

# MASTERING THE ART OF SUPERVISION

**NATIONAL REVIEW**  
of the Recognition  
Program for  
Supervisor's  
Contribution to the  
Academic Community

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CONSORTIUM NATIONAL  
DE FORMATION EN SANTÉ  
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**cnfs.ca**

# ABOUT

## ABOUT THE CNFS

The *Consortium national de formation en santé* (CNFS) brings together postsecondary training institutions that deliver French-language programs in various health-related disciplines. The University of Ottawa is one of sixteen university and college partners who constitute the CNFS.

The mission of the CNFS is to ensure the implementation of an extended network of French-language postsecondary training and research to support training institutions that provide education in the health field and to assist researchers who seek to strengthen research in the health field, particularly as it pertains to Francophones living in a minority context.

The CNFS aims to improve access to French-language health services for Francophone communities in a minority setting, by way of postsecondary training provided to French-speaking health professionals and by supporting health-related research that focuses on such training and the needs of these communities.

At the University of Ottawa, the CNFS fosters increased access to health-related study programs for Francophones who come from French-language communities in a minority situation. Our contribution translates into an expanded intake capacity in some 10 disciplines offered by the Faculties of Health Sciences, Social Sciences and Medicine.

These programs enhance the presence and involvement of Francophone health professionals, who can respond to the health needs of communities in their own language, therefore significantly contributing to their well-being and full development.

# WELCOME TO THIS SECOND ISSUE

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## DISCOVER THE REVIEW

The National Review of the Recognition Program for Supervisors' Contribution to the Academic Community is published once a year by the CNFS. It highlights the involvement of health professionals who welcome students enrolled in one of the programs targeted by the CNFS at the University of Ottawa.

The program has recently been propelled on the national scene as health professionals who supervise students from *La Cité* and the *Collège communautaire du Nouveau-Brunswick* can now collect ECCUs.

Since the program launched in September 2018, several professionals have received ECCUs by participating in activities related to continuing training, academics and supervising students in their communities.

In the following pages you are invited to meet our Master Supervisors. You will learn more about them and their motivations for training their successors.

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*To preserve the integrity of comments made by supervisors, their statements were not modified.*





# PAYING TRIBUTE TO

Why do I supervise?

Why do all this work for a student who will soon be gone anyway?

My time is precious, why invest it in training someone while my own tasks are piling up?

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All of these questions are justified. You mull them over silently, not daring to say that supervising a student is sometimes quite exhausting. But still! You are investing in the future and results are magnificent! Magnificent, really? You may think it's an overstatement! Well, make no mistake: your role produces phenomenal impacts. These students are tomorrow's professionals, those who will strengthen the health and social services system, those to whom we will pass the "supervisory torch", those who will be responding to an ever-increasing demand. The shortage of professionals is even more sorely felt, as the country is fiercely fighting a pandemic that reshapes the way we think and function.

We can assure you that this is not the sole reason. A placement is a space for sharing knowledge, where you and your students can find benefits. To students, you bring knowledge, technical know-how, professional behaviour, a structure in terms of planning and organization, and so much more.



# YOU, SUPERVISORS!

Through these exchanges, your students' clinical reasoning is developed and sharpened. In return, your students lead you to explore recent theories and practices, as well as innovative technologies. They bring their own points of view and energy, allowing you to reflect and perhaps even call into question

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some of your long-time and deep-rooted habits.

Consequently, the whole health system benefits from the act of supervising: yourself and your students, to be sure, but also your team and even the organization that employs you.

We will keep reminding you of the fundamental role you play in supporting and developing future generations. Thanks to your efforts, students will become competent professionals and colleagues with whom it is a pleasure to work!

Hats off to you, who despite the complexity involved, persevere in conveying your knowledge to future professionals.

