This manual provides the UBC student with information for the preparation and participation in an occupational therapy fieldwork placement. The policies and procedures are excerpted from the 2009 Department of Occupational Science and Occupational Therapy Fieldwork Site Manual.

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### MOT Curriculum Map
#### Class of 2011 - 2013

#### TERM 1 2011

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<tr>
<th>Loans</th>
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<td>RSOT 511 Fundamentals of Theory and Practice</td>
<td>1 Wk</td>
<td>Sep 6 to Dec 9</td>
<td>14 weeks</td>
<td>RSOT 519 Professional Practice I</td>
<td>1 Wk</td>
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<td>Fieldwork Level 2</td>
<td>Dec 19-30</td>
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<td>Term 2 2012</td>
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<td>RSOT 519 Professional Practice I (continues)</td>
<td>Apr 23-27</td>
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<td>Term 3 2012</td>
<td>May 7 to Jun 22</td>
<td>7 weeks</td>
<td>RSOT 519 Professional Practice I (continues)</td>
<td>Jun 25 to Jul 27</td>
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### PLEASE NOTE:
- Dates subject to adjustment
- Case-based tutorials run through each term and are integrated into the curriculum
STAKEHOLDERS IN CANADA

Fieldwork is an integral component of all occupational therapy educational programs in Canada. Fieldwork requires a dynamic interchange between many people, institutions, and professional organizations. The stakeholder groups involved in fieldwork placements are: students, fieldwork educators, site fieldwork coordinators, university fieldwork coordinators, and the National Placement Service personnel.

The roles and responsibilities of these stakeholders as described in this manual are, in part, derived from the CAOT - Fieldwork Standards Committee Roles & Responsibility Document of October 1992.

STUDENT

Occupational therapy students actively participate in assigned fieldwork placements to acquire and/or apply knowledge, therapeutic skills, and clinical reasoning pertaining to the client, client group, and/or setting. Students participate in planned learning activities and engage in self-directed learning and open communication in order to meet placement expectations and fieldwork education standards.

The student will:

1. assume primary responsibility for meeting the objectives of the fieldwork experience which includes assisting in tailoring and setting objectives based on learning experiences, needs and interests;

2. actively participate in all fieldwork experiences during placement;

3. continually evaluate own performance by self critiquing, seeking feedback from the supervising therapist, and by monitoring progress toward the stated objectives;

4. engage in written and verbal self evaluation;

5. inform the fieldwork educator or facility fieldwork coordinator of any factor that may limit performance; or of any problem that may arise during the placement that has an impact on patient care or on the student's well-being. The student may first contact the university fieldwork coordinator concerning any problem;

6. inform the university fieldwork coordinator when assigned to a fieldwork site where:
   i) a close friend or relative would be responsible for the student's evaluation,
   ii) a close friend or relative works or is a patient, thus interfering with the learning experience or placing the student in a conflict of interest situation,
   iii) the student has worked with the occupational therapy service and personnel as either a volunteer, employee, or client;

7. write and ensure the fieldwork site receives a letter of introduction as per university guidelines;

8. report as assigned to the fieldwork educator except when authorized attendance at other learning experiences has been prearranged;
9. respect and follow all fieldwork site policies and procedures as directed by fieldwork site personnel;

10. demonstrate professional behaviour that is consistent with the professional Code of Ethics;

11. notify the university fieldwork coordinator of time loss during a placement as per university guidelines;

12. inform the fieldwork educator and/or site fieldwork coordinator immediately in the event of any unusual incident occurring during patient treatment either to the patient or to the student;

13. provide a written evaluation of the fieldwork experience to the fieldwork educator at mid-term and at the end of the placement.

**FIELDWORK EDUCATOR**

Fieldwork educators facilitate the learning of students by creating a climate within fieldwork settings to promote the development of knowledge, skills, behaviours, and attitudes relevant to occupational therapy. Occupational therapists who become fieldwork educators must be a member of CAOT or BCSOT, and the appropriate regulatory body, and have a minimum of one year of clinical experience since graduation, before assuming primary responsibility for a student. The fieldwork educator role involves integrating a student program into the fieldwork setting, modeling professional practice behaviours, guiding student practice within the setting, and providing formal and informal feedback and evaluation on performance to the student and appropriate university personnel.

The fieldwork educator:

1. establishes (or reviews) the core learning objectives to be used during the placement (see guidelines in this section) and collaborates with the student to add further learning objectives based on needs and interest,

2. organizes the orientation for the student to the fieldwork site and placement,

3. designs, organizes and implements the specific fieldwork learning experience within the designated service/area,

4. supervises student's practice, which includes determining the amount of direct observation the student requires during the placement (as the student demonstrates increased competence, the level of supervision gradually decreases until the student is able to function independently),

5. gives feedback to student regularly,

6. advises the site fieldwork coordinator, should student difficulties become evident or to clarify procedures related to fieldwork experiences,

7. consults with the university fieldwork coordinator to discuss concerns or to obtain additional information about student placements,

8. ensures written mid-term and final evaluations of the student are completed on the forms provided by the University, and signs the forms,

* This term is synonymous with preceptor, clinical preceptor, supervising therapist, supervisor, and clinical educator.
9. discusses the written student evaluation of fieldwork experience with the student,
10. accepts responsibility for facilitating the student's learning,
11. as required, contacts the university fieldwork coordinator for information, discuss placement logistics and/or issues related to student performance,
12. is committed to resolving issues that may arise during the placement in collaboration with the student, university fieldwork coordinator and fieldwork site clinical coordinator,
13. ensures that all evaluations are forwarded to the university fieldwork coordinator,
14. ensures that the university fieldwork coordinator is advised of any fieldwork site policy changes relevant to fieldwork education,
15. provides feedback to the University programs based on experiences with students in their facility.

**SITE FIELDWORK COORDINATOR**

Site fieldwork coordinators plan and organize fieldwork experiences that are offered within the sites in which they are based. Site fieldwork coordinators work collaboratively with university and site personnel to develop and promote fieldwork programs in the site and prepare fieldwork educators for involvement in fieldwork. There is not necessarily a Site Fieldwork Coordinator at all facilities or clinics.

The site fieldwork coordinator:

1. ensures that Fieldwork Education Site approval status for fieldwork is maintained,
2. ensures an affiliation agreement between the facility and University is completed and current,
3. ensures that the university has an up to date facility profile on file at the Department of OS&OT,
4. identifies the number of student placements available in the facility,
5. facilitates the ongoing development of occupational therapists as fieldwork educators,
6. responds to the letter of introduction (or delegates response to fieldwork educator) sent by an assigned student at least 4 weeks prior to the placement. The response should confirm starting date, time and location; area of practice; name of fieldwork educator(s); working hours; directions to the area; and any other information that will assist the student during the first week of placement,
7. guides and assists in the development of the facility fieldwork education program, (e.g. setting objectives, orientation plan),
8. documents necessary procedures regarding students' fieldwork education, (e.g. orientation, scheduling, recording statistics),

* In some sites, site directors or other designated personnel carry out the roles described for the site fieldwork coordinator. The term is synonymous with student coordinator and clinical coordinator.
9. delegates, when appropriate, the implementation of the clinical education program and supervision of students to a fieldwork educator,

10. ensures that the fieldwork educator has a copy of all necessary forms including letter of introduction, student evaluation and site evaluation,

11. responds to student and fieldwork educator's requests for information and/or guidance,

12. advises the university fieldwork coordinator of problems that appear to be developing in the placement, and particularly, if by mid-term, there is potential for failure.

**UNIVERSITY ACADEMIC FIELDWORK EDUCATOR**

University fieldwork coordinators plan, develop, and coordinate the fieldwork component of Occupational Therapy educational programs. The university fieldwork coordinator role involves the development and dissemination of fieldwork policies and procedures specific to the university program in which each coordinator is based. University fieldwork coordinators work in consultation with other university personnel and other participants in fieldwork to develop fieldwork sites, assign students to fieldwork sites, prepare students and fieldwork educators for involvement in fieldwork, and facilitate appropriate communication among all participants in fieldwork.

The University Fieldwork Coordinator:

1. orients and prepares students for the fieldwork experience,

2. orients and prepares fieldwork educators for effective student supervision (this can be accomplished through individual consultation or by providing workshops and/or inservices to groups of therapists),

3. orients and facilitates sites in the preparation of fieldwork site approval documentation,

4. maintains direct communication with students, fieldwork educators, site fieldwork coordinators, directors of O.T. departments, the Head of the Department of Occupational Science and Occupational Therapy of UBC.

5. counsels and assists students in relation to fieldwork,

6. provides each site with the university curriculum information, evaluation forms, and resources related to the development and implementation of fieldwork education programs,

7. works with affiliated fieldwork sites to clarify objectives and fieldwork experiences,

8. schedules student's fieldwork, and

9. assumes final responsibility for all fieldwork programs.

