

## **Teaching and Learning Strategies used in the Supervision of Occupational Therapy Students in Community Fieldwork Practice**

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**Background:** It is suggested that fieldwork education engages community settings where no occupational therapy programme or role exists in order to broaden the professions social role as well as to use community development as an approach to make a unique contribution to the health of communities. The biggest challenge surrounding the use of community fieldwork placements is how to provide students with an adequate level of supervision and the necessary support in order to facilitate their learning.

**Methods:** This study explored final undergraduate occupational therapy students experiences of community fieldwork practice and the teaching and learning strategies used in their supervision that contributed towards their learning within the Community Process. The student's daily reflective fieldwork journals, their portfolio files from their community fieldwork placement and a focus group held at the end of the year to evaluate their experiences of the community fieldwork placement were used as data sources.

**Results:** Data analysis of the student's experiences during community fieldwork practice yielded themes focused on the impact of fieldwork tutorials and peer learning, and the importance of supervision techniques and supervisor qualities used within community fieldwork supervision.

**Conclusions:** Self-directed learning and key functions for effective supervision are highlighted as methods which can be used to achieve interactive and participatory learning that is adaptable to individual learning needs.