opinion, what are the characteristics of ineffective supervision?

35-36
 37-38
 39-40
 41-42
 43-44

15. In your opinion, what factors had a positive influence on the supervision you provided during the last clinical practice placement?

45-46
 47-48
 49-50
 51-52
 53-54

16. In your opinion, what factors had a negative influence on the supervision you provided during the last clinical practice placement?

55-56
 57-58
 59-60
 61-62
 63-64

Instructions:

Answer the following statements by marking the appropriate block with an X. Only one answer is allowed per question.

Check categories which seem descriptive of you as supervisor of OT students and supervision during the last clinical practice area.

SECTION 3. Part 1: Interpersonal

17. I was approachable.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	65
--------------------------	----

<input type="checkbox"/>	66-67
<input type="checkbox"/>	68-69

18. I was easy to talk to.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	70
--------------------------	----

<input type="checkbox"/>	71-72
<input type="checkbox"/>	73-74

19. I listened to the student/s opinions.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	75
--------------------------	----

<input type="checkbox"/>	76-77
<input type="checkbox"/>	78-79

20. I was interested in student/s.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	80
--------------------------	----

<input type="checkbox"/>	1-2
<input type="checkbox"/>	3-4

21. I showed respect for the student/s.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	5
--------------------------	---

<input type="checkbox"/>	6-7
<input type="checkbox"/>	8-9

22. I provided support when needed.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	10
--------------------------	----

<input type="checkbox"/>	11-12
<input type="checkbox"/>	13-14

23. I understood the student/s role.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	15
--------------------------	----

<input type="checkbox"/>	16-17
<input type="checkbox"/>	18-19

24. I was aware of the student/s needs.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

Any comments: _____

<input type="checkbox"/>	20
--------------------------	----

<input type="checkbox"/>	21-22
<input type="checkbox"/>	23-24

25. I showed awareness of the student/s fears.

Never Occasionallly Frequently Always

Any comments: _____

25

26-27
28-29

26. I was flexible.

Never Occasionallly Frequently Always

Any comments: _____

30

31-32
33-34

27. I was enthusiastic.

Never Occasionallly Frequently Always

Any comments: _____

35

36-37
38-39

28. I showed a sensitivity to the individuality of each student.

Never Occasionallly Frequently Always

Any comments: _____

40

41-42
43-44

29. I was available for the student/s.

Never Occasionallly Frequently Always

Any comments: _____

45

46-47
48-49

30. I communicated well.

Never Occasionallly Frequently Always

Any comments: _____

50

51-52
53-54

31. I was friendly.

Never Occasionallly Frequently Always

Any comments: _____

55

56-57
58-59

32. I provided guidance throughout.

Never Occasionallly Frequently Always

Any comments: _____

60

61-62
63-64

SECTION 3. Part 2: Curriculum

33. I provided clear explanations at the beginning of the placement about expectations of the student/s while on placement.

Never Occasionallly Frequently Always

Any comments: _____

65

66-67
68-69

34. I provided clear explanations about rationales for intervention.

Never Occasionallly Frequently Always

Any comments: _____

70

71-72
73-74

35. I discussed clinical issues regarding patients with the student/s.

Never Occasionally Frequently Always

Any comments: _____

75

76-77
 78-79

36. I graded the demands placed on the student/s.

Never Occasionally Frequently Always

Any comments: _____

80

1-2
 3-4

37. I graded the level of skills required of the student/s.

Never Occasionally Frequently Always

Any comments: _____

5

6-7
 8-9

38. I allowed the student/s to take responsibility for her/their own activities.

Never Occasionally Frequently Always

Any comments: _____

10

11-12
 13-14

39. I encouraged self-direction of the student/s.

Never Occasionally Frequently Always

Any comments: _____

15

16-17
 18-19

40. I encouraged the student/s to have rationales (based on theory) for treatment.

Never Occasionally Frequently Always

Any comments: _____

20

21-22
 23-24

41. I encouraged the student/s to develop new areas of competence.

Never Occasionally Frequently Always

Any comments: _____

25

26-27
 28-29

42. I encouraged the student/s to think for herself/themself.

Never Occasionally Frequently Always

Any comments: _____

30

31-32
 33-34

43. I allowed the student/s to try out different treatment techniques under supervision.

Never Occasionally Frequently Always

Any comments: _____

35

36-37
 38-39

44. I provided opportunities to show practical techniques linking theory covered in class.

Never Occasionally Frequently Always

Any comments: _____

40

41-42
 43-44

45. I encouraged student involvement.

Never Occasionally Frequently Always

Any comments: _____

45

46-47
 48-49

46. I allowed the student/s to take responsibility for patient treatment.

Never Occasionally Frequently Always

Any comments: _____

50

51-52
 53-54

47. I was prepared for the student placement.

Never Occasionally Frequently Always

Any comments: _____

55

56-57
 58-59

48. I organised regular meetings between the student/s and myself.

Never Occasionally Frequently Always

Any comments: _____

60

61-62
 63-64

49. I was knowledgeable about what had been taught at the UFS.

Never Occasionally Frequently Always

Any comments: _____

65

66-67
 68-69

50. I had adequate knowledge about the curriculum. (What knowledge students should have.)

Never Occasionally Frequently Always

Any comments: _____

70

71-72
 73-74

51. I was well informed about the requirements of the UFS.

Never Occasionally Frequently Always

Any comments: _____

75

76-77
 78-79

52. I implemented a supervision contract.

Never Occasionally Frequently Always

Any comments: _____

80

1-2
 3-4

53. I facilitated peer discussion.

Never Occasionally Frequently Always

Any comments: _____

5

6-7
 8-9

54. I encouraged the student/s to take responsibility for her/their own learning.

Never Occasionally Frequently Always

Any comments: _____

10

11-12
 13-14

SECTION 3. Part 3: Clinical/Professional

55. I am a competent occupational therapist.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	15
--------------------------	----

Any comments: _____

<input type="checkbox"/>	16-17
<input type="checkbox"/>	18-19

56. I am knowledgeable in my own area.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	20
--------------------------	----

Any comments: _____

<input type="checkbox"/>	21-22
<input type="checkbox"/>	23-24

57. I am professional in my approach.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	25
--------------------------	----

Any comments: _____

<input type="checkbox"/>	26-27
<input type="checkbox"/>	28-29

58. I demonstrated enthusiasm for the profession.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	30
--------------------------	----

Any comments: _____

<input type="checkbox"/>	31-32
<input type="checkbox"/>	33-34

59. I demonstrated interest in my work.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	35
--------------------------	----

Any comments: _____

<input type="checkbox"/>	36-37
<input type="checkbox"/>	38-39

60. I have adequate clinical experience.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	40
--------------------------	----

Any comments: _____

<input type="checkbox"/>	41-42
<input type="checkbox"/>	43-44

61. I provided opportunities for practical treatment techniques by explaining procedures through demonstration.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	45
--------------------------	----

Any comments: _____

<input type="checkbox"/>	46-47
<input type="checkbox"/>	48-49

62. I explained reasons for clinical decisions.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	50
--------------------------	----

Any comments: _____

<input type="checkbox"/>	51-52
<input type="checkbox"/>	53-54

SECTION 3. Part 4: Feedback

63. I offered supportive feedback of student's abilities.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	55
--------------------------	----