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* This term is synonymous with Clinical Education Director.
**ETHICAL CONDUCT**

Ethical conduct refers to behaviour and judgements that are consistent with the values of a profession, culture and society. For occupational therapists in BC and Canada, there is the Code of Ethics developed by the College of Occupational Therapists of British Columbia (COTBC) which occupational therapists must abide. Included in these Codes of Ethics are the following value statements:

1. **Dignity and Worth**: Every client is unique and has intrinsic worth.
2. **Individual Autonomy**: Every client has the right and capacity for self-determination.
3. **Safe, Competent and Ethical Care**: Every client has the right to safe, competent and ethical occupational therapy services.
4. **Accountability**: Occupational therapists are fully responsible for their practice and are obligated to account for their actions.
5. **Confidentiality**: Occupational therapists safeguard the confidentiality of information acquired in the context of professional relationships, to protect their clients’ rights to privacy.
6. **Fairness**: Every client has the right to quality occupational therapy services in accordance with individual needs.
7. **Honesty and Transparency**: Occupational therapists communicate openly and honestly in a clear and caring manner, and respect the client’s right to comprehensive information regarding occupational therapy services.
8. **Trusting and Respectful Work Environment**: Occupational therapists perform their professional duties in a manner that promotes a trusting and respectful working environment that supports safe and competent care.

Students are expected to adhere to ethical conduct as described in these Codes of Ethics.

**FIRST AID AND CPR**

First year students are required, prior to the first placement, to show evidence of:
1) A valid first aid certificate (e.g. St. John's or equivalent).
2) A valid Basic Cardiac Life Support (BCLS) Level C certificate, i.e. CPR

Second year students are required to show proof of re-certification of their BCLS - cardiopulmonary resuscitation qualifications, i.e. CPR and that their First Aid certificate is kept current - prior to their fieldwork placements.

**INSURANCE COVERAGE**

Student fees include liability insurance (malpractice insurance) effective when the student is assigned to fieldwork sites affiliated with the University of British Columbia. Sites outside of Canada are not included in this plan. The fieldwork educator, however, assumes primary responsibility for the client. The students are aware that:

1) assessment or treatment is not to be initiated without the fieldwork educator’s knowledge,
2) established fieldwork site procedures must be followed,
3) all client records must be co-signed by the fieldwork educator, and
4) confidentiality of client information must be maintained.

Students do not have worker's compensation coverage.
OUT-OF-TOWN AND INTERNATIONAL PLACEMENTS

OUT-OF-TOWN PLACEMENTS

UBC is the only occupational therapy program in British Columbia thereby servicing a provincial mandate. Throughout BC, the University has developed collaborative relationships with numerous agencies for the provision of fieldwork opportunities for students of the program.

In order to continue to maintain our relationships with the agencies throughout the province and continue to develop exceptional occupational therapy graduates from UBC, there is a requirement that each student participate in two (2) placements outside of the Vancouver Coastal Health Authority. At least one of these 2 placements must be in one of the more remote Health Authorities in the province. This is either Vancouver Island Health Authority (VIHA), Northern Health (NHA) or Interior Health (IHA). Alternately, a student can choose to do a placement outside of the province. The second remote placement must take place in either of the remote health authorities listed above, out of province, or in the Fraser Health Authority. These requirements can be fulfilled at any point in the program. The rationale behind this model is that the educational program is enriched by requiring experiences in settings that differ both geographically and clinically. The continued variety and availability of placements needs to be maintained by students participating in both in-town and out-of-town placement opportunities.

In summary, to complete the 5 required block placement experiences in the 2 year Masters program, each student must complete one of their placements in Vancouver Coastal, one in their choice of either Northern, Island or Interior Health then one in either of Northern, Island, Interior or Fraser Health Authority. Please refer to the enclosed map to understand the geographic boundaries. The other 2 placements can be completed in any region of their choice. Students can apply for National and International placement opportunities as set out in the Fieldwork policies. As per our Fieldwork philosophy, we are looking to try to provide placement experiences that round out the occupational therapy scope of practice through a wide range of settings.

Exemptions for attending an out-of-town placement are granted only under certain limited circumstances. The student must submit these reasons in writing and each case is considered individually by the University Academic Fieldwork Coordinator. Students are responsible for all costs associated with the Fieldwork program. Exemptions are not granted for financial hardship reasons.
Note: The Nisga’a Health Council is an independent health authority.

Prepared by: BC Stats, June 2003

Note: The Nisga’a Health Council is an independent health authority.

Prepared by: BC Stats, June 2003
INTERNATIONAL PLACEMENTS

Policy

The opportunity to participate in an International experience is recognized for its educational value within the department and university.

Eligibility

1. To be considered for a placement outside Canada, students must submit an application by May 30th for approval by the OS&OT faculty executive. Prior to making a recommendation this committee will require the student to demonstrate the following:
   a) satisfactory academic performance (normally a minimum of a B+ average),
   b) successful completion of previous placements,
   c) the skills to represent themselves in a highly professional manner and to act as an ambassador for the Department of Occupational Science and Occupational Therapy (OS&OT), i.e. strong interpersonal skills, including tact and diplomacy, good coping strategies for dealing with stressful situations and well developed judgment skills as demonstrated throughout the course and as documented on previous performance evaluations.
   d) an awareness of potential cultural differences in the proposed host country, and
   e) an appropriate response to a case study question.

2. Students applying for an international placement must agree to:
   a) choose one of the level 3 placement sessions for the international placement,
   b) proceed with arrangements for a Canadian placement in the event of cancellation of the international placement.

3. A student will be granted no more than one international placement throughout the fieldwork program.

Procedure

1. By May 30th of the preceding year before the applicable fieldwork block the student must request, in writing to the Fieldwork Coordinator, her/his wish to complete a fieldwork experience outside of Canada. The letter should state:
   • the country of desired destination, indicating a sensitivity to the cultural and social environment.
   • why you would like to do an international placement in that country.
   • the placement session for completing with experience.

2. The Fieldwork Coordinator will assess the suitability of the request based on the above criteria and present the request to the OS&OT faculty executive for consideration. The student will be advised in writing that s/he may seek an international placement, or that the above criteria are not satisfied.

If approved:

3. The student will contact the National OT Association of the country (member country of WFOT) in which s/he wishes to complete her/his fieldwork or directly contact facilities. In addition to the information required in letters of introduction sent to Canadian facilities (see student manual) the following should be included in the correspondence:
   i) permission has been granted from UBC Department of Occupational Science and Occupational Therapy to investigate the possibility of completing fieldwork in that country,
   ii) reasons for seeking fieldwork in that country,
iii) dates and length of placement,
iv) a request for a list of universities or facilities to contact for fieldwork opportunities, and
v) abide by the guiding beliefs document.

4. The student should try to secure a placement by September 30th at the latest.

5. The student is responsible for the determination and timely fulfillment of all requirements necessary for entry into that country, i.e. student visa, medical preparation and coverage, financial obligations, insurance.

6. The student will continue correspondence with the National association, university or facility to ensure requirements of the facility and the UBC - OT Department fieldwork program are met.

7. The following must be forwarded to Donna Drynan, Academic Fieldwork Coordinator, Department of Occupational Science and Occupational Therapy, UBC [Phone: (604) 822-7415; Fax: (604) 822-7624] email: donna.drynan@ubc.ca from facilities outside of Canada agreeing to supervise of UBC OT students:
i) a description of the OT program/service (where the fieldwork will be completed),
ii) a plan for student orientation to the facility and OT program,
iii) student objectives for the service on which the fieldwork is to be completed,
iv) description of staffing patterns and hours of work to ensure continued student supervision should absence occur, and
v) evidence of affiliation and accreditation with university OT program in area.

8. Students must have liability insurance for facilities that require it. If a facility does not require liability insurance, a student need only provide the Department of OS&OT with a copy of correspondence saying so.

9. Upon receipt of the above documentation, the Fieldwork Coordinator will forward to the facility:
i) a letter of confirmation for the placement,
ii) an outline of the curriculum,
iii) the expectations for student performance,
iv) policies related to:
   a) student assignments in clinical settings,
   b) time loss,
   c) failure during a placement,
   v) student and facility evaluation form, and
   vi) two copies of an affiliation agreement (International form).

10. The fieldwork coordinator sends 2 copies of the "International" affiliation agreement to the facility with a request that one copy be signed and returned.

11. Student begins fieldwork (take UBC student manual).
    Should concerns arise during the placement a representative from the fieldwork facility and/or the student are to contact the Fieldwork Coordinator or the Department Head.

NOTE:
If after reviewing the above you are considering this option, please see Donna Drynan, Fieldwork Coordinator for additional guidelines.

Revised
DD/AN/SF/jh/Sept.2010
Guiding Beliefs and Principles for Students Participating in International Fieldwork Experiences

Introduction

The UBC Department of Occupational Science and Occupational Therapy is committed to the vision of the UBC community. As stated in the Trek 2010 White paper, UBC programs “… will prepare students to become exceptional global citizens…” (~ Trek 2010: A global journey)

A key learning goal stated in the UBC Trek initiative is: increasing opportunities for student participation in international projects and study abroad programs.

Thus, the Department supports students in participating in International Fieldwork opportunities. This document serves as a basis to ensure appropriate learning outcomes for students participating in international FW placements; to assist with collaboration; to help guide the students in determining their contribution to the receiving communities in a meaningful way; and to assist with learning exchange. The following are a list of beliefs and guiding principles that the Department and Students support.

