The OT Fieldwork Manual has evolved over time. The first edition was a joint effort with the Division of Physical Therapy by Susan Lee and Sue (Ryan) Stanton, distributed in 1984. Subsequent major revisions were completed in:

- 1986 Jane O’Callahan
- 1988 Catherine Backman
- 1994 Sue Forwell
- 1999 Sue Forwell
- 2004 Donna Drynan
- 2009 Donna Drynan
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preamble</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Department of Occupational Science and Occupational Therapy</td>
<td></td>
</tr>
<tr>
<td>Who to Contact</td>
<td>i</td>
</tr>
<tr>
<td>Course of Study</td>
<td>i</td>
</tr>
<tr>
<td>Benefits of Participating in Fieldwork</td>
<td>ii</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>iii</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>iii</td>
</tr>
<tr>
<td><strong>SECTION #1: Fieldwork Policies Related to Students</strong></td>
<td></td>
</tr>
<tr>
<td>Roles &amp; Responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>Stakeholders in Canada</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Ethical Conduct</td>
<td>3</td>
</tr>
<tr>
<td>Student's Learning Objectives</td>
<td>4</td>
</tr>
<tr>
<td>First Aid &amp; CPR</td>
<td>4</td>
</tr>
<tr>
<td>Communication Prior to the Commencement of Placement</td>
<td>4</td>
</tr>
<tr>
<td>Insurance Coverage</td>
<td>5</td>
</tr>
<tr>
<td>Out-of-Town Placements</td>
<td>5</td>
</tr>
<tr>
<td>International Placements</td>
<td>6</td>
</tr>
<tr>
<td>Dress Code</td>
<td>9</td>
</tr>
<tr>
<td>Criminal Record Checks</td>
<td>10</td>
</tr>
<tr>
<td>Student Assignments during Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Student's Work Hours</td>
<td>11</td>
</tr>
</tbody>
</table>
Requests for Placements from International Students ................................................ 31

SECTION #3: The Master of Occupational Therapy (MOT) Program

Mission .......................................................................................................................... 33

Vision ......................................................................................................................... 33

MOT Program Goals .................................................................................................. 33

Academic Program ..................................................................................................... 34
  Course Descriptions
  Curriculum Map

Organization of Fieldwork Program ........................................................................ 36
  Required Fieldwork Hours
  Block Placements (second, third and fourth year)
  Cooperative Fieldwork Placements
  Offering Placements
  Student's Fieldwork Profile
  Student's Preparation for Placements
  Site Preparation for Student Placements
  National Liaison

MOT Expectations and Guidelines for Placements .................................................... 39
  Level 1
  Level 2
  Level 3

Roles and Responsibilities ....................................................................................... 42
  University Fieldwork Coordinator

Evaluation of the Program ....................................................................................... 43
  Accreditation of the Occupational Therapy Program
  Evaluation by Students
  Evaluation by Affiliated Facilities

APPENDICES

Appendix A: Student Evaluation of Fieldwork Experience
Appendix B: Student Feedback about Clinical Placement
Appendix C: Competency Based Fieldwork Evaluation for Occupational Therapists
Appendix D: Evaluation of Clinical Fieldwork Coordinator by Clinicians and Managers of Affiliated Clinical Sites
Appendix E: Sample Check List for Student Orientation
Appendix F: Site Profile for Fieldwork
Appendix G: Elements of Learning Objectives
Appendix H: Sample Formats for Documenting Learning Objectives
Appendix I: Canadian Guidelines for Fieldwork Education in Occupational Therapy
Department of Occupational Science and Occupational Therapy

WHO TO CONTACT

A. For fieldwork issues contact:
   1. Fieldwork Coordinator – Donna Drynan (604) 822-7415
   2. Fieldwork Assistant – Jean Hsieh (604) 822-7416

B. For academic and administrative issues contact:
   1. Head – Tal Jarus (604) 827-3392
   2. Curriculum Coordinator – Michael Lee (604) 822-7029

COURSE OF STUDY

The Department of Occupational Science and Occupational Therapy assumes primary responsibility for organizing and designing the occupational therapy curriculum and therefore fieldwork education, that enables students to acquire the competencies required of an entry level occupational therapist.

The graduate curriculum in the Department of Occupational Science and Occupational Therapy is developed by the curriculum committee, in accordance with specific professional accreditation guidelines, and consistent with the standards of the university. Students influence curriculum development through course evaluations and representation at many committee levels. Curricula are approved by the Department’s Curriculum Committee, the Council of the Department, and the Senate of the University.