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*The team at CNFS – Volet Université d'Ottawa*



# JOSÉE MEUNIER

**4630**  
**ECCUs ACCUMULATED**  
SINCE 2013

## SUPERVISION

4100

## ACADEMIC PARTICIPATION

480

## TRAINING

50

MASTER SUPERVISOR

Originally from Northern Ontario, I moved to Ottawa to study in French in my field, occupational therapy. Motivated by the desire to know more about various approaches and discovering different cultures, I chose placements outside of the province and country. At the start of my career, I worked in several fields such as rehabilitation, acute care and in a private clinic serving clients who had gone through car accidents. Afterward, I turned to the community sector, while taking care of my three children. In the last decade, I discovered a true passion for youth intervention related to managing anxiety, as well as sensory and emotional regulation.

As a supervisor, I like to build a collaborative relationship with students and to learn from them.

### PERCEPTION OF MY ROLE AS A SUPERVISOR

As a supervisor, I like to build a collaborative relationship with students and to learn from them. In light of quickly evolving scientific studies and the increased workload of health professionals, it is difficult to keep up to date on all topics. Students are a great help in this matter. Indeed, they assist in searching for current evidence-based data with a view to their practical application with patients.



## WHAT MOTIVATES ME TO WELCOME TRAINEES

My keen interest for teaching led me to join the team at the Interprofessional Clinic at Perley Rideau, as an educator-clinician. I also became a lecturer at the University of Ottawa and gave conferences. For a year now, I have been working at the Centre psychosocial, La Cité, for a program called la Boussole, where I provide students with support and accommodation services.

Over the last ten years of my career, I discovered and developed a great interest for teaching, which allowed me to share the profession of occupational therapist with students.

## A FEW ANECDOTES RELATED TO SUPERVISION

On several occasions, I was surprised by how much I could learn from students, whether in terms of their behaviour, their creativity or the unique way in which they implemented some approaches. So, at times where I thought I was being a teacher, I actually became a learner.

I ask them not to overemphasize their marks, but rather to focus on their learnings

## A FEW TIPS TO TRAINEES

- Je montre à mes étudiants que le perfectionnisme n'est pas un objectif de stage. Je leur demande en effet de ne pas mettre tout l'accent sur leur note, mais plutôt sur leurs apprentissages et de laisser place à l'erreur, afin de pouvoir apprendre de celle-ci.
- Je leur propose aussi d'être ouverts à la diversité des approches de leurs superviseurs afin de les aider à définir leur propre style de professionnel.

## ADVICE TO FUTURE SUPERVISORS

Some may find the placement evaluation tool a bit intimidating, but you must go beyond that first impression! The placement coordinator provides a lot of support in this matter and workshops on supervision such as those offered by the CNFS, L'Art de superviser des stagiaires, are available and very helpful. So, after using the tool once or twice with support, we can make the tool our own and it becomes much less intimidating.



# KARINE GAUVIN

**3630**  
**ECCUs ACCUMULATED**  
SINCE 2014

## SUPERVISION

3450

## ACADEMIC PARTICIPATION

130

## TRAINING

50

MASTER SUPERVISOR

In 2002, I completed a Bachelor of Arts in linguistics, with a concentration in psychology at the University of Ottawa. I then completed my Master's degree in speech-language pathology, at the same institution.

I first worked as a speech-language pathologist for the Conseil des écoles publiques de l'Est de l'Ontario for four years. I have been working with the Cabinet d'orthophonie Vicki Laframboise since 2009, starting full-time and now part-time.

It is in 2015 that I decided to take up new challenges and accept a part-time contract as a professor at the University of Ottawa. Since September 2016, it is with great pleasure that I hold a position as part-time, long-term appointment professor at the University of Ottawa. This position allows me to teach students in speech-language pathology and to act as clinical supervisor with six students in speech-language pathology per year, as part of a partnership between the university and Le CAP (formerly the Centre Psychosocial).

I have been supervising speech-language pathology students since July 2007. So far, I had the opportunity to supervise 28 students from the Speech-Language Pathology Program at the University of Ottawa, and one student in speech-language pathology from France.