Guiding Principles/Beliefs:

- **Global Citizenship: we believe**… that UBC students have a responsibility and moral obligation to promote and strive to improve the health of all citizens around the globe
- **Duty to assist and provide care: we believe**…this concept is inherent in our code of ethics & that students will conduct themselves in such a manner whenever it is deemed necessary though within their scope of practice and within their student role.
- **Duty to share knowledge: we believe**…the student: therapist relationship is considered to be reciprocal and that students have much to share as well as learn
- **Relationships: we believe**…every student encounter is a partnership whether it be local or global. In a global context we recognize that each partner brings value and knowledge to the relationship
- **Empowerment of the community: we believe**… that students will include all relevant parties in any interactions or exchanges. Students will embrace the notion of inclusiveness.
- **Improve service: we believe**…students will “do good”. They will continually evaluate their contributions and be flexible and adaptable to change at the request of the community.
- **Holistic Approach: we believe**…students will be aware of the importance of viewing the patients as whole beings within a community will know when to be humble about professional status.
- **Recognition of Internal capacity: we believe**… that many countries have an immense burden of care, large populations and severe shortages in the health care work force. We will ensure that we will not increase burden to the receiving communities by adequately preparing and supervising students working internationally
- **Building on Capacity: we believe**…students will evaluate local capacity of community and continue to build on/release the capacity that exists, using local resources. This will include training of local individuals
- **Local Relevance**: we believe… students will show evidence that they have researched and understand the local community and larger cultural context they are entering. They will abide by the rules, customs and values embraced by the community or organization.

- **Sustainability**: we believe…that the community has the local capacity to begin or improve practices and that local persons are best able to identify their needs. Students will do everything in their power to deliver sustainable services based on locally defined need (through education, train the trainer models, use of local resources).

- **Utilize the ICF as a conceptual framework for guiding work in any international setting**: we believe…students will understand the ICF framework and its’ applicability for looking at people’s abilities in functional domains of health.

**Roles for Occupational Therapy Students:**

- Provision of therapy where needed as guided by supervisor (OT or other health care practitioner)
- Transfer of basic skills to community members- through training, observation, working together to create solutions
- Research & understand local resources and utilize where appropriate
- Create positive attitudes through training

**Desired Outcomes of International Placements:**

That students will gain knowledge, skills and abilities in the competencies of practice as dictated by the context in which they completed their placement. It is hypothesized that students will gain greater skills in the “soft skills” such as communication, clinical reasoning, professional interactions and empathy. It is understood that students will leave behind teaching, direct intervention as determined by the people and community they were serving, and that they will adhere to the UBC guiding principles and the values and beliefs of the receiving agency/country.

**Objectives for Students on International Placements**: See Objectives document

**Policy on Student Eligibility for Pursuing an International Placement**: See International Placement Policy Document

**Supervision Models for International Placements**: See Supervision Models Document

**Appendixes**: Information of International Placement Sites

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**Student Safety Abroad**

Please see Attachment (*Policy # 69 - Student Safety Abroad*)
The Department of Occupational Science and Occupational Therapy requires that students on placement maintain a professional dress code consistent with the requirements of the fieldwork site. Students are not expected to purchase special items of clothing. The student dress code is based on guidelines developed in conjunction with WCB requirements and include:

**GENERAL APPEARANCE**

**Clothing**
- Pants (NO jeans, faded denim of any colour, sweat pants, leggings or spandex) unless approved by fieldwork educator or it is the common dress code of the site.
- Walking shorts not greater than 4” above the knee.
- Tops long enough to cover abdomen. No regular T-shirts and shirts with non-professional logos.
- Sweaters preferably removed for patient care.

**Footwear**
- Flat shoes with an enclosed toe and heel. No sandals or clogs.
- Non-slip and non-marking soles.
- Runners (if in good condition). (In some areas, runners leave marks on the floor and may not be acceptable.)
- Preferably soft-heeled.
- Socks or panty-hose with shoes particularly if shoes are removed in clinical areas.
- Clean footwear in good repair.

**Accessories**
- Minimal jewelry
  - Smooth surface rings only
  - No neck pendants or multiple chains or facial jewelry
  - Small earrings
- Wrist watch (one with a second hand is recommended). Should be removed when lifting or turning patients.
- No perfume, cologne or aftershave.
- Conservative make-up only.
- Clean and well-groomed hair.
- Long hair worn off the collar.
- Beards that are neat and well-trimmed.
- Short and well-trimmed nails. No brightly coloured nail polish.
- Official university name badge is mandatory while at the fieldwork site.

**Exceptions**
- Some specialized clinical areas, e.g., Burns Unit, ICU, Emergency may have other clothing requirements. These are generally provided by the area. Students in such areas will comply with these requirements.

In some fieldwork sites the dress code is significantly different. The student is responsible for seeking guidance from the Director (or delegate) or the fieldwork educator for information about the appropriate dress code in that fieldwork site.
STUDENT'S WORKING HOURS

Fieldwork placements are scheduled in full-time (based on a 36-hour work week) or part time blocks, (4 days per week). Students are generally expected to work the same hours as their fieldwork educators or approximately 7.2 hours/day.

Variations from the normal 7.2 hour/day may include evening shift, flex time, 12 hour shifts and weekends and unionized sites with 35-hour or 37.5-hour work weeks. The university fieldwork coordinator and the student should be informed of such variations before the placement begins.

Students will take time for lunch and coffee breaks consistent with the fieldwork sites practice.

The fieldwork placements are considered to be courses and as such the student can be expected to do some studying and preparation in the evenings. This time should not exceed 1 hour per each evening during the week.

STUDENT ASSIGNMENTS DURING FIELDWORK

The Department of OS&OT does not expect students to complete formal written assignments or papers during a placement. Assignments that demand thorough research and a theoretical focus would be repetitious to those required in the academic program.

However a fieldwork site may determine that a project would augment the learning experience. In such circumstances, the project should:

a) assist the student to achieve the fieldwork objectives for the placement,
b) complement fieldwork activities,
c) not demand more than 5% of the student's time during working hours, and
d) not require the student to research a theoretical area which has not yet been addressed in the academic program. Assignments requiring the development of a treatment plan should permit application at the student's level of knowledge.

It is recognized that students take longer than therapists to plan assessments, carry out treatments, and complete documentation requirements. To maximize client contact time many students spend evenings on these written activities, and additional written assignments may inappropriately burden the student and compromise the learning experience.
TIME LOSS

During the two year program students are permitted a cumulative loss of 5 days for medical, compassionate or pre-approved reasons. When time loss exceeds this amount for whatever reason, or if time lost during a specific placement exceeds 10 percent of that placement, students will be required to make up the time at the end of the placement, or at another time prior to graduation. Supplemental arrangements for placements will be made at the discretion of the university fieldwork coordinator. Time loss exceeding 5 days must be made up to ensure that students meet academic accreditation standards and are eligible for professional registration or licensing organizations, which have minimum requirements for fieldwork hours.

Students must notify a fieldwork site representative about any absence immediately.

The student or fieldwork site representative should inform the university fieldwork coordinator of time loss (for whatever reason) that exceeds two days of the placement.

When time loss is known and/or planned in advance by the student, it must be approved by the university fieldwork coordinator. The dates of absence and alternative arrangements, once approved, must be communicated by the student in the introductory letter prior to the placement and/or by the university fieldwork coordinator in the letter of placement confirmation or by telephone.

ILLNESS OR ACCIDENT

The student must notify the fieldwork site about absence due to illness or accident as soon as possible. A medical certificate signed by a physician will be required from the student for time loss that exceeds three consecutive days during a placement.

COMPASSIONATE LEAVE

Leave may be granted for compassionate reasons. Such requests should be directed immediately to the university fieldwork coordinator (or if not available the Head, Department of Occupational Science and Occupational Therapy) who will make the necessary decision.

DOCTOR AND DENTIST APPOINTMENTS

All non-emergency appointments should be made outside of scheduled placement hours rather than during placement hours. If unavoidable, appointments should be made early or late in the day to minimize time lost during the placement. The fieldwork educator should be notified of the appointment on the first day of placement or as soon as known. Fieldwork site personnel may decide how much of the time loss, if any, should be made up during the placement.

JOB ACTION

Time loss due to a site job action will not affect the student's promotion from one year to the next. If time lost exceeds 5 days the student may be required to make up the learning experience. Every effort will be made to provide supplementary placements prior to the student’s anticipated date of graduation.
When job action is occurring at a fieldwork site, while students are on placement at that site, students cannot go into the fieldwork site if:

a) the fieldwork supervisor is not working,
b) the fieldwork supervisor is providing essential services only,
c) fieldwork site policy or management of a fieldwork site indicate “no students” on site during labour action,
d) a union’s regulation indicates that students MAY NOT cross picket lines even when the fieldwork educator is working a normal shift.

During job action it is the student's responsibility to stay in close contact with the Director (or delegate) or the fieldwork educator. Students who, for personal reasons, choose NOT to cross picket lines during job action, when their fieldwork supervisor is working a normal shift and union regulation permits, are required to make up the time lost prior to graduation.

