

## Appendix 4: Supervisor report

### Supervision principles

The supervision guidelines developed by the Occupational Therapy Board of Australia (the Board) set out the principles of supervision<sup>1</sup>. Appendices within the guidelines include the templates for the agreement, practice plan and supervisor report(s).

### Objectives

The supervisor's report details at intervals specified in the supervised practice plan, the progress against the supervised practice plan. Additional supervisor reports may be submitted at any time and are mandated if there are any changes proposed to the supervised practice plan or if there are concerns about the supervisee. The final report will include an attestation from the supervisor as to the registrant's (the 'supervisee's') competence for independent safe practice without condition or restriction.

The supervisor's report is made against elements of the agreed supervised practice plan and the [Australian occupational therapy competency standards \(AOTCS\) 2018](#) and in accordance with the Board's supervision guidelines.

### When does a supervisor report need to be completed?

Supervised practice in accordance with the Board's supervision guidelines involves a:

- supervision agreement ([Appendix 2](#))
- supervised practice plan ([Appendix 3](#))
- supervisor report(s) ([Appendix 4 – this template](#))

A supervisor report is generally required to be submitted at intervals specified by the Board, as recorded in the supervised practice plan. A supervisor report may be a progress report or a final report.

The report will detail progress by the supervisee against the supervised practice plan learning objectives. In addition, the supervisor report contains a section where both the supervisee and supervisor(s) rate the performance of the supervisee against a series of set criteria. These criteria relate to the [Australian occupational therapy](#)

[competency standards \(AOTCS\) 2018](#), and are in addition to the learning objectives in the performance plan

Additional supervisor reports may be submitted at any time and are mandated if there are any changes proposed to the supervised practice plan or if there are concerns about the supervisee.

The Board may, at any time, exercise discretion about the frequency and structure of a report. A supervisor may at any time provide a verbal report to the Board if there are immediate concerns.

### Content of a supervised practice plan

The supervisor report (based on this template) provides details against the requirements of the supervised practice plan and explains whether or not the elements of the supervised practice plan are being achieved and, if not, the measures to be implemented to address those elements not achieved.

The supervisor report should also include changes in supervisory arrangements over time (including changes in levels) agreed in the supervised practice plan, as well as achievements by the supervisee and any emerging issues.

It is recommended you cut/paste the learning objectives from the supervised practice plan into the relevant tables in this report.

<sup>1</sup> Standards, codes and guidelines are published at the Board's website: [www.occupationaltherapyboard.gov.au/Codes-Guidelines.aspx](http://www.occupationaltherapyboard.gov.au/Codes-Guidelines.aspx)

# Supervisor progress report

## Instructions for supervisors

### SECTION 1 - Supervision arrangements

Date of report:	
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#### Registrant (Supervisee) details:

Name:	
Registration number :	

#### Supervisor details:

Name of Supervisor 1:	
Registration number:	
Name of Supervisor 2(if applicable):	
Registration number:	

#### Hours of supervision already received and at what level

Level of Supervision	Date range of supervision	Number of hours
Level 1: Direct supervision		
Level 2: Indirect supervision		
Level 3/4: Remote supervision		

#### Reporting frequency (if progression is applicable):

The supervisor should state whether she/he believes that a change to the level of supervision is warranted based on the supervisees performance, and in addition outline any other changes recommended to the previously agreed supervised practice plan, and reasons for recommended changes: *Please attach separate sheets if necessary or a revised Supervised Practice Plan (where required):*

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Anticipated supervision completion date:	
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Please select the reason for this supervisor's report<sup>2</sup>:

- as stipulated in accordance with the supervised practice plan
- to propose or justify changes in supervision, including level of supervision
- to identify that there are concerns about a supervisee<sup>3</sup>
- to accompany an application for renewal of registration by a supervisee
- as otherwise required by Board, panel, tribunal or co-regulatory authority.

