

Principles of Occupational Therapy Supervision

Accountability: The duty of a supervisee to accept responsibility for their actions and decisions. Related terms: responsibility, transparency. Example: A student therapist documents each session accurately and discusses any errors with the supervisor. Practical application: Regular reflective journals reviewed with the supervisor. Challenge: Balancing accountability with fear of punitive judgment.

Advocacy: Acting on behalf of clients to ensure their needs are met within the health system. Related terms: empowerment, client-centred care. Example: A supervisee identifies barriers to community access for a client with mobility limitations and proposes solutions. Practical application: Including advocacy goals in supervision plans. Challenge: Navigating institutional policies that may limit advocacy actions.

Alignment: Ensuring supervision goals correspond with organisational objectives and professional standards. Related terms: strategic planning, coherence. Example: A supervisor integrates the clinic's quality improvement targets into the supervisee's learning objectives. Practical application: Jointly reviewing policy documents during supervision sessions. Challenge: Reconciling competing priorities between service delivery and education.

Assessment: The systematic process of gathering information to evaluate a client's occupational performance and needs. Related terms: evaluation, appraisal. Example: Using the Canadian Practice Framework to conduct a comprehensive assessment. Practical application: Supervisors model assessment techniques and provide feedback on documentation. Challenge: Time constraints limiting thorough assessment in busy settings.

Boundary Management: Maintaining professional limits that protect both client and supervisee welfare. Related terms: professional boundaries, ethical practice. Example: A supervisee refrains from sharing personal contact details with a client. Practical application: Discussing boundary scenarios during supervision. Challenge: Navigating dual relationships in small communities.

Clinical Reasoning: The cognitive process of integrating assessment data, theory, and experience to make therapeutic decisions. Related terms: decision-making, problem solving. Example: A supervisee chooses an intervention based on a client's sensory processing profile. Practical application: Supervisors use case-based discussions to develop reasoning skills. Challenge: Over-reliance on protocol without critical analysis.

Collaboration: Working jointly with other professionals, clients, and caregivers to achieve shared goals. Related terms: teamwork, interdisciplinary practice. Example: Co-creating a discharge plan with physiotherapists and social workers. Practical application: Supervisors facilitate interprofessional meetings. Challenge: Managing differing professional languages and priorities.

Competency: The integrated knowledge, skills, and attitudes required for effective occupational therapy practice. Related terms: proficiency, standards. Example: Demonstrating competent use of the Occupational

Performance Model. Practical application: Mapping competency achievement in supervision logs. Challenge: Variability in competency interpretation across settings.

Confidentiality: Protecting client information from unauthorized disclosure. Related terms: privacy, data protection. Example: Storing client notes in a locked cabinet and using encrypted digital files. Practical application: Supervisors review confidentiality policies with supervisees. Challenge: Balancing information sharing for supervision with privacy obligations.

Constructive Feedback: Information provided to a supervisee aimed at improving performance, delivered in a supportive manner. Related terms: coaching, debriefing. Example: Highlighting strengths before suggesting alternative assessment techniques. Practical application: Using the “sandwich” method in supervision sessions. Challenge: Ensuring feedback is perceived as helpful rather than critical.

Continuing Professional Development (CPD): Ongoing learning activities that maintain and enhance professional competence. Related terms: lifelong learning, professional growth. Example: Attending a workshop on adaptive equipment. Practical application: Supervisors assist supervisees in identifying CPD opportunities. Challenge: Allocating time for CPD amidst service demands.

Critical Reflection: The deliberate analysis of experiences to gain deeper insight and improve future practice. Related terms: self-assessment, reflective practice. Example: A supervisee writes a reflective entry on a challenging client interaction. Practical application: Supervisors guide reflective questioning. Challenge: Overcoming defensive attitudes that hinder honest reflection.

Culture Competence: Ability to understand, respect, and effectively work with diverse cultural backgrounds. Related terms: diversity, cultural humility. Example: Adapting interventions to align with a client’s cultural values. Practical application: Supervisors model culturally responsive communication. Challenge: Recognising and addressing unconscious biases.

Delegation: Assigning tasks to appropriate team members while retaining accountability for outcomes. Related terms: task allocation, supervision. Example: A senior therapist delegates routine outcome measurement to a supervisee. Practical application: Supervisors teach delegation principles and monitor competence. Challenge: Ensuring delegated tasks match the supervisee’s skill level.