**LEAVE FOR CONTINUING EDUCATION**

Continuing education leave is not normally granted to students during a placement. Exceptions are considered when:

1) a course or conference (not exceeding one day) is recommended, and attended by, the fieldwork educator or fieldwork site staff and is relevant to the area of practice in which the student is doing the placement.

2) the CAOT student representative is able to obtain funding to attend the national CAOT conference.

3) a student registers for the CAOT conference. In this case a request must be made to the university academic fieldwork coordinator prior to registering and the decision will be made taking into consideration the student's past fieldwork experiences and previous time lost.

**LEAVE FOR ATHLETIC ACTIVITIES**

Students anticipating selection to a UBC or national team or event must inform the university fieldwork coordinator in writing of possible conflicts with placement scheduling at the beginning of term, and collaborate in effectively planning fieldwork. Where substantial time loss is involved, the student is required to make up the time prior to graduation.

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* Substantial time loss is more than 10% of one placement or more than 10 days cumulatively across all placements.
STUDENT'S LEARNING OBJECTIVES

Students are expected to have documented core learning objectives appropriate to the service area. Students are expected to meet these objectives appropriate to the level of placement they are on (level 1, 2 or 3.)

Core learning objectives should include the common areas of practice and comprise the knowledge, skills and attitude domains of learning that incorporate and exercise clinical reasoning.

Students are to review the core learning objectives and add personal objectives that would tailor and augment their development as an occupational therapist. Students take responsibility for ensuring objectives are met with the guidance of the fieldwork educator. Guidelines for the development and structure of personal learning objectives are provided during fieldwork classes.

COMMUNICATION PRIOR TO THE COMMENCEMENT OF PLACEMENT

STUDENT RESPONSIBILITY before the placement …

Students are required to write and forward (site profile should indicate if email is acceptable format), an introductory letter to each fieldwork site to which they are assigned, 6 weeks prior to the commencement of the placement. The letter summarizes their most relevant pre-rehabilitation experiences, previous fieldwork placements, identifies areas in which further expertise is required, and specific goals and interests related to the upcoming placement. Guidelines for writing the letter of introduction are provided to students.

It is the student’s responsibility to forward the letter to the appropriate fieldwork site contact person at least six weeks prior to the placement. If the student has not heard from the fieldwork site 3 weeks prior to the start of the placement, the student will call the contact person at the fieldwork site to ensure the letter of introduction was received. It is the student’s responsibility to ensure the letter has been received. Should a letter not be received the placement may be cancelled. The fieldwork supervisor is asked to note, on the evaluation form, the fulfillment of this commitment.
LETTER OF INTRODUCTION – FORMAT

Date

return address
phone number

Mr./Ms (check facility profile for preference & name)
title (e.g. Manager, Occupational Therapy -- check facility profile)
facility name
address

Dear Mr./Ms

re: Level 1, 2 or 3 fieldwork placement May 7 - June 15 (correct dates)

OR

Introductory sentence confirming placement level and dates.

Follow with two to four paragraphs outlining relevant previous experience and two to five learning objectives for the placement. You must ask a question about the common conditions/diagnosis you will be seeing and ask them for a list so you can prepare prior to arriving on placement. It is appropriate to clarify starting time, and to ask questions about advance preparation (such as requesting a reading list) or confirm required additional preparation as noted in the facility profile. Include an alternate contact address or phone number if you plan to be out of town prior to this placement, in the event the department needs to contact you. If you cannot be contacted during a specific period, give the dates you expect to be unavailable. Make sure your letter is neatly typed, and follows a business format. Check for grammatical and spelling errors. The fieldwork coordinator will proofread your letter(s) on request.

If you have a special request or extenuating circumstances (e.g. you have a medical condition that could affect performance of some duties, you want to request education leave to attend the annual conference), you should check with the fieldwork coordinator before including this in your letter. After discussing this matter and it is considered appropriate for your introductory letter, use language that is respectful and tactful to make your request. As this is the first contact you don't want to sound demanding or assuming.

Remember, your letter makes your initial impression with the fieldwork facility.

Sincerely,

Your name
Student Occupational Therapist OR Occupational Therapy Student
University of BC [especially important as many fieldwork sites have out of province students]
March 15, 2010
15 - 2935 Student Street
Vancouver, BC V1A 2B3
phone: 731-1234

Ms. Remember Everything
Manager, Occupational Therapy
Magical Hospital
Somewhere Street
Vancouver, BC V1A 2B3

Dear Ms. Everything,

re: Level 2 fieldwork placement May 7 - June 15, 2010

I am writing to confirm my six week placement at Magical Hospital, which was coordinated through the University of British Columbia.

This will be my second experience in a mental health setting. Last summer I completed two fieldwork experiences. In my first experience, a one week shadowing in an acute care out-patient setting for persons with mental illness, I was able to participate in initial interviews with patients who had depression, and was introduced to leading therapeutic groups. The second placement experience was five weeks in a long term care setting, where I had the opportunity to conduct a few interviews with residents, lead a weekly activity group, and performed several types of transfers. I worked regularly with one resident on self care activities, and observed some specialized seating consultations done by the occupational therapists.

During the past academic year we have been introduced to several assessments used in mental health settings, and to occupational therapy interventions such as projective and relaxation techniques. I am looking forward to being able to put some of these techniques into practice, as appropriate for the clientele in your setting. My learning objectives for this placement include:
1. to become comfortable working with clients with mental illnesses
2. to complete initial interviews with clients
3. to develop my record keeping skills
4. plan and implement treatment programs
5. develop skills in leading groups.

**I would appreciate a detailed list of the medical conditions/diagnoses I will see during my time with you.**
Any other suggested readings or recommendations to assist me in preparing for this Placement would also be appreciated. Please inform me of any relevant organizational policies which may not have been included in the information your site forwarded to UBC.

From the facility profile at the Department of OS&OT, I understand that I am to report to you on May 7, in the occupational therapy department at 8:30 a.m. Please contact me at the above email or phone number if this information is not correct.

Lastly, I have a special request. The CAOT Annual Conference is in Penticton this year. I would like to attend the conference if possible, although it means missing the last three days of the placement. If it is agreeable to yourself and/or the supervising therapist(s) who will be supervising me to complete the placement early, I will register for the conference. I will phone you to check on this request prior to the registration deadline.

I'm looking forward to this upcoming fieldwork placement.

Sincerely,

Hard Working
occupational therapy student
University of British Columbia
OS&OT DEPARTMENT EXPECTATIONS
AND GUIDELINES FOR PLACEMENTS

Level 1 – 5 WEEK FIELDWORK EXPERIENCE

The first fieldwork experience should permit the student to further develop skills introduced during the first term, for example, interviewing, assessment, program/treatment planning and intervention, and charting. The student will outline previous experiences and his/her goals for fieldwork in an introductory/confirmation letter to the facility at least one month prior to commencing fieldwork. This may influence the learning objectives developed by the facility in terms of identifying priority objectives. Please refer to OT curriculum for the academic content, including the year and term of study for coursework.

It is often assumed that the first placement is for observation only. However, such placements are usually extremely frustrating for students because they have acquired no new skills by the end of the placement.

Where possible, Level 1 placements should provide opportunities to actively participate in:

1. interviewing clients
2. O.T. assessments (for example, self care, homemaking, hand assessments, home assessment, interpersonal skills, etc.)
3. formulating problem (and asset) lists
4. designing intervention programs
5. implementing intervention programs with supervision (can include individual programs, for example: self-care, homemaking, basic splinting, a therapeutic activity program, a client education program; and assist in group programs, for example: relaxation groups, assertiveness groups, socialization groups, art groups, etc.)
6. charting
7. client conferences, rounds, etc.

Although students may have many other experiences during their placements, acquiring some skills in the above areas will assist them to relate to their term 2 academic content, and better prepare them for their level 2 placements. While fieldwork typically focuses on skill development, acquiring awareness of the rapidly changing practice environment, ethical practice and effective communication strategies are also essential to future practice.

In the OT Theory and Practice streams, students observed and interacted with clients who have physical dysfunction problems. Students have been required to analyze a cases, through small Case Based Tutorials where they have investigated relevant background information e.g. signs and symptoms of the disorder, identified Occupational Performance Issues, determined goals, and targeted outcomes with a simulated clients. An activity (occupation) analysis, and plan for grading the occupation used, has also been completed. A balance of physical dysfunction and psychiatry case histories were used for clients ranging from 6 - 72 years old. Students study one prime generic model of occupational therapy practice, the Canadian Model of occupational performance (in the Guidelines for Client-Centred Practice of O.T.). They need your assistance in fieldwork to generalize beyond the cases studied.
The Level 2 fieldwork experience should encourage the student to further develop the skills introduced in the first year of academic preparation and level 1 fieldwork. The student will outline previous fieldwork experiences and his/her goals for fieldwork in an introductory/confirmation letter to the facility at least one month prior to commencing fieldwork. This may influence the learning objectives developed by the facility in terms of identifying priority objectives. Please refer to OT curriculum for the academic content, including the year and term of study for coursework.