### PERCEPTION OF MY ROLE AS A SUPERVISOR

As a clinical supervisor, I believe that one of my main roles consists in helping students recognize their strengths and aspects they need to improve, so they can hone their clinical skills. I encourage students to develop this skill by asking them to do a self-evaluation exercise after each evaluation or intervention session with a client where I observed them. At the end of the session, I ask students to say what they believe they have done well and afterward, what they believe they could improve in the future. By listening carefully, before giving my own feedback, students themselves are able to identify weaker points of their intervention and to find possible solutions. Actually, it is often easier for students to pinpoint their failures rather than their successes. However, I make sure that together, we



identify several positive aspects regarding their intervention, so they remember and repeat them later on.

## WHAT MOTIVATES ME TO WELCOME TRAINEES

One of the reasons why I find supervision so rewarding is that it provides me with the opportunity to further my theoretical and clinical knowledge, since questions that students ask me and discussions that follow always lead me further. In addition, as a part-time professor, my supervisory experience with students is an indirect source of feedback about the content and format of courses I taught them.

If I notice that the understanding or application of some concepts still pose challenges, I can adjust my teachings accordingly for next year.

Supervising students also gives me an opportunity to explore innovative methods for serving clients. For instance, I just supervised two students in placement V through telepractice. Thanks to their enthusiasm and goodwill, the placement was successful. I admit that I never learned so much about telepractice in such a short time were it not for the fact that we were three people at a time trying to understand how to run it. It was a true collaboration, sharing of ideas and materials and a most rewarding experience for all involved.

I would recommend that every supervisor explore that model if it is appropriate in their clinical setting.

Supervising students also gives me an opportunity to explore innovative methods for serving clients.

## ADVICE TO FUTURE SUPERVISORS

Over the past 13 years, I had the opportunity to explore various models of supervision: the traditional model (one student-one supervisor), co-supervision (two supervisors-one student) and the triad (one supervisor-two students).

During my first supervisory experience, I found co-supervision suited me very well, because I could consult my colleague to identify my expectations of my student. That being said, for the last four years, I only supervised using the triad model. I must admit that it is now my preferred model. I would recommend that every supervisor explore that model if it is appropriate in their clinical setting. In a triad, students

consult each other, answer their own questions rather than directing them to their supervisor. They can observe each other, make suggestions, share the material and reread the work from their peer. With this model, students can enhance their learnings, self-confidence and autonomy in the absence of their supervisor. In addition, clinical discussions within a triad are often more gratifying, because three heads is better than two!



# KELLY MERCIER-DUBORD

**2680**  
**ECCUs ACCUMULATED**  
SINCE 2013

## SUPERVISION

2190

## ACADEMIC PARTICIPATION

260

## TRAINING

230

MASTER SUPERVISOR

In 2009, I earned my Bachelor's degree in physiotherapy. I quickly oriented my career to the private and public sectors in order to optimize my clinical skills in several branches of physiotherapy. My current position at l'Hôpital Montfort is incredibly diversified, far from being a routine job, since we have the opportunity to do rotations every six months in different departments (orthopedics, neurology, cardiology, general medicine as well as varied outpatients clinics). This context allows us to gain a very rich clinical experience.

Since 2011, I have supervised about 20 students at l'Hôpital Montfort. The experience I acquired in many different units inspired me to create learning calendars for our trainees, to ensure they are exposed to different clinical contexts within one placement. In addition to these opportunities, we coordinate our students' engagement in interprofessional activities with l'Institut du Savoir Montfort (ISM), where they can participate with other trainees from various professions.

Since September 2019, I agreed to take on the challenge of being a team leader. This means that, in addition to my tasks as a physiotherapist, I have to perform administrative functions which include placement coordination in partnership with the ISM.

Since 2011, my passion for teaching allows me to share my knowledge and clinical experience with students in the Occupational Therapist and Physiotherapist Assistant Programs at La Cité and Algonquin College. I also take part in some practical and problem-based learning laboratories in the Physiotherapy Master's Program at the University of Ottawa. In the last few months, I pursued a Master's degree in education, with a focus on teaching and learning, that I completed in June 2020, during these unusual times marked by a pandemic. From this experience, I learned how to adjust my conventional approaches and use a hybrid teaching model to reach 21<sup>st</sup> century students and to meet the challenges of a new reality.



## WHAT MOTIVATES ME TO WELCOME TRAINEES

As soon as I got out of school in 2009, it seemed obvious to me that I would supervise students very quickly and that education would be one of my great passions.