The foundation for the curriculum is from a core of studies in the humanities, the natural, social and medical sciences and studies in the principles of rehabilitation practice and research that are germane to the profession. There is a logical core of studies in which occupational therapy and students from other disciplines participate together, where they begin to understand each profession’s unique body of knowledge. Further interprofessional experiences are integrated into the professional coursework to acquaint students with the roles of other members of the health care team who participate in the promotion, maintenance and restoration of health and well-being.

The provision of fieldwork education is a fundamental component of the occupational therapy education program. It facilitates the student's successful transition into the role of a competent health professional. The program is based on learning experiences in traditional and non-traditional settings that allow the student to develop, consolidate and integrate the knowledge, skills, attitudes, and judgement taught in the academic setting.
BENEFITS OF PARTICIPATING IN FIELDWORK

There are numerous benefits, attributes and spin-off advantages that the experience of being a fieldwork educator brings. A 1991 survey conducted by the Health Management Resource Group for CAOT showed many positive aspects for participating in fieldwork education, as have fieldwork educators of UBC students in their evaluation of students and the UBC fieldwork program. The following are examples of benefits from these sources.

• Students bring the profession's new ideas and current thinking into the workplace. You and your colleagues can benefit from the new information for which you may not have had the opportunity to familiarize yourselves.

• Therapists who participate in fieldwork report it to be a stimulating experience.

• Supervising a student can expand your personal skills in a way which will benefit you throughout your career and into other aspects of your life, e.g. supervisory and administrative skills, priority-setting, time management and delegation of tasks.

• A history of involvement in fieldwork education develops your skills as a teacher and thereby diversifying your skill set, strengthening your resume and enhancing your professional marketability.

• Maintaining a teaching component in your professional life will provide both greater career satisfaction and more ways to demonstrate your capabilities, at the same time as providing better service to your clients.

• Clinicians participation in fieldwork contribute to reducing manpower shortages.

• A track record of supervision will enhance your career opportunities; as more employers understand the professional obligation, clinicians who elect not to participate will be considered less “employable” once manpower shortages have been resolved.

• Direct supervision of students is only one component of fieldwork. Other involvement in fieldwork education can take the form of mentoring new supervisors, assisting in recruitment and education of supervisors, assisting department heads, involvement with university project teams, promoting fieldwork to employers, and assisting with recognition of peers.

• Participation in fieldwork provides continuing education through workshops, seminars and educational materials.

• As the fieldwork program is integral to the OT curriculum, you are better connected to the university, its faculty and resources.
DEFINITIONS OF TERMS

University Fieldwork Coordinator
(alternatively Academic Fieldwork Coordinator, Director of Fieldwork Education)
An individual, employed by the university, whose primary concern is the administration of the occupational therapy fieldwork education program.

Facility Fieldwork Coordinator
(alternatively Education Coordinator, Clinical Specialist, Senior Occupational Therapy, Manager, Director)
An individual, employed by a facility or agency, who is responsible for arranging student placements in the facility or agency, communicating with the academic fieldwork coordinator, and overseeing the evaluation of the student and professional development of the supervisor.

Fieldwork Educator
(alternatively Supervising Therapist, Clinician, Supervisor, Preceptor)
An individual(s) who is responsible for the direct instruction, supervision and evaluation of the occupational therapy student in the fieldwork setting.

Student Placement
Any fieldwork education block that occurs prior to graduation. May also be referred to as clinical fieldwork.

ABBREVIATIONS

UBC
The University of British Columbia

OS&OT
Occupational Science and Occupational Therapy

RHSC
Designation used in the UBC Calendar for cross discipline courses offered by the Department of OS&OT

RSOT
Designation used in the UBC Calendar for courses offered in the Department of OS&OT
CAOT
Canadian Association of Occupational Therapists