During the Level 2 fieldwork experiences, the student requires opportunities to practice interviews and assessment, and plan, implement and document therapeutic intervention. Assistance will be required initially, but with activities routine to the setting the student will progress towards minimal supervision.

Students require more time than experienced therapists to complete the same tasks, and their work should be scheduled accordingly. At this level the student should be able to take responsibility for a portion of the therapist's direct service caseload as determined by the nature of the practice, the setting, and the therapists discretion. Students at the end of year one will have identified their own strengths and goals for improvement based on the level 1 fieldwork performance. This may influence the learning objectives developed by the therapist in terms of identifying appropriate skills to emphasize.

In addition to the term 1 preparation, the students have had classroom and lab exposure to tests and measures (general OT evaluation, psychosocial, biomechanical); psychiatric conditions; medical/surgical conditions; psychosocial OT theories and interventions; biomechanical OT interventions; and psychosocial and cultural aspects of disability. They should be prepared to approach any aspect of occupational therapy client-centred practice with the exception of complex neurological conditions with the assistance of the therapist. They are able to apply the occupational performance model and the model of human occupation.

Level 2 students will progress from observation to minimal supervision for the majority of skills evaluated in any one placement.
Level 3 – FIELDWORK EXPERIENCES (Year 2 of Program- 6 weeks in length)

The level 3 fieldwork experiences should encourage the student to further develop the skills introduced in previous academic and fieldwork experience. The student will outline previous fieldwork experiences and his/her goals for fieldwork in an introductory/confirmation letter to the facility at least one month prior to commencing fieldwork. This may influence the learning objectives developed by the facility in terms of identifying priority objectives. Please refer to OT curriculum for the academic content, including the year and term of study for coursework.

The student requires opportunities to practice interviews, assessments, treatment planning, implementation and documentation, and may be involved in non-direct client activities such as administration, consultation, program development and research depending on the fieldwork setting. Some assistance and supervision will be required initially, but the student will progress towards independence for an entry level OT in all activities routine to that setting. In activities that are infrequent or highly sophisticated the student may require supervision.

Students require more time than experienced therapists to complete the same tasks, and their work should be scheduled accordingly. At this level the student should be able to take responsibility for some portion of the therapists direct service caseload (this allows some time to still observe therapists, discuss progress and follow through on improving performance when provided with feedback). Students should be prepared to approach any aspect of client-centred practice. They are able to apply the occupational performance model and model of human occupation as well as the accepted frames of reference commonly utilized in OT in organizing their approach to clientele (biomechanical, neurorehabilitation, Psychosocial rehab, developmental, Rehabilitation etc.)

In addition to year1 coursework and level 1 & 2 Fieldwork placements students have completed neuroanatomy prior to commencing their level 2 fall fieldwork.

Since these are the final fieldwork experiences, students are expected to demonstrate entry-level competency by the end of their final level 3 placement (April-May). This is reflected by ratings on the Competency Based Fieldwork evaluation form consist with level 3 expectations. Few items, if any, should require supervision at this level. The exception is for highly specialized skills for which entry level therapists would also receive some initial supervision. When students complete their final fieldwork they will return to the university for their conference where they present the results of their research project to students, faculty and clinicians. The intent of this capstone conference is to attempt to consolidate the learning that has taken place over the 2 years and to provide them an opportunity to refine their presentation skills. It is also an opportunity to allow the clinical community to take advantage of an educational opportunity and here about what research is occurring with the practice of OT.

By the end of their final level 3 fieldwork placement students should also be skilled in managing the changing work environment in a manner that ensures optimal client service/care. Strategies for coping in a changing health care environment and its culture is to be included and fostered during the students' fieldwork experiences.
STUDENT SELF-EVALUATION

FIVE, SIX & SEVEN WEEK PLACEMENTS

It is recommended that, throughout the placement, the student self evaluates his/her performance. It is suggested that students use the CBFE form to evaluate their own performance both at midterm and final evaluation points in conjunction with the fieldwork supervisor.

A summary sheet (see appendix) is to be completed at the end of each placement and made available to the university fieldwork coordinator when the student returns to the Department of OS&OT. This is subsequently included in student’s developing professional portfolio.

EVALUATION OF FACILITY

Students are required to complete a written evaluation of the fieldwork experience at mid-term and at the end of the placement on the Facility Evaluation form. These are to be signed by the student and supervising therapist and returned to the university fieldwork coordinator immediately following the placement.
ADVANCEMENT

REQUIREMENTS FOR A PASSING GRADE

By the end of the placement, students who have fulfilled the stated placement objectives, which are consistent with UBC expectations for the student's level (as described in section 3 of this manual) will pass the placement. The student will be graded a P indicating a "pass". Must achieve 60% or above in the Professional Practice I & II courses.

FIELDWORK FAILURE POLICY

If students fail a Fieldwork placement, they get one opportunity to complete an additional placement in a similar practice area. If the student is not able to successfully complete the remedial placement they are asked to leave the MOT program. A remedial placement is only offered once. If you are successful in passing the remedial placement but in turn fail a second placement, you will be asked to leave the program.

UNFORESEEN WITHDRAWAL FROM A PLACEMENT

When withdrawal from a fieldwork placement is due to illness, accident, compassionate leave, or unforeseen fieldwork site crisis/problem the following actions will occur:

1. The student must inform the university fieldwork coordinator and the fieldwork educator or site fieldwork coordinator immediately, verbally and subsequently in writing.

2. The student will be required to repeat the placement which will be arranged by the university fieldwork coordinator. Deferment of the placement may delay promotion to the next year or graduation.

3. The decision to promote first year students to the subsequent year of the program or graduation of students will be made by the promotions committee of the Department of Occupational Science and Occupational Therapy.

FAILURE DURING PLACEMENT

Pending Failure

If by the mid-term fieldwork evaluation, it appears that a student may potentially fail the placement, the fieldwork educator or site fieldwork coordinator (or delegate) must inform the student and contact the university fieldwork coordinator (or if unavailable the Head, OS&OT Department).

The student is encouraged, and has the right, to contact the university fieldwork coordinator at any time that problems are identified on a placement (e.g. own performance, relationship with fieldwork educator, quality of placement etc.) with the goal of developing possible resolutions for implementation by the student.

Reasons for Failure

1. When the student is unable to meet the stated objectives of the placement expected for the level of student, the student fails the placement. Therefore it is essential that agreement is reached on learning objectives early in the placement, so that appropriate judgments can be made in the event of possible failure.
Action
A. The university fieldwork coordinator must be informed immediately or as early as possible that student performance difficulties may result in failure.

B. An action plan is developed, in cooperation with university fieldwork coordinator, the fieldwork educator and student, for the remainder of the placement. The goal of the action plan is to remediate the problems and prevent failure, if possible.

C. The university fieldwork coordinator does a fieldwork site visit, if feasible. There is ongoing phone, fax and/or email contact between university fieldwork coordinator, student and site personnel.

D. Placement performance issues must be clearly recorded on the evaluation form by the fieldwork educator.

E. The final decision to fail the student, and the subsequent effect on student promotion, is made by the university fieldwork coordinator, the department head, and the promotions committee of the Department of Occupational Science and Occupational Therapy.

2. When withdrawal from a placement is for reasons other than illness, accident, compassionate leave, or unforeseen site crisis/problem, the student fails the placement.

Action
A. The student must inform the university fieldwork coordinator and the fieldwork educator of fieldwork site coordinator immediately verbally and subsequently in writing.

B. Under these circumstances withdrawal from a fieldwork placement will result in a “failure” for the placement and may result in “failure” for the course.

C. The decision to first year students to the next year of the program or graduate a student will be made by the promotions committee of the Department of Occupational Science and Occupational Therapy which will be guided by the policies on advancement in the UBC calendar.

3. When a student has demonstrated professionally unsuitable behaviour (see following policy).

GUIDELINES FOR PROFESSIONAL CONDUCT

The Department Head of OS&OT may, acting on her own judgement and/or on the advice of a faculty member, external instructor, or clinical fieldwork organization or supervisor, and with reference to the occupational therapy codes of ethics (COTBC 2007) remove a student from clinical placement and/or from the occupational therapy program if there is evidence that the student has:

1. Behaved or performed in a manner where there is evidence that the student’s judgement places, or potentially places students, clients, agency staff and/or volunteers, faculty or staff at risk; and/or

2. Behaved or performed in a manner which endangers or potentially endangers students, clients, agency staff and/or volunteers, faculty or staff at risk; and/or

3. Harassed/abused a client, student, agency staff, faculty, staff or others; and/or

4. Been convicted of, or charged with, a criminal offence involving violent or abusive behaviour.
Attachments
The purpose of this evaluation is to facilitate and organize communication between the student and supervisor at the midterm and end point of the fieldwork experience, as well as provide the university program with the students' perspective about the placement.

FACILITY: ____________________________

SUPERVISOR'S NAME: ____________________________

STUDENT'S NAME: ____________________________ START DATE: ____________________________

STUDENT'S LEVEL: ____________________________ END DATE: ____________________________

Check the boxes that describe your fieldwork experience.