Any comments: _____

<input type="checkbox"/>	56-57
<input type="checkbox"/>	58-59

64. I provided feedback in a clear manner.

Never	Occasionally	Frequently	Always
-------	--------------	------------	--------

<input type="checkbox"/>	60
--------------------------	----

Any comments: _____

<input type="checkbox"/>	61-62
<input type="checkbox"/>	63-64

65. I gave adequate attention to the student/s.

Never Occasionallly Frequently Always

Any comments: _____

65

66-67
68-69

66. I was with the student/s intermittently (not to over-supervise).

Never Occasionallly Frequently Always

Any comments: _____

70

71-72
73-74

67. I provided constructive feedback.

Never Occasionallly Frequently Always

Any comments: _____

75

76-77
78-79

68. I provided feedback on a regular basis.

Never Occasionallly Frequently Always

Any comments: _____

80

1-2
3-4

69. I encouraged the student/s to provide feedback to myself.

Never Occasionallly Frequently Always

Any comments: _____

5

6-7
8-9

70. I reviewed the student/s written work in timely manner.

Never Occasionallly Frequently Always

Any comments: _____

10

11-12
13-14

71. I provided feedback to the student/s in timely manner.

Never Occasionallly Frequently Always

Any comments: _____

15

16-17
18-19

SECTION 3. Part 5: Environment

72. I had enough time to supervise the student/s.

Never Occasionallly Frequently Always

Any comments: _____

20

21-22
23-24

73. I provided information about the facilities available in the area.

Never Occasionallly Frequently Always

Any comments: _____

25

26-27
28-29

74. I allowed time for the student/s to orientate herself/himself.

Never Occasionallly Frequently Always

Any comments: _____

30

31-32
33-34

75. I encouraged the student/s to utilise resources in the clinical environment.

Never Occasionally Frequently Always

Any comments: _____

35

36-37
 38-39

76. I created a positive learning environment.

Never Occasionally Frequently Always

Any comments: _____

40

41-42
 43-44

77. I created a supportive environment.

Never Occasionally Frequently Always

Any comments: _____

45

46-47
 48-49

78. I created a welcoming environment.

Never Occasionally Frequently Always

Any comments: _____

50

51-52
 53-54

79. I made enough non-human resources available to the student/s.

Never Occasionally Frequently Always

Any comments: _____

55

56-57
 58-59

Thank you for your participation.

Appendix E:
Ethical Clearance

UNIVERSITEIT VAN DIE VRYSTAAT
UNIVERSITY OF THE FREE STATE
YUNIVESITHI YA FREISTATA



Direkteur: Fakulteitsadministrasie / Director: Faculty Administration
Fakulteit Gesondheidswetenskappe / Faculty of Health Sciences

Research Division
Internal Post Box G40
☎(051) 4052812
Fax (051) 4444359

E-mail address: StraussHS@ufs.ac.za

Ms H Strauss

2011-12-02

REC Reference nr 230408-011
IRB nr 00006240

MS RP HATTINGH
DEPT OF OCCUPATIONAL THERAPY
CR DE WET BUILDING
UFS

Dear Ms Hattingh

ECUFS NR 178/2011

**PROJECT TITLE: DESCRIPTION OF OCCUPATIONAL THERAPY FIELDWORK
SUPERVISION, AT THE UNIVERSITY OF THE FREE STATE**

- You are hereby kindly informed that the Ethics Committee approved the above project at the meeting held on 29 November 2011.

[Ms PA Hough did not take part in the discussion of this study]

- Committee guidance documents: Declaration of Helsinki, ICH, GCP and MRC Guidelines on Bio Medical Research. Clinical Trial Guidelines 2000 Department of Health RSA; Ethics in Health Research: Principles Structure and Processes Department of Health RSA 2004; Guidelines for Good Practice in the Conduct of Clinical Trials with Human Participants in South Africa, Second Edition (2006); the Constitution of the Ethics Committee of the Faculty of Health Sciences and the Guidelines of the SA Medicines Control Council as well as Laws and Regulations with regard to the Control of Medicines.
- Any amendment, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.
- The Committee must be informed of any serious adverse event and/or termination of the study.
- A progress report should be submitted within one year of approval of long term studies and a final report at completion of both short term and long term studies.
- Kindly refer to the ECUFS reference number in correspondence to the Ethics Committee secretariat.

Yours faithfully



.....
CHAIR: ETHICS COMMITTEE

Cc Ms PA Hough

Appendix F: Effective and ineffective: Description of supervision characteristics