BCSOT
British Columbia Society of Occupational Therapists

CBFE-OT
Competency Based Fieldwork Evaluation for Occupational Therapists

CGFEOT
Canadian Guidelines for Fieldwork Education in Occupational Therapy

FS-PRO
Fieldwork Site Profile

NPS
National Placement Service
### Section 1

**FIELDWORK POLICIES RELATED TO STUDENTS**

**CONTENTS**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles &amp; Responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>Stakeholders in Canada</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Ethical Conduct</td>
<td>3</td>
</tr>
<tr>
<td>Student's Learning Objectives</td>
<td>4</td>
</tr>
<tr>
<td>First Aid &amp; CPR</td>
<td>4</td>
</tr>
<tr>
<td>Communication Prior to the Commencement of Placement</td>
<td>4</td>
</tr>
<tr>
<td>Insurance Coverage</td>
<td>5</td>
</tr>
<tr>
<td>Out-of-Town Placements</td>
<td>5</td>
</tr>
<tr>
<td>International Placements</td>
<td>6</td>
</tr>
<tr>
<td>Dress Code</td>
<td>9</td>
</tr>
<tr>
<td>Criminal Record Checks</td>
<td>10</td>
</tr>
<tr>
<td>Student Assignments during Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Student's Work Hours</td>
<td>11</td>
</tr>
<tr>
<td>Time Loss</td>
<td></td>
</tr>
<tr>
<td>Illness or accident</td>
<td></td>
</tr>
<tr>
<td>Compassionate leave</td>
<td></td>
</tr>
<tr>
<td>Doctor &amp; Dentist Appointments</td>
<td></td>
</tr>
<tr>
<td>Job Action</td>
<td></td>
</tr>
<tr>
<td>Leave for Continuing Education</td>
<td></td>
</tr>
<tr>
<td>Leave for Athletic Activities</td>
<td></td>
</tr>
<tr>
<td>Guidelines for OT Students on Clinical Placement during a Pandemic</td>
<td>13</td>
</tr>
<tr>
<td>Student Self-Evaluation</td>
<td>14</td>
</tr>
<tr>
<td>Level 1, 2, &amp; 3 Placements</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Fieldwork Site</td>
<td>14</td>
</tr>
<tr>
<td>Advancement</td>
<td>14</td>
</tr>
<tr>
<td>Requirements for a Passing Grade</td>
<td></td>
</tr>
<tr>
<td>Unforeseen Withdrawal from a Placement</td>
<td></td>
</tr>
<tr>
<td>Failure during Placement</td>
<td></td>
</tr>
<tr>
<td>Unprofessional Conduct</td>
<td></td>
</tr>
</tbody>
</table>
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 CAOT fieldwork 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.

The student's roles and responsibilities appear below while the fieldwork educator (supervisor) and site fieldwork coordinator are presented in Section 2 of this manual. In Section 3 the roles and responsibilities of the university fieldwork coordinator are included.

**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 (see Appendix A).

14. Provides a separate written evaluation of the placement to the OT Fieldwork Coordinator after the placement (see Appendix B) if asked by UBC Fieldwork Coordinator.

**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.
STUDENT'S LEARNING OBJECTIVES

Sites assigned students are expected to have documented core learning objectives appropriate to the service area. Students are expected to meet these objectives appropriate to their educational level. Performance expectations for each level are included in Section 3 of this manual.

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. Guidelines for the development and structure of core learning objectives are described in Section 2 of this manual.

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.

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.

COMMUNICATION PRIOR TO THE COMMENCEMENT OF PLACEMENT

STUDENT RESPONSIBILITY before the placement …

Students are required to write and forward 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.
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 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 at least one placement in one of the more remote Health Authorities in the province. This is either Vancouver Island Health Authority (VIHA), Northern Health or Interior Health. This requirement can be fulfilled at any point in the program. As well, to not overburden the Vancouver Coastal Health Authority there is the additional requirement that each student complete at least one placement in Vancouver Coastal Health and one in the Fraser Health Authority. The rationale behind this model is that the educational program is enriched by requiring experiences in settings that differ both geographically and clinically. Therefore to embody this philosophy, students will also be required to complete one of their placements in the Vancouver Coastal region, and one in the Fraser Health region. 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 Fraser Health and one in their choice of either Northern, Island or Interior Health. 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 still 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 and primarily are granted around caregiving situations only. 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.
INTERNATIONAL PLACEMENTS

Policy

1. To be considered for a placement outside Canada, students must submit an application by May 30th for approval by the Occupational Therapy faculty at the June faculty meeting. 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 (OSOT), 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 placement sessions FW #4, or 5, 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 OT faculty 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, and
iv) a request for a list of universities or facilities to contact for fieldwork opportunities.

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, liability 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 OSOT 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.
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
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

Appendices: Information of International Placement Sites

DRESS CODE

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 blue 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 tuck into trousers or shorts and with sleeves (short or long rolled up). No regular T-shirts and shirts with non-professional logos.
- Sweaters and cardigans, 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.

CRIMINAL RECORD CHECKS

All UBC OT students have completed the Criminal Record Check (CRC) process. These CRC records are maintained at UBC in the student’s personal file. If you require a hard copy of the CRC result, please contact the student and they will be responsible for producing this hard copy for you.