Indeed, as soon as my second year of practice, I jumped on the opportunity to share my knowledge by supervising students. I place a high value on everything that is related to training health professionals, from teaching college and university students to applying their theoretical knowledge in real-life clinical settings.

... being a supervisor implies being a model for students, but also a facilitator to promote their learnings and develop their clinical skills.

## PERCEPTION OF MY ROLE AS A SUPERVISOR

For me, being a supervisor implies being a model for students, but also a facilitator to promote their learnings and develop their clinical skills. I think of myself as a guide in the health field, by supporting the transfer of my students' theoretical knowledge to clinical skills in placement settings. I believe that a supervisor's commitment and dedication provide for a comprehensive and inspiring placement experience.

## ADVICE TO FUTURE SUPERVISORS

The first thing that comes to mind is certainly to recommend the following:

- Access continuous training, for example on the importance of eliciting effective feedback despite the fast-paced working conditions in hospital settings. Feedback is essential to consolidating students' learnings.
- Highlight the student's successes so they are replicated.
- Discover and use supervision strategies that are efficient with students who have learning difficulties, to ensure that they successfully complete their placement. We must provide fair and equitable opportunities to all students, by stimulating their strengths and supporting their difficulties.

## A FEW TIPS TO TRAINEES

- Have faith in your knowledge and as soon as possible, develop a person-centered approach so you provide exemplary care.
- Ask questions, reflect and establish links between several clinical cases. Remember to ask for feedback if you need it because it is important!
- Participate in interdisciplinary meetings and seek to learn about professionals' various roles.



# JONELLE PICKARD

**2080**  
**ECCUs ACCUMULATED**  
SINCE 2013

## SUPERVISION

1800

## ACADEMIC PARTICIPATION

180

## TRAINING

100

MASTER SUPERVISOR

I completed my Bachelor's degree in speech-language pathology at Laurentian University and my Master's degree in speech-language pathology at the School of Rehabilitation Sciences at the University of Ottawa. I have been a speech-language pathologist since 2013. Because of my many years of practice in the private sector and schools, I diversified my skills with children and adults. Since 2017, I have been working at the Interprofessional Clinic at Perley Rideau with both pediatric and adult clientele. The clinic is also a learning environment for several students in rehabilitation sciences. For last three years, I was lucky enough to supervise 15 students who were pursuing their Master's degree in speech-language pathology. My thirst for learning and perfecting my professional skills motivate me to enroll in various continuous training and to guide students along their academic path. Through these activities, I keep my skills up to date and provide quality evidence-based services.

As a professional, I place great value on a pedagogical and collaborative approach with my students.

### WHAT MOTIVATES ME TO WELCOME TRAINEES

As a professional, I place great value on a pedagogical and collaborative approach with my students.

This includes teaching students and also continuing to learn as a health professional. Indeed, I love to share my knowledge, experiences and creativity, particularly in terms of a profession that I appreciate so much. Welcoming students allows me to do clinical teaching, but also to learn through exchanges and conversations so I remain up to date about new developments in the field. Since my position at the clinic involves working with children and adults, students I supervise are in contact with a wide range of patients. They are then able to quickly enhance their knowledge, but also their ability to adapt.



## PERCEPTION OF MY ROLE AS A SUPERVISOR

I do not see supervision as embracing the role of evaluator or superior, where students are at a lower level. Rather, I perceive my role as an excellent opportunity to share my knowledge and my creativity to train and guide future speech-language pathologists. I always keep in mind that these students will very soon be our colleagues. I seek to guide them so they become competent colleagues with whom I would like to work daily.

## A FEW TIPS TO TRAINEES

I will start by emphasizing the importance of creating a climate of trust with patients. This relationship will serve as a basis to provide them with quality services and person-centered interventions. This trust will also enable patients to actively participate in their treatment.

A placement is an excellent platform for using or developing your creativity!