Figure 6-1 Summary of description of interpersonal characteristics

Figure 6-2 Summary of description of curriculum characteristics

Figure 6-3 Summary of descriptions of clinical/professional characteristics

Figure 6-4 Summary of description of feedback characteristics

Figure 6-5 Summary of description of environment characteristics

Figure 6-6 Summary of description of interpersonal characteristics

Figure 6-7 Summary of description of curriculum characteristics

Figure 6-8 Summary of description of clinical/professional characteristics

Figure 6-9 Summary of description of feedback characteristics

Figure 6-10 Summary of description of environment characteristics

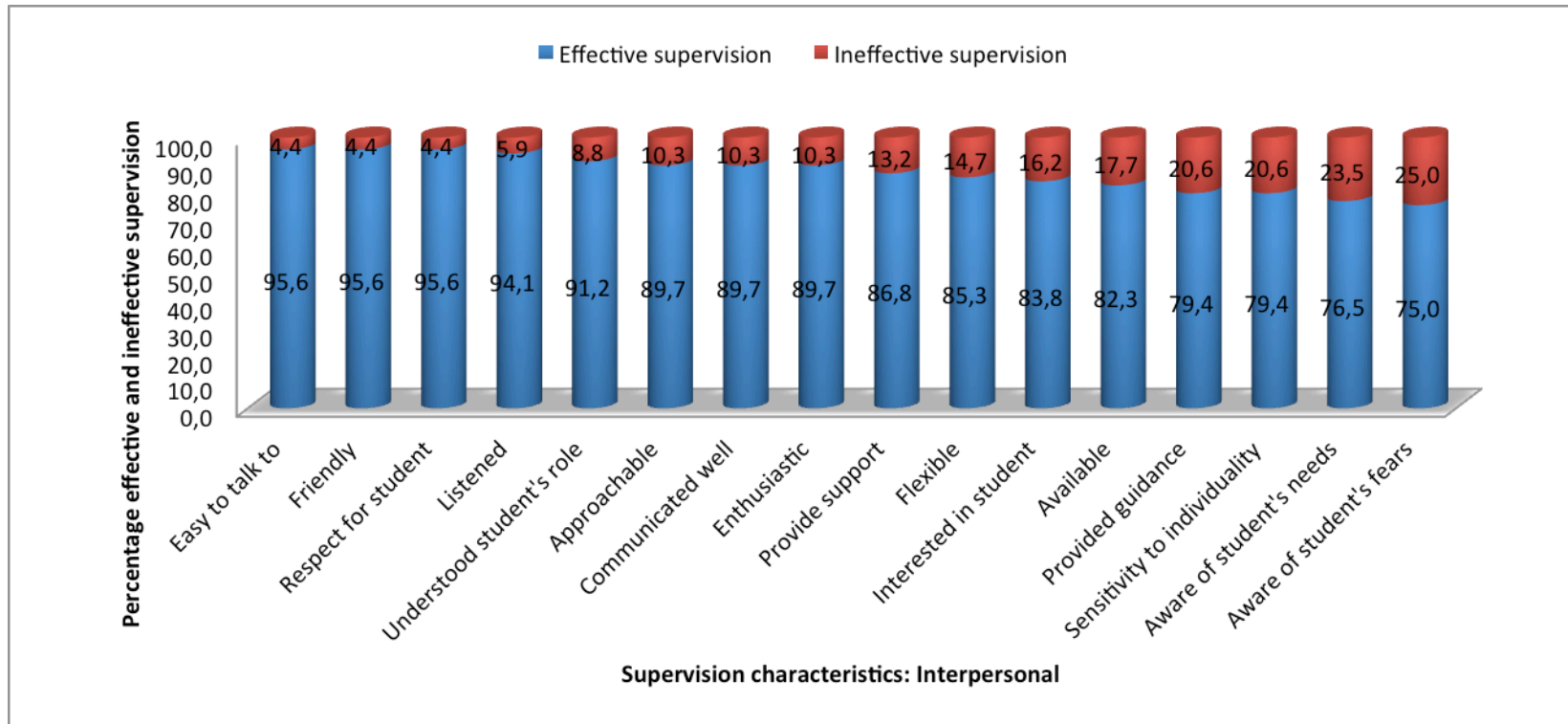


Figure 6-1 Summary of description of interpersonal characteristics indicated by students

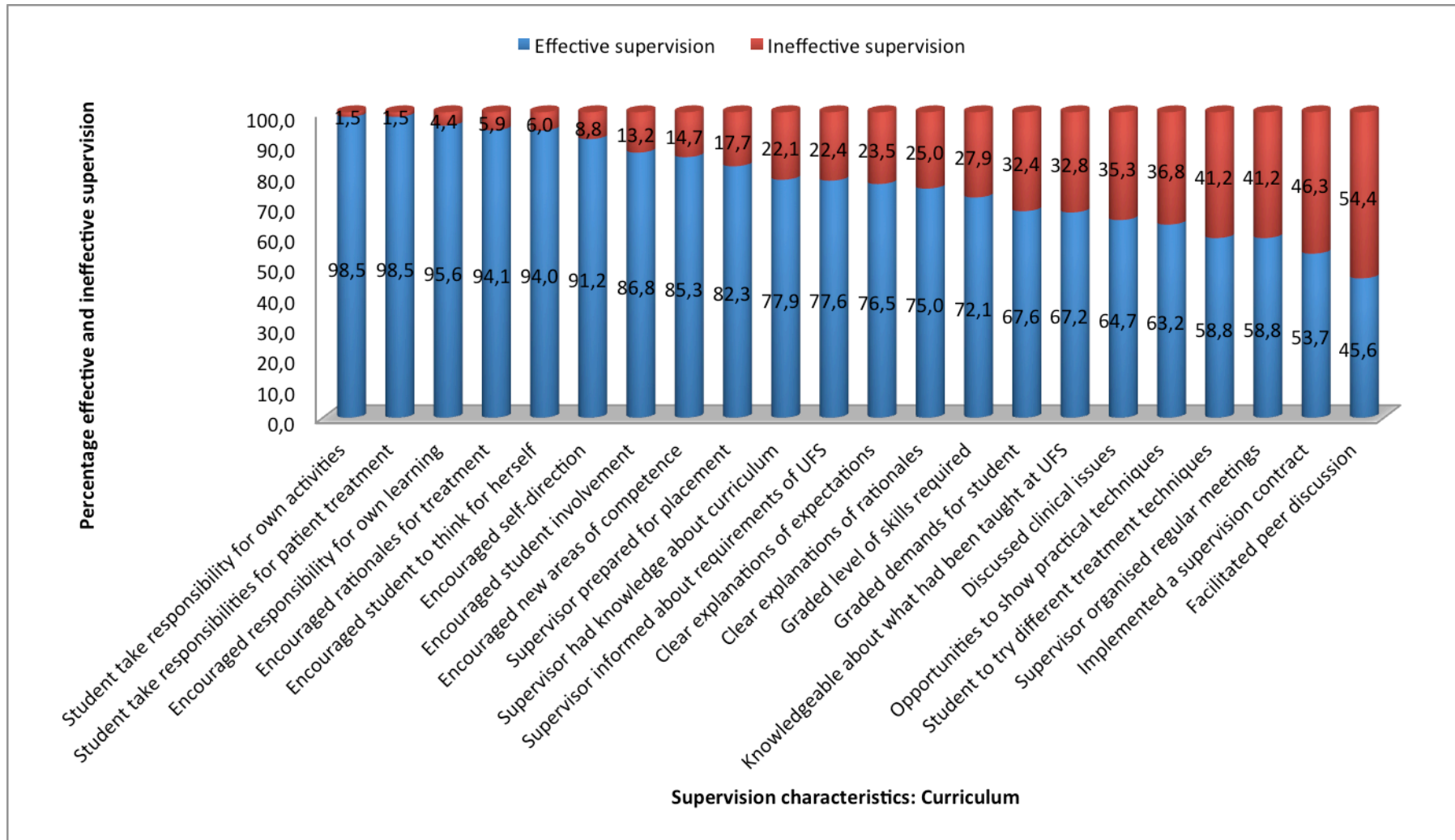


Figure 6-2 Summary of description of curriculum characteristics indicated by students