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.

**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.

**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.

**GUIDELINES FOR OT STUDENTS ON CLINICAL PLACEMENT DURING A PANDEMIC**

The guidelines for students during a pandemic are based on the principles that student safety and the integrity of the learning experience are paramount during a pandemic, as at any other time during the clinical learning experience.

Should a pandemic occur whilst students are on placement in a clinical setting, the following guidelines will be followed:

1. Students will continue to attend the clinical site whilst it is safe to do so and continues to be a positive learning experience for the student. This includes the need for adequate and appropriate supervision, and the provision of an appropriate caseload. If a positive learning experience cannot be provided by the site, students will be reassigned to other sites or clinical areas (e.g.: a private clinic rather than a facility experience).

2. Students must follow the infection control policies of the facility at all times during a pandemic. If the facility requires students to be vaccinated the student must comply with this requirement or be reassigned to an alternate site. (Students will be FITT tested for N-95 masks by the university prior to commencing placements in the clinical setting).

3. Students should not be exposed to patients / clients / residents with pandemic diseases unless under strictly controlled conditions and as part of their usual placement activities (i.e. part of their regular caseload). Full protective clothing and any required training related to infection control must be provided by the site.

4. Students attending academic classes at UBC during a pandemic will not be redeployed into the clinical setting as part of their studies or for credit. If students wish to act as lay volunteers during a pandemic this should be done on their own time unless directed otherwise by the Department.

*Substantial time loss is more than 10% of one placement or more than 10 days cumulatively across all placements.*
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.

EVALUATION OF FIELDWORK SITE

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 students to the subsequent year of the program or graduate a senior student will be made by the promotions committee of the Department of OS&OT.

### 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 promote 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
## Section 2

**FIELDWORK EDUCATION SITE**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Guidelines for Fieldwork Education in Occupational Therapy</td>
<td>18</td>
</tr>
<tr>
<td>Affiliation Agreements</td>
<td>18</td>
</tr>
<tr>
<td><strong>Clinical Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Appointments</td>
<td>19</td>
</tr>
<tr>
<td>Appointment process</td>
<td>19</td>
</tr>
<tr>
<td><strong>Fieldwork Site Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>Fieldwork Educator</td>
<td>20</td>
</tr>
<tr>
<td>Site Fieldwork Coordinator</td>
<td>21</td>
</tr>
<tr>
<td>Communicating with Student Prior to the Placement</td>
<td>22</td>
</tr>
<tr>
<td>Communicating with the Department of OS&amp;OT</td>
<td>22</td>
</tr>
<tr>
<td>Unavoidable Placement Changes</td>
<td>22</td>
</tr>
<tr>
<td>Preparing for Your First Student</td>
<td>22</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>23</td>
</tr>
<tr>
<td>Fieldwork Learning Objectives</td>
<td>24</td>
</tr>
<tr>
<td>Student Supervision</td>
<td>26</td>
</tr>
<tr>
<td>Supervision Strategies Level 1, 2, &amp; 3</td>
<td>28</td>
</tr>
<tr>
<td>Evaluation of Student Performance</td>
<td>29</td>
</tr>
<tr>
<td>Self Evaluation</td>
<td></td>
</tr>
<tr>
<td>Level 1, 2, &amp; 3 Placements</td>
<td></td>
</tr>
<tr>
<td>Freedom of Information and Protection of Privacy</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Fieldwork Site</td>
<td>30</td>
</tr>
<tr>
<td>Requests for Placements from International Students</td>
<td>31</td>
</tr>
</tbody>
</table>
Sites wishing approval to provide OT fieldwork must contact the university program to receive information and/or an application (Appendix I). Examples of standards for which evidence is requested in the application include student learning objectives, available learning opportunities, description of OT services, and standards of professional accountability (ACOTUP, 2003). For assistance with the application or the fieldwork education program contact is made with the university program. The completed application is sent to UBC to review. The Fieldwork Management Committee determines approval status and correspondence is sent to the fieldwork site. Fieldwork site approval is granted for 7 years.

UBC occupational therapy students are only assigned to facilities that have signed an affiliation agreement with the University of British Columbia, out-of-province sites participating in the Fieldwork Placement Service (National), or to international sites approved by the UBC OT fieldwork coordinator.

Fieldwork education sites in British Columbia providing placements for out-of-province students may request, or be required, to sign an affiliation agreement with the individual university from which the student is enrolled. The practice varies with each university and fieldwork site.