<sup>2</sup>The checkbox can be marked 'x' if you right-click on the box and select properties, select 'checked'

<sup>3</sup>Note: a supervisor may at any time provide a verbal report to the Board via AHPRA if there are immediate concerns

**SECTION 2: Performance against capabilities and learning objectives specific to the supervisee**

Please copy and paste the Learning Objectives documented in Table 2, Section Two of your supervision plan into the first column of the table below. Both the supervisor and supervisee should rate each learning goal, and the supervisor should also include a comment for each goal.

The rating scale to be used is:

- 1 = Performs consistently much poorer than the level expected**
- 2 = Performs consistently poorer than the level expected**
- 3 = Performs consistently at the level expected**
- 4 = Performs consistently better than the level expected**

Both the supervisor and the supervisee should rate each criteria in the table below:

<b>Individual Learning Objectives</b> (Initial/mark the box under each category that best describes the supervisee's performance.)		<b>1. Performs consistently much poorer than the level expected</b>	<b>2. Performs consistently poorer than the level expected</b>	<b>3. Performs consistently at the level expected</b>	<b>4. Performs consistently better than the level expected</b>	<b>Supervisor Comment</b>
1. Insert learning objective from the supervised practice plan here. Add additional rows as required	Supervisee					
	Supervisor					
2.	Supervisee					
	Supervisor					
3.	Supervisee					
	Supervisor					

### SECTION 3: Performance against set AOTCS criteria

The [Australian occupational therapy competency standards \(AOTCS\) 2018](#) are the measure used to assess practice in the supervisor's report.

Both the supervisor and the supervisee should rate each criteria in the table below.

#### Standard 1: Professionalism

An occupational therapist practises in an ethical, safe, lawful and accountable manner, supporting client health and wellbeing through occupation and consideration to the person and their environment.

Criteria: Initial/mark the box under each category that best describes the supervisee's performance.		1. Performs consistently much poorer than the level expected	2. Performs consistently poorer than the level expected	3. Performs consistently at the level expected	4. Performs consistently better than the level expected
1. Complies with the Occupational Therapy Board of Australia standards, guidelines and <i>Code of Conduct</i> .	Supervisee				
	Supervisor				
2. Adheres to legislation relevant to practice.	Supervisee				
	Supervisor				
3. Maintains professional boundaries in all client and professional relationships.	Supervisee				
	Supervisor				
4. Recognises and manages conflict of interest in all client and professional relationships.	Supervisee				
	Supervisor				
5. Practises in a culturally responsive and culturally safe manner with particular respect to culturally diverse client groups.	Supervisee				
	Supervisor				
6. Incorporates and responds to historical, political, cultural and societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander communities.	Supervisee				
	Supervisor				
7. Collaborates and consults ethically and responsibly for effective client centred and interprofessional practice.	Supervisee				
	Supervisor				

Criteria: Initial/mark the box under each category that best describes the supervisee's performance.		1. Performs consistently much poorer than the level expected	2. Performs consistently poorer than the level expected	3. Performs consistently at the level expected	4. Performs consistently better than the level expected
8. Adheres to all work health and safety and quality requirements for practice.	Supervisee				
	Supervisor				
9. Identifies and manages the influence of her/his values and culture on practice.	Supervisee				
	Supervisor				
10. Practises within limits of her/his level of competence and expertise	Supervisee				
	Supervisor				
11. Maintains professional competence and adapts to change in practice context.	Supervisee				
	Supervisor				
12. Identifies and utilises relevant professional and operational support and supervision.	Supervisee				
	Supervisor				
13. Manages resources, time and workload accountably and effectively.	Supervisee				
	Supervisor				
14. Recognises and manages her/his physical and mental health for safe, professional practice.	Supervisee				
	Supervisor				
15. Addresses issues of occupational justice in practice.	Supervisee				
	Supervisor				
16. Contributes to education and professional practice development of peers and students.	Supervisee				
	Supervisor				
17. Recognises and manages any inherent power imbalance in the relationship with clients.	Supervisee				
	Supervisor				

## Standard 2 – Knowledge and Learning

An occupational therapist's knowledge, skills and behaviours in practice are informed by relevant and contemporary theory, practice knowledge and evidence and maintained and developed by ongoing professional development and learning.