- acute
- physical dysfunction
- hospital-based
- urban
- rehab
- mental health
- community-based
- rural
- long term
- combined
- day centre-based
- other: ____________________________

Indicate age span of clients: ____________________________

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Were you oriented to the following:</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>a) physical layout (including: library, cafeteria)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) philosophy and mandate of the facility, general policies (ex: emergency procedures)</td>
<td></td>
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<tr>
<td>c) the staff, other team members</td>
<td></td>
<td></td>
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<tr>
<td>d) physical layout (including: supplies, equipment …)</td>
<td></td>
<td></td>
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<tr>
<td>e) departmental policies &amp; procedures (ex: charting, home visit, reservations, other …)</td>
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</table>

Comments: ____________________________

<table>
<thead>
<tr>
<th>LEARNING EXPECTATIONS, GOALS &amp; OBJECTIVES</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td>Were learning objectives clearly stated at the beginning of placement?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Were learning objectives negotiated based on resources and your previous experience?</td>
<td></td>
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Comments: ____________________________
### SUPERVISION

<table>
<thead>
<tr>
<th>Did the supervisor:</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td>a) communicate in an effective manner despite possible differences in communication style?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>b) provide you with timely and appropriate feedback (both positive and negative) in a constructive and appropriately discrete manner?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>c) serve as role model or mentor?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>d) use effective demonstration and teaching skills?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>e) consistently clarify expectations?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>f) make themselves available and accessible to questions?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>g) encourage you to develop self-directed learning skills?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>h) encourage you to critically evaluate your own performance?</td>
<td>Y</td>
<td>N</td>
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</tbody>
</table>

**Comments regarding the supervision process:**

**Suggestions to further your learning experience through the second half of this placement:**

### WAS THERE OPPORTUNITY TO PRACTICE?

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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28
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<td></td>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>a)</td>
<td>interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>assessments, tests, measures</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>c)</td>
<td>develop problem/asset lists</td>
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<td></td>
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<tr>
<td>d)</td>
<td>plan intervention, target outcomes</td>
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<tr>
<td>e)</td>
<td>implement intervention plans/therapeutic modalities</td>
<td></td>
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<tr>
<td>f)</td>
<td>documentation</td>
<td></td>
<td></td>
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<tr>
<td>g)</td>
<td>evaluation of effects of intervention/outcome</td>
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<td>h)</td>
<td>from a client-centred model of practice</td>
<td></td>
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<tr>
<td>i)</td>
<td>opportunity to exchange with members of the team, department or program and with other students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>j)</td>
<td>opportunity to participate in various meetings:</td>
<td></td>
<td></td>
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<td></td>
<td>- in-services, visits to other department</td>
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<td>- unit or program meetings</td>
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<td></td>
<td>- case discussions</td>
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**Comments:**

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**LEARNING EXPECTATIONS, GOALS & OBJECTIVES**

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<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
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<tr>
<td>a)</td>
<td>Was progress towards achieving objectives discussed &amp; re-evaluated regularly?</td>
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<td>b)</td>
<td>Do you feel you achieved your learning goals and objectives?</td>
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**Comments:**

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**What were the most positive aspects of this placement?**

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</table>
If you could do this placement again, what would you suggest could be done differently?

Do you have any additional comments?

Signature: __________________________
student

copies to:  
student
site/program
UBC (with student evaluation)

therapist

Date
Student Name:_________________________________________________________

Level: 1 □  2 □  3 □

Area of Practice:
   Physical Dysfunction □  Acute Care □  children □  hospital □
   Mental Health □  rehabilitation □  adolescents □  community □
      chronic □  adults □  school □
      Longterm care □  seniors □  other: □

Facility Name:_________________________________________ Phone:________________________

Address:________________________________________________________

Supervising therapist:__________________________________________

Placement Dates:  from _____________________ to _____________________

Summary of Fieldwork Experience
(Consider client conditions, OT assessments and interventions, theoretical model used, written
and verbal system of reporting, professional issues, challenging situations, other educational
opportunities, etc.). Please continue on back of page as needed.
Self Evaluation of Knowledge, Skills & Attitudes:
a) Areas where you have strengths and/or feel competent:

b) Areas where you would like to develop and/or need to improve:

Goals for next placement
STUDENT MANUAL

PLACEMENT SUMMARY SHEET (2A)

Student Name: ____________________________________________________________

Level: 1 [ ] 2 [ ] 3 [ ]

Area of Practice:

- Physical Dysfunction [ ]
- Mental Health [ ]
- Acute Care [ ]
- Rehabilitation [ ]
- Chronic [ ]
- Long-term care [ ]
- Children [ ]
- Adolescents [ ]
- Adults [ ]
- Seniors [ ]
- Hospital [ ]
- Community [ ]
- School [ ]
- Other [ ]
- State: ______________________

Facility Name: ______________________________________ Phone: ________________

Address: __________________________________________________________________

Supervising therapist: ________________________________________________________

Placement Dates: from _____________________ to _______________________

Summary of Fieldwork Experience
(Consider client conditions, OT assessments and interventions, theoretical model used, written and verbal system of reporting, professional issues, challenging situations, other educational opportunities, etc.). Please continue on back of page as needed.
Self Evaluation of Knowledge, Skills & Attitudes:

a) Areas where you have strengths and/or feel competent:

b) Areas where you would like to develop and/or need to improve:

Goals for next placement
STUDENT MANUAL

PLACEMENT SUMMARY SHEET (2B)

Student Name: ________________________________________________________________

Level: 1 ☐  2 ☐  3 ☐

Area of Practice:

- Physical Dysfunction ☐ Acute Care ☐ children ☐ hospital ☐
- Mental Health ☐ rehabilitation ☐ adolescents ☐ community ☐
- chronic ☐ adults ☐ school ☐
- Longterm care ☐ seniors ☐ other: ☐

Facility Name: ____________________________________________ Phone:____________________

Address:__________________________________________________________

Supervising therapist:____________________________________________________

Placement Dates: from __________________ to ____________________________

Summary of Fieldwork Experience
(Consider client conditions, OT assessments and interventions, theoretical model used, written
and verbal system of reporting, professional issues, challenging situations, other educational
opportunities, etc.). Please continue on back of page as needed.
Self Evaluation of Knowledge, Skills & Attitudes:

a) Areas where you have strengths and/or feel competent:

b) Areas where you would like to develop and/or need to improve:

Goals for next placement
STUDENT MANUAL

PLACEMENT SUMMARY SHEET (3A)

Student Name: _______________________________________________________

Level: 1 [ ] 2 [ ] 3 [ ]

Area of Practice:
- Physical Dysfunction [ ]
- Mental Health [ ]
- Acute Care [ ]
  - rehabilitation [ ]
  - chronic [ ]
  - Longterm care [ ]
- children [ ]
- adolescents [ ]
- adults [ ]
- seniors [ ]
- hospital [ ]
- community [ ]
- school [ ]
- other: state: ____________________________

Facility Name: ___________________________________________ Phone: ______________________

Address: _____________________________________________________________

Supervising therapist: _________________________________________________

Placement Dates: from ____________________ to _______________________

Summary of Fieldwork Experience
(Consider client conditions, OT assessments and interventions, theoretical model used, written and verbal system of reporting, professional issues, challenging situations, other educational opportunities, etc.). Please continue on back of page as needed.
Self Evaluation of Knowledge, Skills & Attitudes:

a) Areas where you have strengths and/or feel competent:


b) Areas where you would like to develop and/or need to improve:


Goals for next placement
STUDENT MANUAL

PLACEMENT SUMMARY SHEET (3B)

Student Name:__________________________________________________________

Level: 1 [ ] 2 [ ] 3 [ ]

Area of Practice:
Physical Dysfunction [ ] Acute Care [ ] children [ ]
Mental Health [ ] rehabilitation [ ] adolescents [ ]
chronic [ ] adults [ ]
Longterm care [ ] seniors [ ] hospital [ ]
community [ ] school [ ]
other: [ ] state: ____________________________

Facility Name:________________________________ Phone:____________________

Address:_____________________________________________________________

Supervising therapist:___________________________________________________

Placement Dates: from ______________________ to ______________________

Summary of Fieldwork Experience
(Consider client conditions, OT assessments and interventions, theoretical model used, written
and verbal system of reporting, professional issues, challenging situations, other educational
opportunities, etc.). Please continue on back of page as needed.
Self Evaluation of Knowledge, Skills & Attitudes:

a) Areas where you have strengths and/or feel competent:

b) Areas where you would like to develop and/or need to improve:

Goals for future employment
June 22, 2005

Donna Drynan
Fieldwork Coordinator
UBC School of Rehabilitation Sciences
Occupational Therapy Division
T325, 2211 Wesbrook Mall
Vancouver, BC V6T 2B5

Dear Ms. Drynan

Re: Title Recommended for Occupational Therapy Students on Fieldwork Placement

Further to your request for clarification on the designation or title an occupational therapy student on a fieldwork placement should use, I have summarized the college’s position for students below.