So, I put forward the following suggestions:

- Be yourself as students, and eventually as clinicians, genuine and transparent.
- Listen to your patient and his needs so you can adapt accordingly in terms of the intervention plan.
- A placement is an excellent platform for using or developing your creativity! I suggest that my students engage in this dimension in order to provide functional services centered on the patient's needs. I often tell them: "You can have the best intervention plan, but if your approach is not centered on the patient, if trust is lacking and if you have not taken his needs into account, the objectives of your intervention plan may never be achieved."

In my opinion, one of our primary objectives as professionals is that patients want to come and see us again. This is accomplished first and foremost through creating a trusting relationship with patients.



# LISA LEWIS

**2170**  
**ECCUs ACCUMULATED**  
SINCE 2013

## SUPERVISION

2150

## ACADEMIC PARTICIPATION

20

MASTER  
SUPERVISOR

I am very happy to be part of the National Review for a second year in a row. Having earned my Master' degree in speech-language pathology from the University of Ottawa in 2003, I spent the last 17 years working with various populations, both pediatric and adult, in different clinical, educational and hospital settings. I am currently specializing in disorders related to spoken language, written language (reading and writing), social communication (pragmatic), speech impairments (articulation, stuttering and voice), as well as learning disorders and autism spectrum disorders.

Although I have been with the Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) since I began my career, I also worked for the Local Health Integration Network (LHIN/RLISS) and in private practice. At the CEPEO, I co-operate very closely with various school-teams, including teachers, resource teachers and special education technicians, in addition to a dynamic team composed of several health professionals in order to support them in their classroom interventions with students. This valuable collaboration allowed me to better prepare them by proposing winning and efficient strategies aimed at supporting students with special needs more efficiently.

Since the beginning of my career, in addition to taking part in various professional development training, teaching is also one of my passions. I had the opportunity to teach the course *Troubles des désordres communicatifs* at La Cité collégiale in 2008. For the past four years, I also taught a few university courses in the Speech-Language Pathology Master's Program at the University of Ottawa, on language development disorders in an educational setting. Every year since 2016, I have also participated in the *Colloque des professionnels de l'enseignement de TA@l'école* as a speaker, to support Ontario teachers in effectively adapting their teaching approach when dealing with students from kindergarten to grade 12 who have learning disorders.



I have been passionate about teaching and educating new speech-language pathologists and supervised trainees since I began my career. I always welcomed students from all levels of the Master's Program and for all placements. I took a break when I became a mother of three and as soon as I came back to work, I continued to take on trainees. During my first years as a supervisor, I welcomed three students per placement, for a total of ten trainees a year in the communication class in a public elementary school, l'École Des Sentiers. Every summer, we welcomed four students for the CEPEO's language camp. I love being around students and seeing them thrive!

I love being around students and seeing them thrive!

## **WHAT MOTIVATED MY CHOICE TO PARTICIPATE IN THE RECOGNITION PROGRAM FOR SUPERVISORS' CONTRIBUTION TO THE ACADEMIC COMMUNITY**

As a speech-language pathologist for the past 17 years, I welcomed several students from the Speech-Language Pathology Program at the University of Ottawa, as well as more recently, trainees from the Audiology Program. I was always passionate about providing clinical training to young learners to help them develop good clinical judgement and then, use best practices to remedy speech and language disorders observed in children. I always saw this collaboration as a winning approach, not only for students but also in terms of my own professional development because I remain up to date with new clinical and scientific research in my field of expertise, while focusing on winning practices for our professional order!

## **AS A SUPERVISOR, WHAT ARE THE BENEFITS OF PARTICIPATING IN THE RECOGNITION PROGRAM FOR SUPERVISORS' CONTRIBUTION TO THE ACADEMIC COMMUNITY?**

The acknowledgment given by the Recognition Program for Supervisors' Contribution to the Academic Community of the University of Ottawa has provided me with an extrinsic motivation and additional encouragement in pursuing clinical training with students in speech-language pathology, despite the additional efforts that supervision may require. Furthermore, this

The Recognition Program for Supervisors' Contribution has provided me with an extrinsic motivation and additional encouragement in pursuing clinical training with students...

program gives me the opportunity to join forces with other health professionals, thus improving my own clinical practices as a placement supervisor, while motivating future professionals to become supervisors themselves! That being said, I am privileged and grateful to be the first supervisor in the program

to progress from advanced supervisor to master supervisor; a distinguished and unique honour that I would not have known if not for this great opportunity! Many thanks!