Criteria: Initial/mark the box under each category that best describes the supervisee's performance.		1. Performs consistently much poorer than the level expected	2. Performs consistently poorer than the level expected	3. Performs consistently at the level expected	4. Performs consistently better than the level expected
1. Applies current and evidence informed knowledge of occupational therapy and other appropriate relevant theory in practice.	Supervisee				
	Supervisor				
2. Applies theory and frameworks of occupation to professional practice and decision making.	Supervisee				
	Supervisor				
3. Identifies and applies best available evidence into professional practice and decision making.	Supervisee				
	Supervisor				
4. Understands and responds to Aboriginal and Torres Strait Islander health philosophies, leadership, research and practices.	Supervisee				
	Supervisor				
5. Maintains current knowledge for cultural responsiveness for groups in the practice setting.	Supervisee				
	Supervisor				
6. Maintains and improves currency of knowledge, skills and new evidence for practice by adhering to the requirements for continuing professional development.	Supervisee				
	Supervisor				
7. Implements a specific learning and development plan when moving to a new area of practice or returning to practice.	Supervisee				
	Supervisor				
8. Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.	Supervisee				
	Supervisor				
9. Maintains knowledge of relevant resources and technologies.	Supervisee				
	Supervisor				
10. Maintains digital literacy for practice.	Supervisee				
	Supervisor				

### Standard 3 – Occupational Therapy Process and Practice

An occupational therapist’s practice acknowledges the relationship between health, wellbeing and human occupation, and their practice is client-centred for individuals, groups, communities and populations.

Criteria: Initial/mark the box under each category that best describes the supervisee's performance.		1. Performs consistently much poorer than the level expected	2. Performs consistently poorer than the level expected	3. Performs consistently at the level expected	4. Performs consistently better than the level expected
1. Addresses occupational performance and participation of clients identifying the enablers and barriers to engagement.	Supervisee				
	Supervisor				
2. Performs appropriate information gathering and assessment when identifying a client’s status and functioning strengths, occupational performance and goals.	Supervisee				
	Supervisor				
3. Collaborates with the client and relevant others determining the priorities and occupational therapy goals.	Supervisee				
	Supervisor				
4. Develop a plan with the client and relevant others to meet identified occupational therapy goals.	Supervisee				
	Supervisor				
5. Selects and implements culturally responsive and safe practice strategies to suit the occupational therapy goals and environment of the client.	Supervisee				
	Supervisor				
6. Seeks to understand and incorporate Aboriginal and Torres Strait Islander Peoples’ experiences of health, wellbeing and occupations encompassing cultural connections.	Supervisee				
	Supervisor				
7. Reflects on practice to inform and communicate professional reasoning and decision-making.	Supervisee				
	Supervisor				
8. Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.	Supervisee				
	Supervisor				
9. Implements an effective and accountable process for delegation, referral and handover.	Supervisee				
	Supervisor				
10. Reviews, evaluates and modifies plans, goals and interventions with the client and relevant others to enhance or achieve client outcomes.	Supervisee				
	Supervisor				

<b>Criteria: Initial/mark the box under each category that best describes the supervisee's performance.</b>		<b>1. Performs consistently much poorer than the level expected</b>	<b>2. Performs consistently poorer than the level expected</b>	<b>3. Performs consistently at the level expected</b>	<b>4. Performs consistently better than the level expected</b>
11. Evaluates clients and service outcomes to inform future practice.	Supervisee				
	Supervisor				
12. Uses effective collaborative, multidisciplinary and interprofessional approaches for decision-making and planning.	Supervisee				
	Supervisor				
13. Uses appropriate assistive technology and/or environmental modifications for achieve client occupational performance outcomes.	Supervisee				
	Supervisor				
14. Contributes to quality improvement and service development	Supervisee				
	Supervisor				

## Standard 4 – Communication

Occupational therapists practise with open, responsive and appropriate communication to maximise the occupational performance and engagement of clients and relevant others.