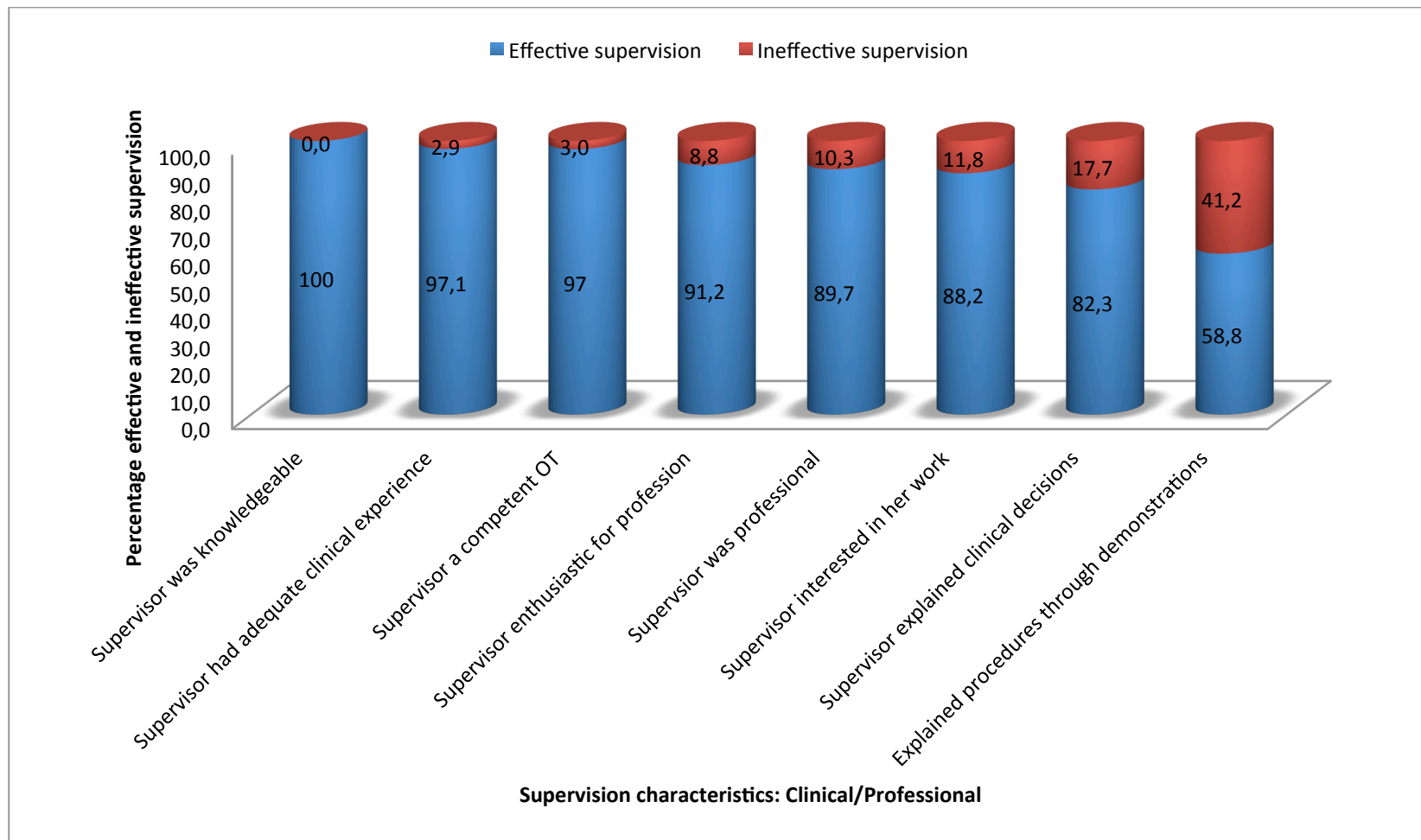


Figure 6-3 Summary of descriptions of clinical/professional characteristics indicated by students

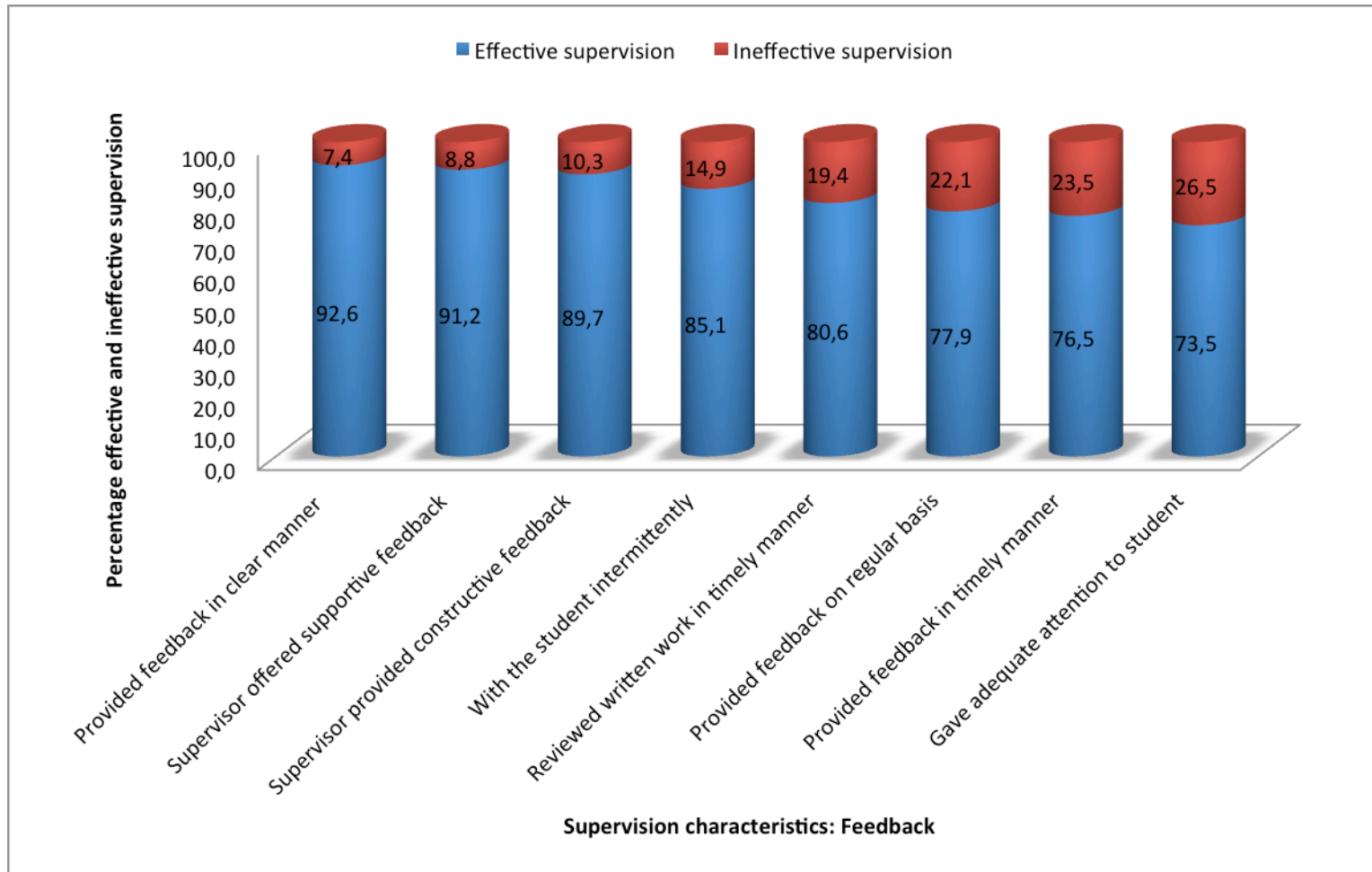


Figure 6-4 Summary of description of feedback characteristics indicated by students