# MÉLANIE DUQUETTE

**2390**  
**ECCUs ACCUMULATED**  
SINCE 2014

## SUPERVISION

2100 

## ACADEMIC PARTICIPATION

120 

## TRAINING

170 

MASTER SUPERVISOR

I earned my Bachelor's degree in nutrition sciences from the University of Ottawa in 2012. I am a bilingual professional dietician and I work as a clinician with patients admitted at l'Hôpital Montfort.

In choosing to supervise, you demonstrate your passion for learning and discovering.

From my very first year working for the establishment, I took on my role as supervisor as it was part of my employer's expectations. Over the last seven years, I had the opportunity to supervise twenty students in clinical nutrition from the University

of Ottawa. By mentoring future professionals, I can improve my interprofessional skills.

In choosing to supervise, you demonstrate your passion for learning and discovering.

### PERCEPTION OF MY ROLE AS A SUPERVISOR

When supervising one or many students, there are several roles to play and hats to wear. In the context of a placement in clinical nutrition, my primary role consists in preparing students for the labour market. Students are completing their fourth year toward a B.A., which is often one of the last steps before earning their degree. I mainly act as a mentor throughout the placement. I work together with students to build their self-confidence, both from a personal and professional perspective. With them, I develop and hone clinical reasoning that is satisfactory for the level of entry to the profession. I share my experience, my work strategies as well as my mistakes. My role is to guide them and equip them adequately so they are prepared to practice as health professionals in the near future.



## ADVICE TO FUTURE SUPERVISORS

- Spend time preparing yourself and getting organized before the student's arrival. A trainee will disrupt work schedules and routines. It may be difficult to accomplish daily tasks while providing a placement setting that is conducive to learning. It is essential that new supervisors remember to take care of themselves and recognize their limits.
- Learn to know the students. Take time to discuss their learning objectives and expectations of the placement. In addition, it is important to be aware of the generational gap that may sometimes become an issue. As supervisors, it is our responsibility to keep up to date about trends and new developments. In this day and age, society evolves quickly and continuously. What we experienced during our journey as trainees is not necessarily today's reality. Personal and academic pathways are often quite different. It is important to show respect for a student's background. Pay attention!

Do not hesitate to share your concerns and worries so we can address and overcome these obstacles together.

## A FEW TIPS TO TRAINEES

- Step outside of your comfort zone and take on new challenges. You are in an environment that is geared to learning, improving and growing as professionals. It is a rare opportunity where you can ask questions and "make mistakes". Do not be afraid of jumping in or being wrong.
- Do not hesitate to share your concerns and worries so we can address and overcome these obstacles together. As supervisors, we cannot read minds. It is important that you share your expectations of the progress of the placement.



# TAMMY LAFRENIÈRE

**2450**  
**ECCUs ACCUMULATED**  
SINCE 2015

## SUPERVISION

2450 

MASTER  
SUPERVISOR

I earned my degree in physiotherapy from the University of Ottawa in 2006. My compassionate nature and my interest in healthcare led me to this field of practice. Throughout my career, I had the opportunity to work in various clinical settings. I have a diverse experience, from private practice to hospital acute care, including intensive care units. I currently work full-time with heart surgery patients at the University of Ottawa Heart Institute (UOHI).

In addition to my work in cardiorespiratory therapy, I am particularly interested in providing care to individuals who have received a ventricular assist device and heart transplant

recipients. I am a member of the heart transplant team at the UOHI and I put forward the physiotherapy perspective to the interdisciplinary committee.

My passion for teaching and evidence-based practice motivates me to guide students toward modern techniques and practices in physiotherapy.

In 2016, I received the prestigious Mary Clinkett Award from the Heart Institute Patient Alumni, in recognition for distinguished clinical services. For the last decade, I demonstrated my commitment to the physiotherapy profession

by assuming the role of clinical supervisor for several students (a total of 28 from the University of Ottawa). My passion for teaching and evidence-based practice motivates me to guide students toward modern techniques and practices in physiotherapy.



