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A questionnaire to evaluate the quality of supervision during Occupational Therapy fieldwork: validity, reliability and utility

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Effective learning during occupational therapy fieldwork is promoted when occupational therapy students are supervised according to current theories of apprenticeship and active learning. This paper reports on the development, validity, reliability and utility of a questionnaire evaluating the supervision of students during occupational therapy placements. An instrument was developed consisting of sixteen items, assessing three underlying factors: coaching, role modelling and client encounters. Data was gathered during a 2006 fieldwork course in the Occupational Therapy Program at Zuyd University of allied health sciences in the Netherlands. Eighty-six students were involved. The results demonstrate that the questionnaire can be regarded as both a valid and reliable instrument. Utility profiles showing the strengths and weaknesses of supervision within various areas of fieldwork are provided as a basis for improving the quality of effective learning during clinical placements and, consequently, promoting the continuous development of the profession.