Criteria: Initial/mark the box under each category that best describes the supervisee's performance.		1. Performs consistently much poorer than the level expected	2. Performs consistently poorer than the level expected	3. Performs consistently at the level expected	4. Performs consistently better than the level expected
1. Communicates openly, respectfully and effectively.	Supervisee				
	Supervisor				
2. Adapts written, verbal and non-verbal communication appropriate to the client and practice context.	Supervisee				
	Supervisor				
3. Works ethically with Aboriginal and Torres Strait Islander communities and organisations to understand and incorporate relevant cultural protocols and communication strategies, with the aim of working to support self-governance in communities.	Supervisee				
	Supervisor				
4. Utilises culturally responsive, safe and relevant communication tools and strategies.	Supervisee				
	Supervisor				
5. Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information records of practice.	Supervisee				
	Supervisor				
6. Maintains contemporaneous, accurate and complete records of practice.	Supervisee				
	Supervisor				
7. Obtains informed consent for practice and information sharing from the client or legal guardian.	Supervisee				
	Supervisor				
8. Maintains collaborative professional relationships with clients, health professionals and relevant others.	Supervisee				
	Supervisor				
9. Uses effective communication skills to initiate and end relationships with clients and relevant others.	Supervisee				
	Supervisor				
10. Seeks and responds to feedback modifying communication and/or practice accordingly.	Supervisee				
	Supervisor				
11. Identifies and articulates the rationale for practice to clients and relevant others.	Supervisee				
	Supervisor				

**\*Supervisors should contact the Board as soon as practical if the learning objectives are not achievable and/or where there are immediate concerns**

Emerging issues or problems (if applicable)	Measures to address emerging issues or problems (e.g. ongoing close supervision or further development required for regulatory purposes)

(Include additional rows or attach further information, as required)

**Summary statement on performance during this period of supervision and ongoing recommendations for further supervision:**

Is the registrant (supervisee) suitable for ongoing registration in terms of her/his competency for independent safe practice? <sup>4</sup>

**Yes**

**No. Specify any emerging problems or areas requiring ongoing / close supervision or further development required for regulatory purposes:**

**Supervisor's Signature**

Signature of supervisor:	
Name of supervisor:	
Date:	

**Supervisee's Signature**

Signature of supervisee:	
Name of supervisee:	
Date:	

<sup>4</sup> The checkbox can be marked 'x' if you right-click on the box and select properties, select 'checked'

## Who do you send it to?

All documentation should be sent to the AHPRA office in your capital city, as listed in the Contact Us section of the AHPRA website ([www.ahpra.gov.au](http://www.ahpra.gov.au)) or below:

AHPRA GPO Box 9958 IN YOUR CAPITAL CITY	Sydney NSW 2001 Canberra ACT 2601 Melbourne VIC 3001 Brisbane QLD 4001 Adelaide SA 5001 Perth WA 6001 Hobart TAS 7001 Darwin NT 0801
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You may contact the Australian Health Practitioner Regulation Agency on 1300 419 495 or you can lodge an enquiry at [www.ahpra.gov.au](http://www.ahpra.gov.au)

For information on the Occupational Therapy Board of Australia please visit [www.occupationaltherapyboard.gov.au](http://www.occupationaltherapyboard.gov.au).

## Questions?

Please call AHPRA if your enquiry is urgent.

Within Australia call **1300 419 495**

From outside Australia call + 61 3 8708 9001

Opening hours: Monday to Friday 09:00am – 05.00pm (local time)

Or complete a web enquiry form: [www.ahpra.gov.au/About-AHPRA/Contact-Us/Make-an-Enquiry.aspx](http://www.ahpra.gov.au/About-AHPRA/Contact-Us/Make-an-Enquiry.aspx)