Documentation: Recording client information, interventions, and outcomes accurately and timely. Related terms: record keeping, charting. Example: Completing SOAP notes after each session. Practical application: Supervisors review documentation for completeness and compliance. Challenge: Balancing thorough documentation with clinical time constraints.

Education Planning: Designing learning experiences that align with identified needs and programme standards. Related terms: curriculum design, learning objectives. Example: Creating a schedule of case studies to develop assessment skills. Practical application: Supervisors co-develop education plans with supervisees. Challenge: Adapting plans to unpredictable service demands.

Empowerment: Enabling clients and supervisees to take control of their own decisions and actions. Related terms: autonomy, self-advocacy. Example: Encouraging a client to set personal occupational goals. Practical

application: Supervisors foster independent problem-solving in supervisees. **Challenge:** Avoiding over-dependence on the supervisor's direction.

Ethical Practice: Acting in accordance with professional codes, laws, and moral principles. **Related terms:** professional standards, integrity. **Example:** Reporting a conflict of interest that could affect client care. **Practical application:** Supervisors discuss ethical dilemmas regularly. **Challenge:** Navigating ambiguous situations where guidelines are open to interpretation.

Evaluation: Systematic assessment of the effectiveness of interventions, programmes, or supervision processes. **Related terms:** outcome measurement, audit. **Example:** Using the COPM to gauge client progress. **Practical application:** Supervisors conduct periodic supervision evaluations. **Challenge:** Collecting reliable data in fast-paced environments.

Evidence-Based Practice (EBP): Integrating the best available research with clinical expertise and client preferences. **Related terms:** research utilisation, best practice. **Example:** Selecting an intervention supported by randomized controlled trials. **Practical application:** Supervisors guide supervisees in literature searching. **Challenge:** Limited access to current research in some settings.

Feedback Loop: The continuous cycle of providing, receiving, and acting on information to improve practice. **Related terms:** iterative process, quality improvement. **Example:** Supervisors adjust supervision strategies based on supervisee feedback. **Practical application:** Formal feedback forms at the end of each month. **Challenge:** Maintaining openness when feedback may be perceived as criticism.

Goal Setting: Formulating specific, measurable, achievable, relevant, and time-bound objectives for clients or supervisees. **Related terms:** SMART goals, planning. **Example:** A client aims to increase kitchen tasks from 15 to 30 minutes per day within four weeks. **Practical application:** Supervisors assist supervisees in drafting clear goals. **Challenge:** Aligning client goals with realistic service constraints.

Group Supervision: A supervisory format where multiple supervisees meet together to discuss cases, share learning, and receive feedback. **Related terms:** peer learning, collective reflection. **Example:** A weekly case-review meeting with three junior therapists. **Practical application:** Supervisors facilitate balanced participation. **Challenge:** Ensuring confidentiality and equitable attention for each participant.

Holistic Perspective: Viewing clients as whole persons, considering physical, emotional, social, and environmental factors. **Related terms:** biopsychosocial model, whole-person care. **Example:** Addressing a client's anxiety about returning to work alongside physical rehabilitation. **Practical application:** Supervisors model holistic assessment. **Challenge:** Time pressures that may lead to fragmented care.

Intervention Planning: Designing therapeutic activities and strategies tailored to client goals and contexts. **Related terms:** treatment planning, programme design. **Example:** Creating a graded activity schedule to improve fine motor skills. **Practical application:** Supervisors review and refine intervention plans. **Challenge:** Adapting plans when client circumstances change unexpectedly.

Learning Styles: Preferred ways individuals process information, such as visual, auditory, or kinesthetic. **Related terms:** pedagogy, adult learning. **Example:** A supervisee learns best through hands-on practice

rather than reading. Practical application: Supervisors incorporate varied teaching methods. Challenge: Accurately identifying and accommodating diverse learning preferences.

Mentorship: A developmental relationship in which an experienced practitioner provides guidance, support, and role modelling. Related terms: coaching, sponsorship. Example: A senior therapist shares career pathways and research opportunities. Practical application: Formal mentorship agreements outlining expectations. Challenge: Managing dual roles of mentor and evaluator without conflict.