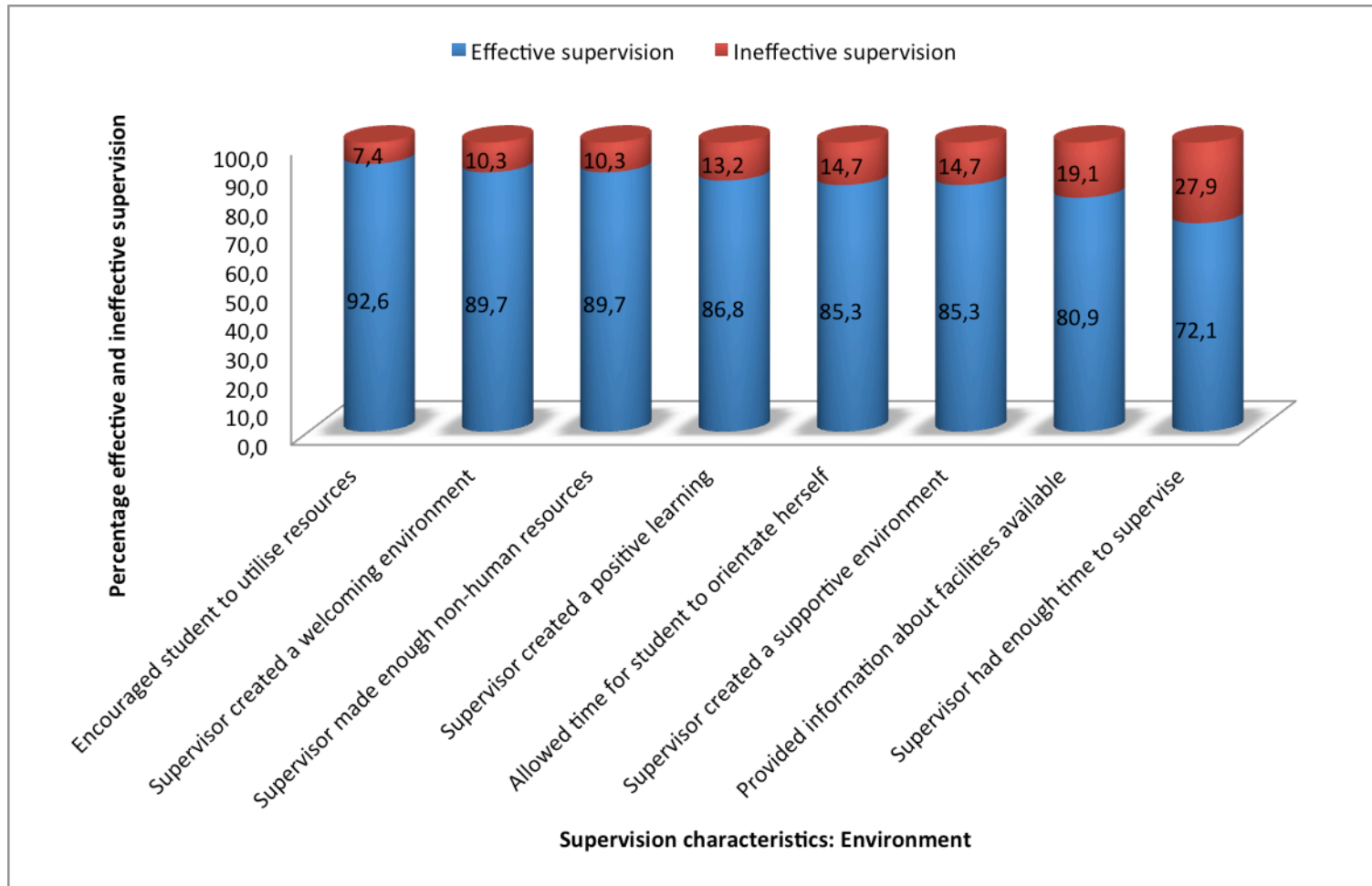


Figure 6-5 Summary of description of environment characteristics indicated by students

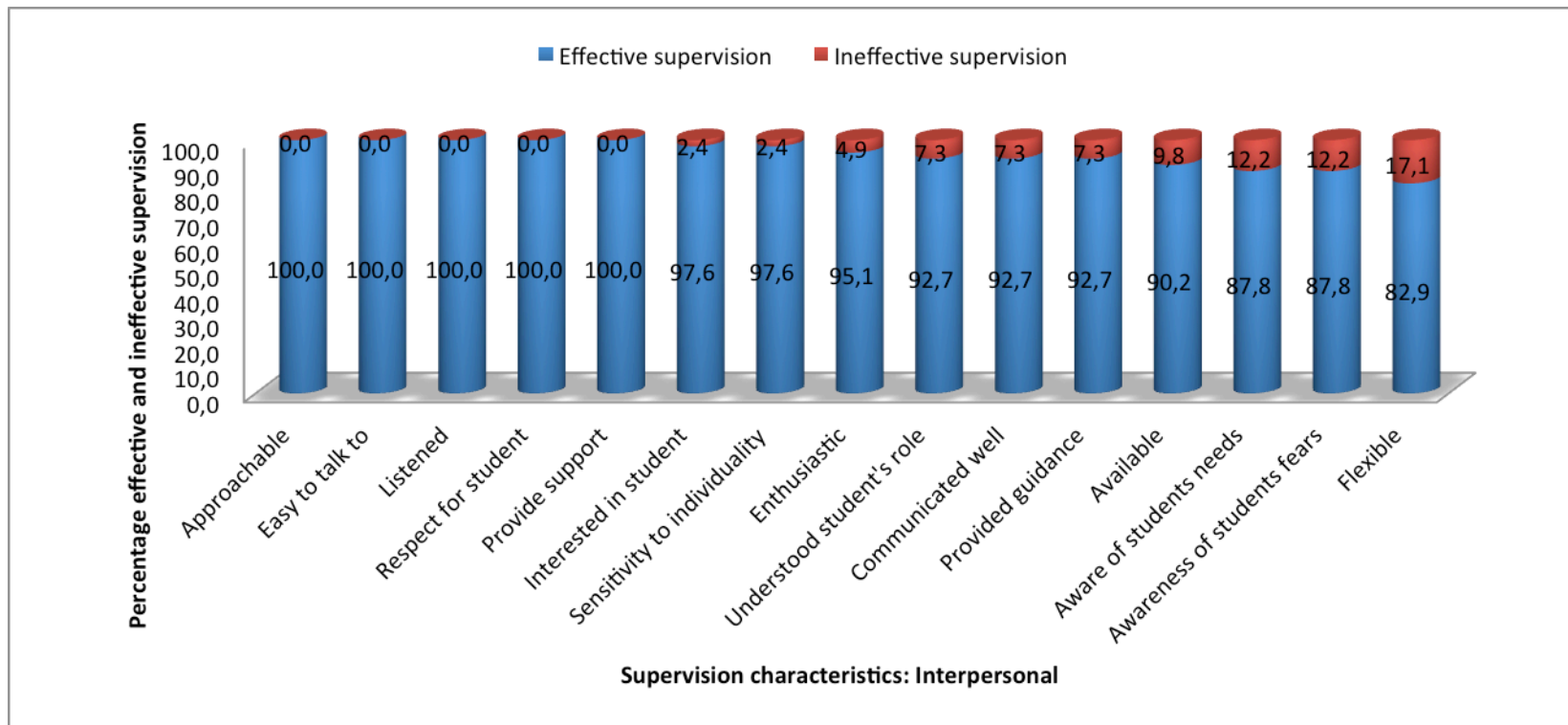


Figure 6-6 Summary of description of interpersonal characteristics indicated by supervisors

