

Satisfaction with learning, and experience of communities of practice among fieldwork students: face-to-face vs remote supervision

Lili Liu¹, Shaniff Esmail¹, Adriana Rios Rincon^{1,2}, Kolber Loraine¹, Taylor Elizabeth¹
¹*University of Alberta, Edmonton, Alberta, Canada,* ²*universidad del Rosario, Bogota, Colombia*

Introduction: Independent Community Placements or ICPs are role-emerging fieldwork placements where occupational therapy students develop leadership. An off-site fieldwork coordinator oversees ICPs, unlike traditional placements which have on-site supervisors.

Objective: To determine if there are differences in satisfaction with learning, and experience of communities of practices between students receiving face-to-face compared to remote supervision during ICPs.

Methods: Eighteen students in ICPs were assigned to one of two groups: face-to-face (n=7), and remote supervision (n=11). The face-to-face group received typical supervision, including: face-to-face supervision visits and phone calls, text messages, and emails. Students in the remote supervision group were supervised with videoconferencing (Skype, FaceTime, LifeSize, etc. on a mobile device), in addition phone calls, text messages, and emails. Both groups completed a survey to measure satisfaction with learning, and experience of community of practice at the end of the six-week placement. Focus groups were also conducted.

Results: Internal consistency for the survey constructs were high: Satisfaction with learning $\alpha = 0.893$ and Community of practice $\alpha = 0.879$. There were no differences in satisfaction of learning, or in experience of community of practice, between students who had face-to-face supervision compared to those who had remote supervision.

Conclusions: Students' satisfaction with learning, and their experience of communities of practice, was the same regardless of whether students had face-to-face or remote supervision. In environments where staff and time resources are limited, remote supervision may be an effective strategy to reduce the costs of face-to-face supervision.