Multidisciplinary Team (MDT): A group of professionals from different disciplines collaborating to deliver comprehensive care. Related terms: interprofessional collaboration, team approach. Example: Occupational therapists, speech-language pathologists, and physicians coordinating post-stroke rehabilitation. Practical application: Supervisors teach effective MDT communication. Challenge: Reconciling differing professional languages and priorities.

Outcome Measures: Standardised tools used to quantify changes in client performance, satisfaction, or quality of life. Related terms: assessment tools, metrics. Example: Using the DASH questionnaire for upper-limb function. Practical application: Supervisors ensure appropriate selection and administration. Challenge: Selecting measures that are both sensitive and feasible.

Patient-Centred Care: Delivering services that respect and respond to individual client preferences, needs, and values. Related terms: client-centred practice, shared decision-making. Example: Incorporating a client's hobby of gardening into therapeutic activities. Practical application: Supervisors model active listening and negotiation. Challenge: Balancing patient wishes with evidence-based recommendations.

Performance Review: Formal appraisal of a supervisee's competence, progress, and professional development. Related terms: appraisal, competency assessment. Example: Annual review summarising clinical skills, documentation quality, and CPD participation. Practical application: Structured rubrics guide the review process. Challenge: Providing objective feedback while maintaining a supportive relationship.

Professional Identity: The self-concept derived from one's role, values, and affiliations within occupational therapy. Related terms: role perception, occupational therapist persona. Example: A therapist sees themselves as a change agent for community inclusion. Practical application: Supervisors encourage reflection on identity formation. Challenge: Managing identity conflicts when transitioning between settings.

Professional Boundaries: Limits that define appropriate interactions between therapists, clients, and supervisees. Related terms: ethical limits, role clarity. Example: Avoiding social media friendships with current clients. Practical application: Supervisors discuss boundary scenarios regularly. Challenge: Ambiguities in emerging digital communication platforms.

Professional Development Plan (PDP): A structured roadmap outlining learning goals, activities, timelines, and evaluation methods. Related terms: career planning, development objectives. Example: A supervisee sets a goal to attain certification in hand therapy within 12 months. Practical application: Supervisors co-create and monitor PDPs. Challenge: Aligning personal aspirations with organisational resources.

Quality Assurance (QA): Systematic activities that ensure services meet established standards and improve

over time. Related terms: quality management, continuous improvement. Example: Auditing client records for compliance with documentation policies. Practical application: Supervisors incorporate QA discussions into supervision. Challenge: Integrating QA tasks without overburdening staff.

Reflective Practice: Ongoing process of analysing actions and outcomes to refine professional behaviour. Related terms: self-evaluation, critical reflection. Example: After a session, a supervisee notes what went well and what could be improved. Practical application: Supervisors pose reflective questions during debriefs. Challenge: Cultivating a habit of reflection in time-pressed environments.

Regulatory Compliance: Adherence to laws, standards, and guidelines governing occupational therapy practice. Related terms: licensure, statutory obligations. Example: Maintaining up-to-date registration with the national occupational therapy board. Practical application: Supervisors verify compliance during onboarding. Challenge: Keeping abreast of evolving regulations.

Resource Allocation: Distribution of time, equipment, and personnel to meet client and educational needs. Related terms: budgeting, staffing. Example: Scheduling therapy rooms to allow supervisee practice without disrupting service flow. Practical application: Supervisors negotiate resource needs with management. Challenge: Limited resources causing competition between service delivery and training.

Risk Management: Identifying, assessing, and mitigating potential hazards to client and staff safety. Related terms: safety protocols, incident reporting. Example: Conducting a fall-risk assessment before a home visit. Practical application: Supervisors model systematic risk assessment. Challenge: Balancing risk reduction with client autonomy.

Role Modelling: Demonstrating professional behaviours, attitudes, and competencies for learners to emulate. Related terms: exemplars, mentorship. Example: A supervisor consistently uses therapeutic language that respects client dignity. Practical application: Supervisors consciously display best practice during clinical work. Challenge: Maintaining authenticity while being observed.

Self-Assessment: The process by which a supervisee evaluates their own knowledge, skills, and attitudes. Related terms: introspection, self-evaluation. Example: Completing a competency checklist after each client case. Practical application: Supervisors review self-assessment results to guide feedback. Challenge: Over- or under-estimation of abilities.