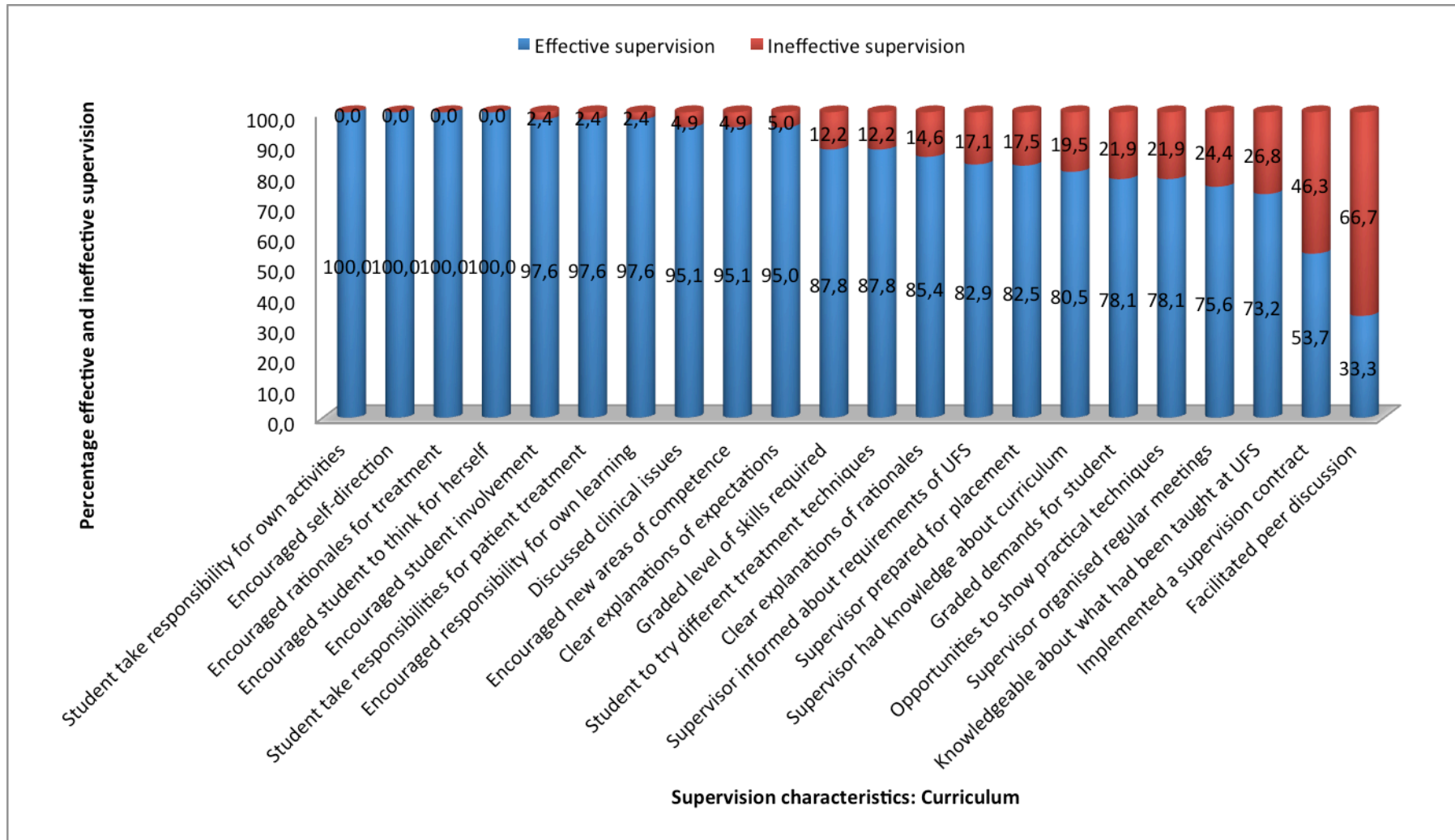


Figure 6-7 Summary of description of curriculum characteristics indicated by supervisors

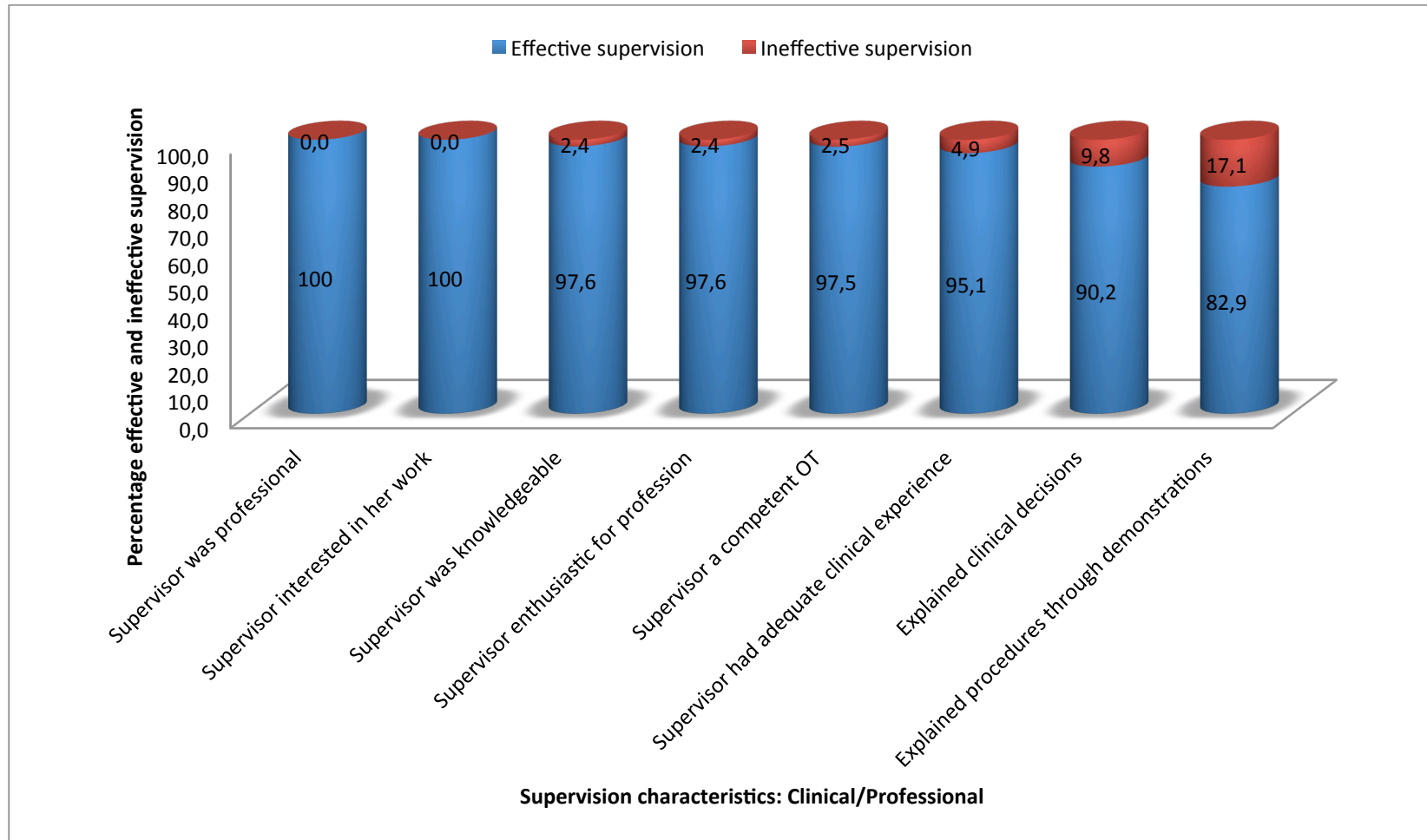


Figure 6-8 Summary of description of clinical/professional characteristics indicated by supervisors