The mandate of the College of Occupational Therapists of British Columbia (COTBC), established under the Health Professions Act is to serve and protect the public. It does this by setting standards for entry to practice the profession in BC, establishing programs and guidelines to ensure that occupational therapists practice safely, ethically and competently, and investigating complaints raised about registrants’ practice or conduct.

The title “occupational therapist” or “O.T.” is protected by law (Health Professions Act and the Occupational Therapist’s Regulation) and only a person registered with the COTBC is authorized to use the title or hold oneself out to provide occupational therapy services. This is referred to as title protection and is an important regulatory mechanism used to help the public readily identify those individuals who are registered with the College and their accountability for the occupational therapy services provided. Title protection is in fact a privilege extended to those occupational therapists that have met entry level requirements to practice and maintain their accountability for meeting essential competencies and continued competence.

UBC occupational therapy students on a fieldwork placement have a responsibility to appropriately represent themselves to their clients and team members. The use of a title or designation helps a person to identify the roles and characteristics associated with that title. For occupational therapy students this means representing themselves, their knowledge, skills and abilities in a clear and open manner. Clients should understand that you are a student and under the supervision of a registered occupational therapist.
Title or designation: The College recommends that an occupational therapy student use the designation “Student Occupational Therapist or Student O.T.” or “Occupational Therapy Student or O.T. Student”. Designation on your name badge and on client records should make it clear to the public and team members of your role in that fieldwork placement. Use of other credentials in a fieldwork placement is not necessary and does not serve the public protection purpose.

The purpose of a title or designation is to inform the public of your role, level of knowledge and accountabilities to a registered occupational therapist.

For more information about the College, please visit our website at [www.cotbc.org](http://www.cotbc.org)

Yours truly

[Signature]

Kathy Corbett
Registrar
Title: Student Safety Abroad

Background & Purpose:

Background

UBC is a global university with internationalization as one of the core elements of its mission, and an increasing number of students undertake international travel for the purpose of study, research, work, volunteer and service learning as part of the UBC experience. Such activities can expose students to certain health and safety risks.

Purpose

The purpose of this Policy is to set standards to enable safer student experiences abroad. This will be done by providing a process for approving student international travel for University Activities; by providing tools to enable the assessment of any risks associated with individual locations students may travel to for a University Activity; to enable the University to better respond to emergency situations; and by establishing risk management resources to enable student travelers to be informed of and manage the risks associated with travelling abroad.

1. Definitions

1.1. “Activity Sponsor” means with respect to a University Activity the UBC faculty or staff member who has actively organized or coordinated a University Activity, or if there is no such person, the Head of Unit.

1.2. “Head of Unit” is the head of the academic unit or the administrative unit that approves the University Activity, sponsors the University Activity or gives academic credit for the University Activity. Particular instances include:

1.2.1. In the case of travel sponsored by the Go Global Office, the Director of Go Global.

1.2.2. In the case of a Graduate Student enrolled in the Faculty of Graduate Studies (Vancouver Campus) or the College of Graduate Studies (Okanagan Campus):

1.2.2.1. when the University Activity is related to a particular University course the Head of Unit is the Department Head of the Department offering the course,
or the Dean of the Faculty offering the course if the Faculty does not have Departments.

1.2.2.2. when the University Activity is non-course related the Head of Unit is the Dean of the Faculty of Graduate Studies (Vancouver Campus) or Dean of the College of Graduate Studies (Okanagan Campus).

1.2.3. In the case of a student enrolled in a Continuing Studies course the Head of Unit is the Executive Director, Continuing Studies.

1.3. “Student” means individuals enrolled in a program of study or registered in credit or non-credit courses at the University.

1.4. “University Activity” means any activity:

1.4.1. undertaken by a student to fulfill a requirement for academic progress at the University; or

1.4.2. officially organized by the University; or

1.4.3. paid for in whole or in part from University funds, including without limitation, third party research or other funds administered by the University.

University Activities do not include:

1.4.3.1. activities sponsored or organized by student clubs or associations affiliated with the Alma Mater Society of UBC Vancouver, the Graduate Students Society or the Students’ Union of the University of British Columbia Okanagan; or

1.4.3.2. activities organized solely by a student or group of students;

unless they otherwise meet the definition of University Activities.

2. Scope

2.1. This Policy applies to any Student travel outside of Canada in connection with a University Activity.

2.2. Faculty and staff are frequently approached by individual Students or groups of Students for advice regarding planned international travel. Faculty or staff providing advice to such Students should clarify with the Students at the outset whether or not such travel is for a University Activity and if so, inform the Students of their obligations pursuant to this Policy.

2.3. If any person is uncertain whether or not contemplated travel is considered to be for a University Activity pursuant to this Policy, they should consult with the Go Global Office for a determination.

2.4. All Students planning to travel abroad for a purpose other than a University Activity do so as private citizens. Such Students are solely responsible for making their own travel arrangements and making their own decisions regarding personal safety. While they are not required to
comply with this Policy, such Students are nonetheless permitted and encouraged to voluntarily contact Go Global for advice, support and/or registration of their travel arrangements with the Student Safety Abroad Registry.

3. **Travel Planning and Responsibilities**

3.1. The University provides resources and support services aimed at facilitating safe travel experiences for Student travelers. The University maintains the Go Global Office to, among other functions, educate Student travelers about health and safety issues, facilitate Student travel in a safe manner, and act as a resource for Student travelers, Activity Sponsors and Heads of Units. However, the University cannot ensure that Student travel will be problem free or account for all the potential health and safety risks that Students might experience while out of country.

3.2. All Student travelers have the primary responsibility to prepare themselves in advance of international travel, to research and be aware of the risks involved in their planned trip, to ensure that they are physically and mentally prepared for the travel, to ensure they have appropriate medical and other insurance for the travel, to conduct themselves in a safe manner while travelling, and to bring any concerns they may have to the attention of the senior University official at the place of travel (if any) as well as the Go Global Office as soon as possible after the concern arises.

3.3. Prior to participating in University Activities outside of Canada Students must register their travel plans with the University through the Go Global Office and obtain any authorizations to travel that are required in the Procedures to this Policy.

3.4. Any Student planning to travel for a University Activity who has concerns about their personal safety during the upcoming travel should identify their concerns with the Activity Sponsor and/or their Head of Unit as well as the Go Global Office who will work with the student to address the issue.

3.5. Where required by the Procedures, Activity Sponsors must consult with the Go Global Office regarding University Activities outside of Canada and must comply with the directions of the Go Global Office.

3.6. Each Head of Unit must consider applications for authorization to travel for Students participating in University Activities in accordance with this Policy and any accompanying Procedures.

3.7. The University has no control over international events, and will not be responsible to refund any costs or losses, including the loss of timely academic progress, associated with Student travel or the cancellation of Student travel. This will be the case whether:

3.7.1. the Student travel is not authorized pursuant to this Policy; or

3.7.2. authorization for travel is revoked pursuant to this Policy; or

3.7.3. the Student doesn’t travel because of concerns for personal safety.
PROCEDURES

Approved: February 2010

Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors and are incorporated in the next publication of the UBC Policy and Procedure Handbook."

1. Definitions

1.1. “DFAIT” means the Canadian Department of Foreign Affairs and International Trade.

2. Travel Support

2.1. The Go Global Office provides support for the implementation of this Policy by:

2.1.1. Maintaining the UBC Student Safety Abroad Registry, including Student emergency contact information;

2.1.2. Staying informed of changing conditions as articulated in the DFAIT Travel Advisories and communicating these changes to affected University units and Students traveling abroad provided the Students are registered with Go Global in accordance with this Policy and these Procedures;

2.1.3. Working with Activity Sponsors, academic units and other programs to provide advice and assistance, particularly in cases where there is a Level 3 or 4 DFAIT Travel Advisory, and advising University authorities on decisions to restrict Student travel;

2.1.4. Working with academic units and other programs to assist when risk ratings change;

2.1.5. Offering pre-departure checklists, workshops and resource materials, and advising, to outgoing Student travelers.

3. Risk Rating System

3.1. The University relies upon the Risk Rating System established by DFAIT to assess whether or not Students should engage in University Activities in various regions of the world. The table below lists the DFAIT Ratings and the recommendations of DFAIT associated with them as well the level assigned to them when referred to in this Policy. The Risk Rating System is generated and maintained by DFAIT and other outside agencies. The Go Global website (http://www.students.ubc.ca/global/) provides a link to the DFAIT Travel Advisories but the University is not responsible for the accuracy and content of the travel information provided by DFAIT.
<table>
<thead>
<tr>
<th>DFAIT Rating</th>
<th>Definitions</th>
<th>University Equivalent Travel Advisory Risk Level</th>
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<tbody>
<tr>
<td>“Exercise Normal Security Precautions”</td>
<td>There are no significant security concerns. DFAIT advises to exercise normal security precautions in this country or region.</td>
<td>Level 1</td>
</tr>
<tr>
<td>“Exercise High Degree of Caution”</td>
<td>There are identifiable security concerns, and travelers should be alert and vigilant to their surroundings. DFAIT advises to exercise a high degree of caution in this country – or in specified regions of this country.</td>
<td>Level 2</td>
</tr>
<tr>
<td>“Avoid Non-Essential Travel”</td>
<td>There is a specific security concern, and travelers should reconsider their need to travel at this time. DFAIT advises against non-essential travel to this country – or specified regions of this country. Travelers without essential reasons to be in this country or specified regions should leave.</td>
<td>Level 3</td>
</tr>
<tr>
<td>“Avoid All Travel”</td>
<td>There is an extreme risk to personal safety, and Canadians should not travel at this time. DFAIT advises against all travel to this country - or specified regions of this country. Canadians in this country or specified regions should leave.</td>
<td>Level 4</td>
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</table>

4. **Travel to Level 1 “Exercise Normal Security Precautions” or Level 2 “Exercise High Degree of Caution” Travel Advisory Destinations**

4.1. Students may travel for University Activities to locations with a DFAIT Travel Advisory of Level 1 or Level 2 provided that they comply with the conditions and requirements set out in the Policy and these Procedures (see for example the requirements in Article 10 of the Procedures). Provided they comply with the conditions and requirements set out in this Policy they are not required to seek authorization for such travel pursuant to this Policy.

