Guidelines for Student Supervision

Welcoming the Student and Setting the Tone

- Familiarize yourself with the students’ learning objectives and curriculum.
- Jointly formulate clear, objective, and measurable goals that will form the basis for feedback and evaluation.
- Understand and clarify the responsibilities that both the student and the fieldwork educator will assume.
- Orient the student to the facility (including equipment, protocols and documentation requirements) and to the specific conditions, needs and goals of individual clients.
- Provide a positive, open, respectful and professional environment that will facilitate learning and clinical growth.
- Recognize and explore the learner’s cultural perspective.
- Assignments and expectations should be commensurate with the student’s learning goals as well as the complexity of the environment/practice setting.

Supervising Clinical Practice and Facilitating Learning

- The primary responsibility is to the client.
- Assess the students’ level of preparation before they work with clients.
- Using professional judgment, the fieldwork educator is to determine what level of supervision is appropriate while still encouraging a safe level of student autonomy.
- Informed consent is to be obtained from the client or other decision maker, prior to the student initiating contact with the client.
The fieldwork educator should be competent in the clinical area in which she/he is supervising.

Client records and related documentation written or completed by the student must include the student’s full name and title and follow the guidelines and expectations of the facility and co-signed by the fieldwork educator if indicated.

The fieldwork educator is to be available to the learner for consultation or assistance with assigned activities.

The fieldwork educator guides the learner to effectively access resources and to work within the setting.

**Evaluation**

The fieldwork educator should be comfortable evaluating the skills and abilities of others.

Written and verbal feedback should be given on a consistent and timely basis using the criteria established by Philadelphia University.

Ask the student to evaluate themselves using the evaluation form provided by Philadelphia University. Use this as a talking point when reviewing the student’s status either weekly, at midterm or at final.

Conducting ongoing evaluation of students to ensure that they are competent to perform all clinical skills, services or activities that are assigned to them; and that their performance of assigned clinical skills, services and activities meets the standard of practice of the profession.

Immediately discontinue student involvement in client care in circumstances where their actions or deficient knowledge, skills and clinical reasoning places the client/caregiver at risk, or where the client withdraws consent for their involvement.

Identify student performance issues and take appropriate action leading to a resolution of the situation including contacting and working with the Academic Clinical Education Coordinator from Philadelphia University.