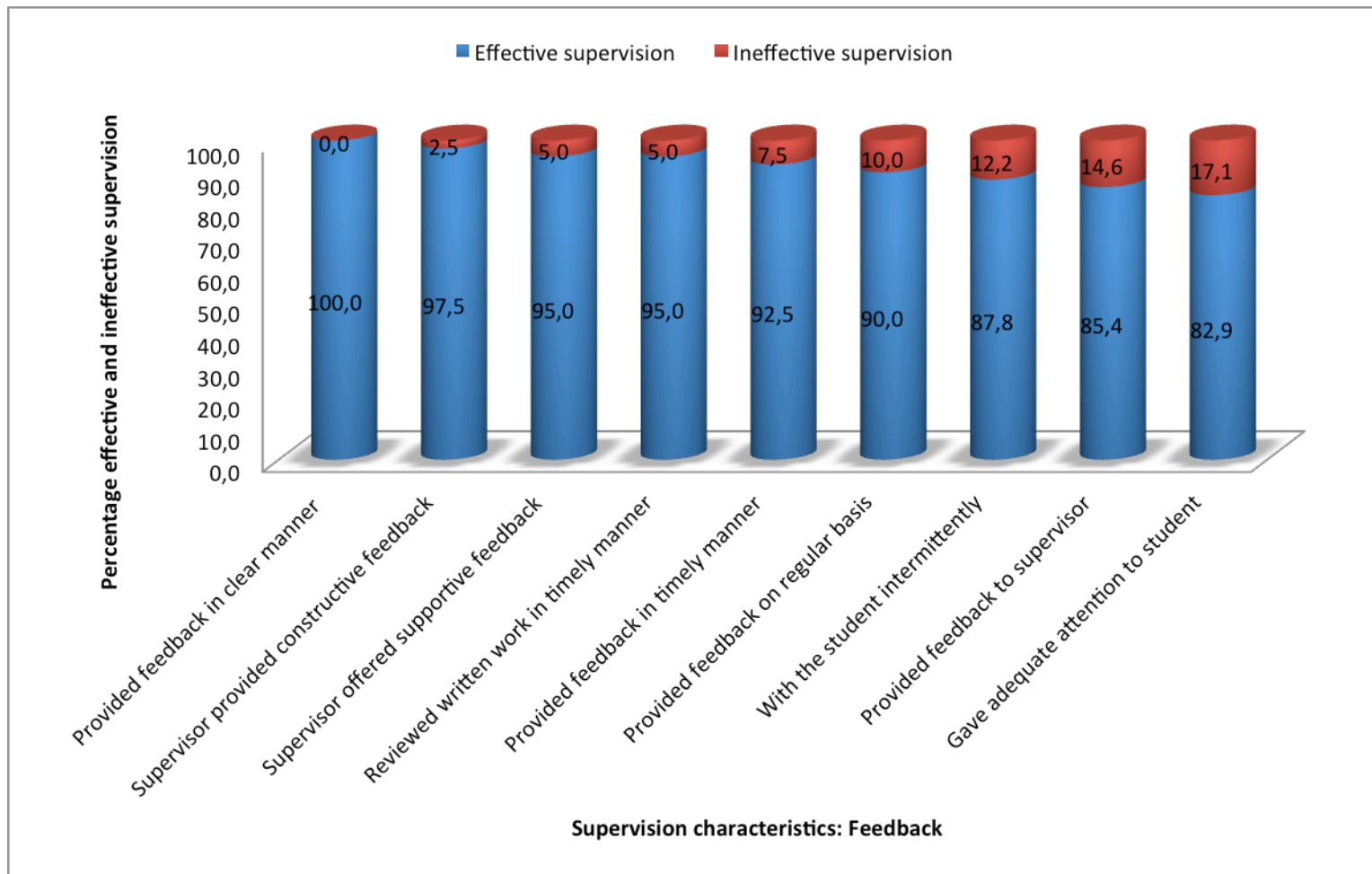


Figure 6-9 Summary of description of feedback characteristics indicated by supervisors

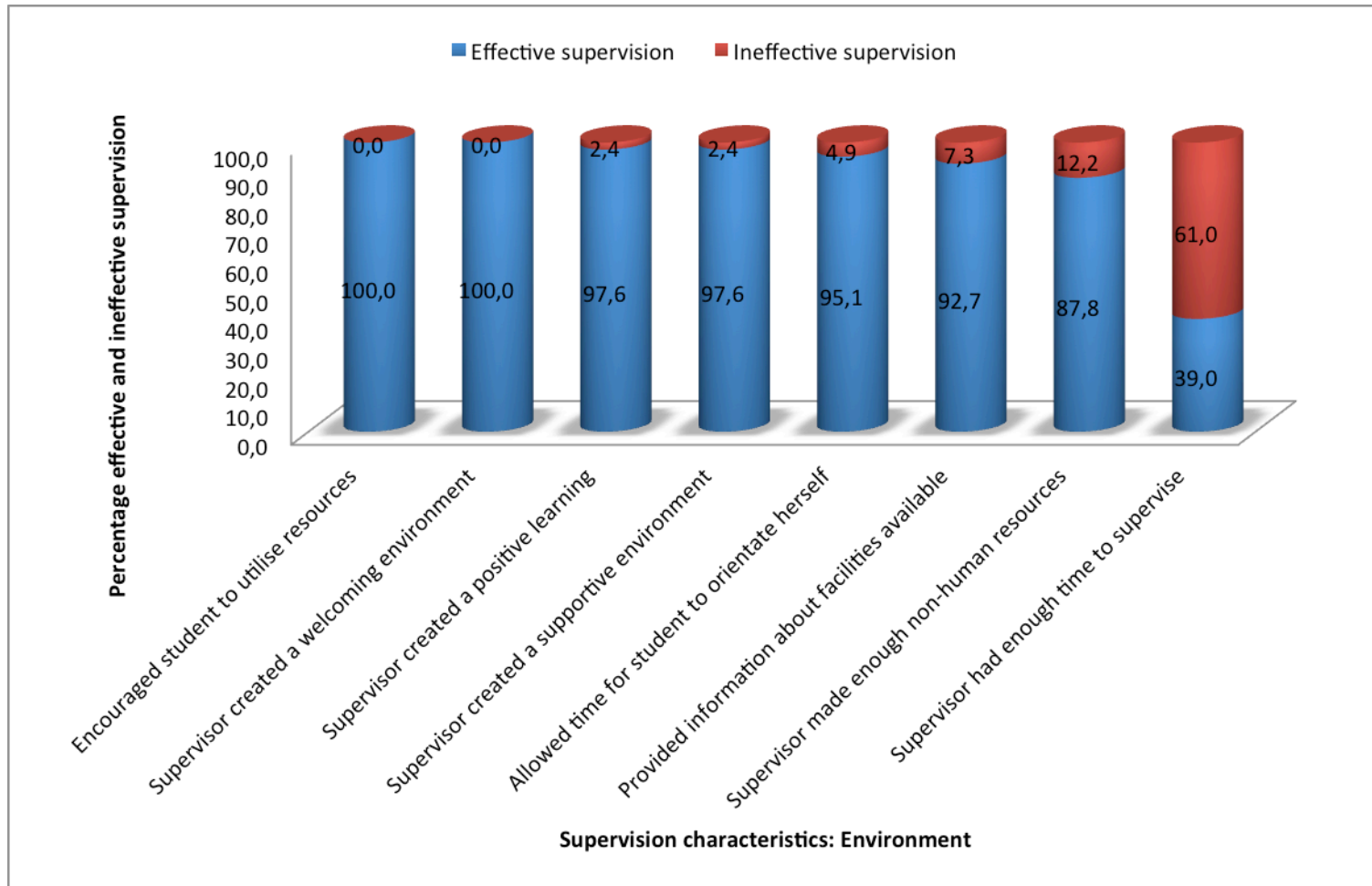


Figure 6-10 Summary of description of environment characteristics indicated by supervisors

Summary

Fieldwork education in Occupational Therapy provides students with the opportunity to integrate theory learned at higher institutions with practical skills and professional behaviour within real-life settings to become proficient occupational therapists. Fieldwork supervisors are the key role players and facilitators in realising the purpose of fieldwork education. To this end, supervisors must exhibit effective characteristics of supervision in order to provide quality and meaningful learning experiences for students. Concern has been raised throughout literature about the characteristics that supervisors display during fieldwork placements, because it has such a major influence on students' learning and experiences of fieldwork education.