5. **Authorization for Travel to Level 3 “Avoid Non-Essential Travel” or Level 4 “Avoid All Travel” Travel Advisory Destinations**

5.1. The University will not authorize Student travel to a country or region of a country with a Level 3 or a Level 4 Travel Advisory to engage in a University Activity unless exceptional circumstances exist. If a Student believes exceptional circumstances exist to justify the University giving the Student a special authorization, he or she may apply for special authorization as outlined in Article 5.2 of these Procedures.
5.2. A Student seeking special authorization to travel in a country or region of a country with a DFAIT Level 3 or Level 4 Travel Advisory must apply to their Head of Unit to seek authorization following the process provided by Go Global, within the timeframes stipulated by Go Global. The Go Global website at (http://www.students.ubc.ca/global/) outlines the process needed to apply to the Head of Unit, and the timelines for such application.

5.3. It is the responsibility of the Head of Unit to determine whether to grant or to decline to grant the authorization requested in Article 5.2 of these Procedures. Such determination must be made using the process outlined on the Go Global website which will include notification to the Student. Before approving this travel the Head of Unit must consult with the Go Global Office, and at a minimum, be satisfied that:

5.3.1. The travel has the written support of the Activity Sponsor;
5.3.2. The travel has the written support of the Go Global Office;
5.3.3. For a Student under the age of 19 years, the trip has the written support of the Student’s parents or legal guardians;
5.3.4. The travel is academically necessary for the Student and if not carried out at the proposed location and time there will be serious negative consequences for the Student’s academic program;
5.3.5. The Activity Sponsor or Student has submitted a risk assessment and emergency planning document which has been developed in consultation with the Go Global Office and which is deemed by the Go Global Office as satisfactory;
5.3.6. The Activity Sponsor or Student can demonstrate that the Student has taken adequate steps to mitigate risks at the location and will have adequate support and guidance while in the region. In making this assessment the Head of Unit should consider the Student’s experience and background in the region, whether a University employee is travelling with the Student and/or whether the Student is travelling with an established local organization with expertise in providing safe travel within the region;
5.3.7. If the travel is to a region of a country with a Level 4 Travel Advisory, the travel has written support of the Dean of the Student’s Faculty;

Special authorizations of this nature will only be granted in exceptional circumstances. The fact that the conditions listed above have been met does not create any entitlement to a special authorization from the Head of Unit.

6. **Revocation of Authorization**

6.1. Notwithstanding a decision made by the Head of Unit pursuant to Article 5.3 of these Procedures to authorize travel for a particular Student, the Academic Responsible Executive or his or her delegate (with respect to University Activities that that receive academic credit), or the Vice President Students or his or her delegate (for non-credit bearing University Activities), may review a Student’s application for authorization and may decide to revoke such authorization for the Student to travel as a result of safety concerns. Such determination must be made in writing and sent to the Head of Unit, the Student and the Go Global Office. For the
purposes of this Article the Academic Responsible Executive with respect to Students registered in courses at the University’s Vancouver Campus is the Provost and Vice President Academic, and the Academic Responsible Executive with respect to students registered in courses at the University’s Okanagan Campus is the Deputy Vice Chancellor and Principal UBC Okanagan.

7. **Changes to Risk Ratings**

7.1. Should the DFAIT Travel Advisory Risk Rating of a country or region of a country be increased while Students are participating in University Activities, Go Global will advise Students registered in the Student Safety Abroad Registry and the appropriate Head of Unit. In this situation Students are required to follow the direction of the University, and leave the region or country if instructed by the University to do so. Students who refuse to follow the instructions of the University will be considered to be on unauthorized travel and will be subject to the provisions of Article 8 of the Procedures.

7.2. The Go Global Office may, when it is in receipt of compelling information that a country or region of a country presents a material increased risk to travelers, may determine that a country or region of a country has a higher risk Level for the purposes of this Policy, notwithstanding that DFAIT has not done so. In such cases this Policy will apply as if such country or region of country has such higher risk Level, and Go Global shall take steps to communicate this decision to appropriate persons in the University community. Nothing in this Article 7.2 shall act to create an obligation on the part of the University to independently assess risk levels in other countries in any particular case.

8. **Unauthorized Travel**

8.1. Where the University has not authorized Student travel for a University Activity, or where such authorization has been revoked as a result of safety concerns, then if the Student undertakes the travel, he or she will be considered to be travelling as a private citizen and may not hold himself or herself out as travelling for a University Activity.

8.2. No University resources can be used, or University sponsorship provided, in support of unauthorized Student travel for a University Activity. In the event the University becomes aware of such unauthorized travel the Head of Unit may, at his or her discretion, take any of the following measures:

8.2.1. suspend or cancel the University Activity or the Student’s participation in the University Activity;

8.2.2. suspend or cancel any funding to the Student from sources controlled by the University;

8.2.3. subject to applicable laws, and with the approval of the University’s Access and Privacy Manager,

8.2.3.1. advise third parties of the Student’s situation (for example government agencies, or the parents, guardians or next of kin of the Student);

8.2.3.2. advise third parties that the Student is not travelling under the auspices of the University or with the authorization of the University;
8.2.4. if the Head of Unit is the head of an academic unit;

8.2.4.1. with the approval of the Dean of the relevant Faculty, withdraw the Student from registration in, or place the Student on leave from, any course or program related to the travel;

8.2.4.2. with the approval of the Dean of the relevant Faculty, decline to award academic credit for activities undertaken while travelling;

8.2.4.3. determine that any research conducted while traveling may not be used as a means of meeting a degree requirement at the University.

8.2.5. impose such other restrictions as the Head of Unit feels are warranted by the situation.

8.3. When making a decision pursuant to Article 8.2, a Head of Unit must consider any information that has been received by the Head of Unit from the Student.

8.4. Decisions made pursuant to Article 8.2.4 may be subject to appeal within the Student’s Faculty and can be ultimately appealed to the appropriate committee of Senate that has jurisdiction.

9. Requirements to Report Problems

9.1. UBC staff and faculty must report significant problems related to the health and safety of Students abroad to the Head of Unit as soon as possible after learning of the problem. The Head of Unit is then required to consult with the Director of Go Global in determining how best to support the Student;

9.2. UBC Students should report any concerns or problems related to their own health and safety abroad to the senior University official in the place of travel (if any) and to the Go Global Office as soon as possible during their travel;

9.3. The Go Global Office will provide the Student with access to all relevant UBC resources, and where necessary, will coordinate a response to any problem and notify the appropriate University officials.

10. General Travel Procedures

10.1. Any Student who travels for a University Activity abroad must register in the Student Safety Abroad Registry maintained by the Go Global Office and comply with any other requirements issued by the Go Global Office.

10.2. All Students with Canadian citizenship are required to register in the DFAIT “Registry of Canadians Abroad” system prior to undertaking travel outside of Canada for a University Activity. Students who hold other citizenships can still register in this system, and may also wish to register with the consulate of their home country.

10.3. Students traveling outside of Canada for a University Activity to destinations with a Level 1 Travel Advisory are required to complete the online pre-departure health and safety checklist offered through the Go Global Office.
10.4. Students traveling outside of Canada for a University Activity to locations with a Level 2 “Exercise High Degree of Caution” Travel Advisory are required to complete the online pre-departure health and safety workshop, offered through the Go Global Office and must sign the Level 2 Student Mobility Agreement.

10.5. Students who have been authorized to travel outside of Canada for a University Activity to locations with a DFAIT Level 3 “Avoid Non-Essential Travel” Travel Advisory or a DFAIT Level 4 “Avoid All Travel” Travel Advisory pursuant to this Policy must meet the conditions outlined in Article 5.3 of the Procedures, must work with Go Global to complete a Safety Planning Record and emergency plan, must complete an in-person pre-departure health and safety briefing, and must sign the Level 3 Student Mobility Agreement or Level 4 Student Mobility Agreements, as appropriate.

10.6. Go Global will keep a copy of all written authorizations granted by Head of Units, as well as refusals to authorize travel made by Head of Units, as well as the risk assessment and emergency plan developed for each Student traveler.