## PERCEPTION OF MY ROLE AS A SUPERVISOR

My role is to provide students with an opportunity to put into practice their theoretical knowledge in a supervised environment, and to foster learning by providing the required support. Considering

Each student has a different learning style, so it is important to use different approaches in supporting them.

how fortunate I am to be working for the UOHI, I make a point of allowing several students to learn and put into practice their skills in cardiorespiratory physiotherapy.

- Each student has a different learning style, so it is important to use different approaches in supporting them. The same applies to feedback, which will be different according to their personality.

## A FEW TIPS TO TRAINEES

- Do your best! Whether or not you are considering a career in cardiorespiratory physiotherapy, take this opportunity to gain experience and confidence.
- Ask questions and seek advice as often as needed! I am there for you! In my opinion, what is most important is to show initiative and interest throughout your placement. You will certainly be pleasantly surprised by the results.

## ADVICE TO FUTURE SUPERVISORS

- Be organized! Just as your students must prepare their arrival in a placement setting by reviewing theoretical notions and determining their learning objectives, it is also useful for supervisors to start planning. I suggest that you make a list of your general expectations of the placement as well as weekly objectives and learning activities. From the start, share your expectations with students and pay special attention to their personal objectives. You will then be able to guide them more efficiently in their learnings. By the same token, have documents ready to be used as reference.



# ARIELLE FORTIER-LAZURE

**3360**  
**ECCUs ACCUMULATED**  
SINCE 2014

## SUPERVISION

3000 🍀

## ACADEMIC PARTICIPATION

220 🍀

## TRAINING

140 🍀

MASTER  
SUPERVISOR

I earned my Bachelor's degree in nutrition sciences from the University of Ottawa in 2013. Before I began my career, I did integrated placements at the Ottawa Hospital, at CHEO and in various community centres. Afterward, I applied for a position in the only French-language hospital in the region, because it

Being so grateful to my own preceptors, it only made sense that I follow their lead.

served interesting clientele and the team was diversified and appealing to me. I was pleased to get the position at l'Hôpital Montfort, a rich and diversified academic setting. My position is wide-ranging, as I am called upon to work in mental health, geriatric and intensive care units.

I was fortunate to co-supervise students from the start of my career. The workshop L'Art de superviser des stagiaires enabled me to become a better supervisor. Since then, I supervised 20 students using various supervision models: from the traditional model, to co-supervision and triad. I find that the triad model is a great experience, both for me and for students because they can complement each other throughout the placement. On the other hand, co-supervision is very helpful for students because they learn to adjust to different supervision styles.

I obtained the CNSC (Certified Nutrition Support Clinician®) certification, which allows me to demonstrate my skills in terms of enteral and parenteral nutritional support. One of my preceptors had completed this training and I found her really competent in this area. I am now able to transfer this knowledge to my students.



## A FEW ANECDOTES RELATED TO SUPERVISION

I work in a hospital and it is not always easy to find a private space to talk to students. Before I became comfortable with my role as a supervisor, during a triad supervision, I met the two students in a closet to give them feedback! At least, I respected the principle of confidentiality, although it may not have been the most appropriate place to meet them!

I must admit that at first, I was not always sure to know the answers to my students' questions. I tended to return the questions to them so they could find the answers themselves. When I think about it, by acting in this way, I may have helped them develop their autonomy and clinical reasoning!

## WHAT MOTIVATES ME TO WELCOME TRAINEES

For me, supervising students is a genuine opportunity! Being so grateful to my own preceptors, it only made sense that I follow their lead. Selfishly, we learn a lot from students and they allow us to strengthen and even develop our knowledge.

## PERCEPTION OF MY ROLE AS A SUPERVISOR

My goal is to help students complete their placement successfully by fostering their learning. I respect their style and adjust to their rhythm and preferences. I am there to support them, but the placement is their own adventure. I guide their reasoning to allow them to find answers by themselves, even if they do not possess all of the theoretical knowledge from the outset.

