**A description of the development of a new fieldwork setting for the training of 3rd year occupational therapy students from the University of the Western Cape.**

Multiple Choice Questions:

1. Fieldwork is an important component as this is where students:
   1. Put into practice their skills learned in lectures
   2. **Integrate their theory knowledge and the application of their skills**
   3. Get to work with clients
2. Supervising clinicians often:
   1. Enjoy teaching the students
   2. Feel that students are of benefit to their clients
   3. **Are overwhelmed by the amount of time required to spend on students**
3. The Domains developed by Danielson are:
   1. **Planning and preparation, Classroom environment, Instruction and Professional Responsibilities**
   2. Professional process, Education, Student matters and Behaviour
   3. Knowledge, Respect, Communication and Professional Responsibilities
4. Before being place in the fieldwork setting, third year students should have learned:
   1. The appropriate component assessments and scoring thereof
   2. **Child development, levels of play and component assessments**
   3. Different games to play with children, appropriate craft activities and how to play with children
5. The S.A. minimum standards of training for occupational therapy students states that third year students must:
   1. Be supervised at least twice a week by an occupational therapist
   2. Be supervised once a week by an occupational therapist
   3. **Be supervised by daily by an occupational therapist**
6. The role of a clinician is to:
   1. Tell students what to do in intervention sessions
   2. **Facilitate their integration of theory into practice**
   3. Observe students in practice
7. The role of a CFS is to:
   1. **Liaise between the university and the fieldwork setting**
   2. Make sure the clinician is supervising the students correctly
   3. Ensure the students fill in their assessment forms correctly
8. Formative feedback is a means of providing students with:
   1. Immediate verbal feedback
   2. **Immediate verbal and written feedback**
   3. Immediate written feedback
9. Clinical reasoning skills are developed by:
   1. The student receiving lots of feedback
   2. **Students being encouraged to reflect on their practice.**
   3. Students running many intervention sessions
10. The manner in which students are given feedback impacts on their learning and students are more able to make use of feedback when it is:
    1. **Given in a constructive manner and addresses the problem**
    2. Given showing only the positive side of the students’ performance
    3. Given to the students in written format