Very little research has been done on fieldwork education of Occupational Therapy in South Africa and none on the characteristics of supervisors and supervision during fieldwork placements. This study aims to describe effective and ineffective characteristics of supervisors and supervision in Occupational Therapy fieldwork education at the UFS as identified by third and fourth year Occupational Therapy students and supervisors.

These phenomena of supervisor and supervision characteristics have been researched in several qualitative studies internationally from either the supervisors' or the students' perspective. In this study, a quantitative, descriptive study design was used to gather information about effective and ineffective characteristics of supervisors and supervision during Occupational Therapy fieldwork education. The data collection instruments implemented consisted of two similar self-report questionnaires: one for the students and one for the supervisors.

The research population consisted of all the third and fourth year Occupational Therapy students enrolled at the UFS in 2012 (a total of 69) as well as all the supervisors involved in fieldwork training of these Occupational Therapy students (a total of 41). The response rate for the students was 98.6% and for the supervisors 100%.

Effective supervision characteristics have been identified and described, with specific emphasis on the main findings that reflect that a supervisor must be competent, professional, approachable, considerate and knowledgeable about what is expected from the student and must spend adequate time with the student. Furthermore, the supervisor must provide sufficient guidelines, support, guidance and feedback. Results were reported according to the five categories used in the questionnaires, namely: interpersonal; curriculum; clinical and professional; feedback and environment. Ineffective supervision characteristics identified in this study were similar to those detected in international studies.

This study clearly indicates that supervisors viewed the limited time they had to supervise students as a major cause of ineffective supervising. Additionally, they had less than five years of supervision experience, which influenced the effectiveness of their supervision characteristics negatively. An unexpected finding of this study was the indication by supervisors that students' attributes – whether positive or negative – had been the biggest influence on the supervision they provided during fieldwork education.

In conclusion, extensive recommendations were made to redress the ineffective characteristics of supervision identified in this study as it pertains to students, supervisors and the university. This study contributes to Occupational Therapy's body of knowledge with regard to supervision characteristics in fieldwork education in a South African setting, which can be used as a base for future research.

Opsomming

Veldwerkonderrig in Arbeidsterapie bied aan studente die geleentheid om teorie, by hoër instellings aangeleer, te integreer met praktiese vaardighede en professionele gedrag in werklike situasies ten einde bekwame arbeidsterapeute te word. Veldwerktoesighouers is sleutelrolspelers en fasiliteerders in die verwesenliking van veldwerkonderrig. Vir dié doel moet toesighouers oor effektiewe supervisie-kenmerke beskik ten einde gehalte en betekenisvolle leerervarings aan studente te voorsien. Kommer is in die literatuur uitgespreek oor die kenmerke waaroor toesighouers beskik tydens veldwerkplasinge aangesien dit so 'n groot invloed op studente se leerervarings tydens veldwerkonderrig het.

Weinig navorsing is al gedoen oor veldwerkonderrig in Arbeidsterapie in Suid-Afrika en geen oor die kenmerke van toesighouers en van supervisie tydens veldwerkplasinge nie. Hierdie studie beoog om effektiewe en oneffektiewe kenmerke van toesighouers en supervisie in Arbeidsterapie-veldwerkonderrig by die UV te omskryf soos geïdentifiseer deur sowel die derdejaar- en vierdejaarstudente in Arbeidsterapie as die toesighouers.

Hierdie verskynsels van toesighouer- en supervisie-kenmerke is in verskeie kwalitatiewe studies internasionaal nagevors, hetsy vanuit die toesighouer of die student se perspektief. In hierdie studie is 'n kwantitatiewe, beskrywende studieontwerp gebruik om inligting in te samel oor effektiewe en oneffektiewe kenmerke van toesighouers en van supervisie tydens Arbeidsterapie-veldwerkonderrig. Die data-insameling instrumente wat gebruik is, het bestaan uit twee soortgelyke selfrapporteringsvraelyste: een vir die studente en een vir die toesighouers.

Die navorsingspopulasie het bestaan uit al die ingeskrewe derde- en vierdejaarstudente in Arbeidsterapie by die UV in 2012 (’n totaal van 69) asook al die toesighouers betrokke by veldwerkonderrig van hierdie studente (’n totaal van 41). Die responskoers vir die studente was 98.6% en vir die toesighouers 100%.

Effektiewe supervisie is geïdentifiseer en beskryf met spesifieke klem op die hoofbevindinge wat toon dat 'n toesighouer bevoegd, professioneel, toeganklik, bedagsaam en kundig moet wees ten opsigte van die eise wat aan die student gestel word en ook genoegsame tyd saam met die student moet deurbring. Voorts moet die toesighouer voldoende riglyne, ondersteuning, leiding en terugvoer voorsien. Resultate is gerapporteer volgens die vyf kategorieë wat in die vraelyste gebruik is, naamlik:

interpersoonlik; kurrikulum; klinies en professioneel; terugvoer en omgewing. Oneffektiewe supervisie-eienskappe wat in hierdie studie geïdentifiseer is, is soortgelyk aan dié bevind in internasionale studies.

Die studie het duidelik uitgewys dat baie toesighouers die beperkte tyd beskikbaar om toesig te hou oor studente beskou het as die grootste bydraende faktor tot oneffektiewe supervisie. Bowendien het hulle minder as vyf jaar supervisie-ondervinding gehad wat die effektiwiteit van hul supervisie-eienskappe negatief beïnvloed het. 'n Onverwagse bevinding in hierdie studie was dat toesighouers aangedui het dat studente se eienskappe – hetsy positief of negatief – die grootste invloed gehad het op die supervisie wat hulle uitgevoer het tydens veldwerkonderrig.

Ten slotte is uitgebreide aanbevelings gemaak om die geïdentifiseerde, oneffektiewe supervisie-eienskappe, soos dit verband hou met studente, toesighouers en die universiteit, te remedieer. Hierdie studie dra by tot Arbeidsterapie se korpus van kennis in verband met die supervisie-eienskappe in veldwerkonderrig in 'n Suid-Afrikaanse opset wat as basis vir toekomstige navorsing gebruik kan word.

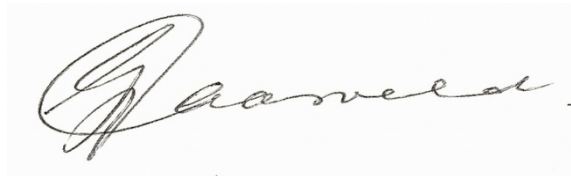
DECLARATION

I hereby certify that I read and edited the following thesis:

**DESCRIPTION OF OCCUPATIONAL
THERAPY FIELDWORK
SUPERVISION, AT THE
UNIVERSITY OF THE FREE STATE**

by

Rialda Hattingh

A handwritten signature in black ink, appearing to read 'G. Jaarsveld', is centered on a light gray rectangular background.

Prof G J van Jaarsveld (D. Litt.)

December 22, 2013

E-mail: hestia007@yahoo.co.za