When students come for a placement in mental health, we immediately take the time to hold

You can ask for your students' feedback, to better adjust yourself to their needs.

discussions with colleagues in an interdisciplinary context. We meet with social workers, occupational therapists, and recreologists. We touch on misunderstandings, misconceptions and biases that may emerge when working in the mental health field. Our goal is to make students comfortable in this environment. Students really appreciate these meetings, they feel included and the stress level decreases very quickly.

## ADVICE TO FUTURE SUPERVISORS

- Do not be afraid of making mistakes. You can ask for your students' feedback, to better adjust yourself to their needs.
- Dare to ask questions or receive advice from other supervisors, because visions may be very different and they can allow us to adapt.

## A FEW TIPS TO TRAINEES

- Help each other! Read each other's clinical notes when you are in a triad. It will generate discussions and optimize your learnings.

# OUR MASTER SUPERVISORS: ALWAYS MOVING FORWARD!

The CNFS wishes to acknowledge Allyson Grant's commitment. Again this year, she continued her ascent by collecting more ECCUs in the master category.



## ALLYSON GRANT

Since the beginning of my career, I had the opportunity to support dozens of students in various contexts and diverse types of placements. The Recognition Program for Supervisors' Contribution to the Academic Community is an excellent health and motivational lever. It inspires me to be better equipped as a supervisor, to ensure that our graduates become high-calibre professionals. I am grateful for the workshops proposed by the CNFS – Volet Université d'Ottawa and made available online, and for opportunities to share with other supervisors. By participating in these activities, I can adopt winning supervisory practices that are so well received by students. I am thrilled and grateful to have been the first supervisor to become a master and to keep moving forward in this category. Finally, I will say this: a good supervisor supports her students so they can reach the pinnacle of their possibilities! Thank you very much.

**2300**  
ECCUs ACCUMULATED  
SINCE 2014

**SUPERVISION**

2300 

MASTER  
SUPERVISOR

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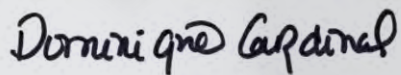
*Thank you for showing such  
commitment to your role as  
supervisors and for so passionately  
training our future professionals!*

# THANK YOU

## A WORD OF THANKS

The process of professionalizing our students cannot be achieved successfully without the contribution of placement supervisors. You are key actors in the practical training of our soon-to-be professionals. We want to thank you for welcoming students from the University of Ottawa. Your dedication and commitment to training future healthcare professionals clearly reflect your desire to promote the quality of health care and services provided to Francophone communities living in a minority setting.

We would also like to remind you that our team has developed products and resources aimed at supporting you in your role as a healthcare professional. Visit [cnfs.ca](http://cnfs.ca), under the tab *Professionnels*, to explore these resources.



Dominique Cardinal  
Manager - Training Component  
CNFS-Volet Université d'Ottawa



Patricia Côté-Giroux  
Coordinator, training projects  
CNFS - Volet Université d'Ottawa



FORMATION  
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EN SANTÉ



Earn ECCUs by registering to the training *The Art of Supervising Trainees*, offered online and free of charge to healthcare professionals across Canada.

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### ONLINE TRAINING

- Basic principles of supervision
- Building a climate of trust
- Integrating learning styles
- Performance assessment
- Conflict management
- Exploring various supervision models
- Façonner le raisonnement clinique\*
- Approche et supervision interprofessionnelles\*
- Superviser un stagiaire en milieu rural ou éloigné\*
- Appliquer des principes éducatifs à la supervision de stagiaires\*
- Les compétences culturelles : un incontournable pour assurer des soins de qualité\*

\* These workshops are offered in French only

### PROFESSIONAL DEVELOPMENT

- Intégrer les données probantes à notre pratique quotidienne : un défi réalisable\*
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## YOUR SUPERVISOR PROFILE

Don't forget to update your supervisor profile by informing us about your new academic, training or supervisory activities. We will then add the ECCUs you earned to your file, and, if relevant, send you a certificate as well as the privileges attached to your new title. To update your profile, complete the form available on our Website at the following address: [cnfs.ca](https://cnfs.ca)

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Entrée principale  
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