Supervision Contract: Written agreement outlining responsibilities, expectations, frequency, and boundaries of the supervisory relationship. Related terms: agreement, terms of reference. Example: A contract specifying monthly one-hour supervision sessions and confidentiality clauses. Practical application: Both parties sign and revisit the contract annually. Challenge: Ensuring flexibility while maintaining clarity.

Supervision Cycle: Repeating phases of planning, observation, feedback, and evaluation to support continuous learning. Related terms: iterative supervision, learning loop. Example: A supervisee prepares a case, the supervisor observes, provides feedback, and together they set new goals. Practical application: Documenting each cycle for progress tracking. Challenge: Interruptions that break the cycle continuity.

Supervision Model: The theoretical framework guiding the structure, content, and process of supervision.

Related terms: framework, approach. Example: The “Reflective Practice Model” focusing on experiential learning and critical analysis. Practical application: Selecting a model that aligns with organisational culture. Challenge: Adapting models to diverse clinical contexts.

Supervision Session: A scheduled meeting between supervisor and supervisee for discussion, teaching, and feedback. Related terms: meeting, coaching encounter. Example: A 60-minute case review in which the supervisee presents assessment findings. Practical application: Using an agenda to maximise efficiency. Challenge: Managing time when urgent clinical duties arise.

Supervision Structure: The organisational arrangement of supervisory activities, including frequency, format, and hierarchy. Related terms: supervision design, schedule. Example: A blended approach combining weekly one-to-one meetings with monthly group debriefs. Practical application: Mapping the structure onto staff rotas. Challenge: Aligning structure with fluctuating caseloads.

Supervision Styles: Distinct approaches supervisors use, such as directive, facilitative, or collaborative. Related terms: leadership style, teaching method. Example: A directive style where the supervisor provides explicit instructions for a new assessment tool. Practical application: Matching style to supervisee experience level. Challenge: Avoiding over-directiveness that hinders autonomy.

Therapeutic Relationship: The professional alliance between therapist and client built on trust, empathy, and mutual goals. Related terms: alliance, rapport. Example: Establishing shared goals for a client with stroke during the initial session. Practical application: Supervisors observe and critique relational skills. Challenge: Maintaining boundaries while fostering genuine connection.

Time Management: Efficient allocation of time to balance client care, documentation, and learning activities. Related terms: scheduling, prioritisation. Example: Using a planner to block dedicated supervision periods. Practical application: Supervisors teach prioritisation techniques. Challenge: Unpredictable emergencies disrupting planned activities.

Training Needs Analysis (TNA): Systematic process of identifying gaps between current and required competencies. Related terms: needs assessment, gap analysis. Example: Surveying supervisees to determine interest in assistive technology training. Practical application: Designing targeted workshops based on TNA results. Challenge: Accurately capturing diverse learning needs.

Trauma-Informed Care: Approach that recognises the impact of trauma on clients and adapts services to avoid re-traumatisation. Related terms: safety-first approach, sensitivity. Example: Providing a calm environment and clear explanations for a client with a history of abuse. Practical application: Supervisors educate supervisees on trauma cues. Challenge: Integrating trauma awareness without overwhelming staff.

Utilisation Review: Evaluation of the appropriateness, effectiveness, and efficiency of services provided. Related terms: service audit, cost-effectiveness. Example: Reviewing case load data to determine whether therapy hours align with client outcomes. Practical application: Supervisors incorporate utilisation data into supervision discussions. Challenge: Balancing quantitative metrics with qualitative client experiences.

Values-Based Practice: Integrating client values, professional values, and evidence into decision-making.

Related terms: ethical practice, client preferences. Example: Respecting a client's wish to decline a certain intervention despite clinical recommendation. Practical application: Supervisors facilitate dialogue on value conflicts. Challenge: Negotiating when values clash with institutional policies.

Work-Based Learning (WBL): Educational experiences that occur within the clinical environment, linking theory to practice. Related terms: experiential learning, on-the-job training. Example: A supervisee conducts a home assessment under supervision. Practical application: Structured reflection after each WBL activity. Challenge: Ensuring learning objectives are met amidst service pressures.