Clinical faculty appointments are honourary positions offered to clinicians, administrators, and other individuals who meet specific criteria related to their contribution(s) to the Department and/or the profession of occupational therapy. The criteria have been designed so that anyone who contributes to the educational programs in the Department of OS&OT can apply for a clinical faculty appointment. These positions are valued appointments offered in appreciation and recognition of support for the occupational therapy program at UBC. They allow the appointee to apply for specific benefits such as a UBC library card. Clinical faculty appointments are not associated with tenure and are not paid positions. To facilitate ongoing appointment and/or promotion, clinical faculty members must demonstrate sustained contribution to the Department and/or profession.
APPOINTMENTS

The purpose of these appointments is to recognize:

(i) outstanding contributions to the profession, clinical research, innovative administration practices and the OS&OT programs.

(ii) the centrality of teaching, both in the academic and clinical settings.

(iii) outstanding role models of professional and community involvement, rehabilitation research and clinical practice.

(iv) the integration of academic material into professional practice.

Candidates are judged on their contributions to the domains of teaching, scholarly activity and/or service and are strongly encouraged to demonstrate proof of membership in professional organizations.

A list of examples of relevant activities in each domain (not intended to be all-inclusive) is available from the Department upon request.

APPOINTMENT PROCESS

A revised appointment and promotion process was adopted in 1996. A document outlining the philosophy, purpose, criteria and the policies and procedures established by the Department for the appointment and promotion of clinical faculty is available upon request from the Department to anyone interested in exploring this appointment. Those interested will be required to provide: (i) a curriculum vitae on UBC form (guidelines will be provided) and (ii) a covering letter, expressing interest and providing a succinct rationale for the appointment. These are available on-line www.ot.med.ubc.ca

The Department Head of OS&OT will receive applications and present recommendations to the Department of OS&OT, Clinical Faculty Appointment, Reappointment and Promotions Committee each year in accordance with established policy. Reappointments will be reviewed every three years. An updated curriculum vitae will be required and reminders will be sent by the Department. Annual highlights of accomplishments/achievements will be requested using an abbreviated format.

Clinical faculty can apply for promotion if they meet the criteria and description of the rank outlined in the clinical faculty handbook. Promotions can also be initiated at the discretion of the Department Head in collaboration with the Committee upon review of updated curriculum vitae.

Initial appointment is at the rank of Clinical Instructor. Individuals who maintain their involvement in Department activities may be promoted through the ranks of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.
FIELDWORK SITE RESPONSIBILITIES

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, modelling 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,

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,

* This term is synonymous with preceptor, clinical preceptor, supervising therapist, supervisor, and clinical educator.
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.

The site fieldwork coordinator:

1. ensures that Fieldwork Site Profile (FS-PRO) 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,

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),

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,

*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.*
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.

COMMUNICATING WITH STUDENT PRIOR TO THE PLACEMENT

The site fieldwork coordinator or delegate will receive an introductory letter from the student confirming the placement, and providing a contact address and phone number, at least four weeks prior to the placement.

It is strongly recommended that a reply be sent to the student confirming starting time, working hours, parking information, directions to occupational therapy area and any other information pertinent to assist the student during the first week of placement. This reply can be done through whatever means is most convenient for the fieldwork site personnel, i.e. mail, phone, fax, or email.

Further information regarding the placement can also be forwarded to the student prior to commencing the placement. This reduces the anxiety that may be present when going into unfamiliar and new situations as in fieldwork.

COMMUNICATING WITH THE DEPARTMENT OF OS&OT

The site fieldwork coordinator and/or the fieldwork educator can at any time contact the university fieldwork coordinator for information, to discuss organization of the placement, expectations, and/or issues about a student(s).

All affiliated sites are forwarded the Site Profile for Fieldwork (Appendix F) in July of each year. Site personnel are responsible for completing this form and returning it to the Department. When a change to the information on the site profile occurs the Department must be contacted to update the profile.

UNAVOIDABLE PLACEMENT CHANGES

When sites offer student placements, there is a professional commitment to provide these opportunities. On rare occasions, under only extenuating circumstances confirmed placements have to be cancelled by a fieldwork site. Discussion with the university fieldwork coordinator may facilitate the provision of a suitable option at the same site. However, if this is not possible it is the responsibility of the site fieldwork coordinator in conjunction with the university fieldwork coordinator to find an alternative placement. The university fieldwork coordinator will inform the student.

PREPARING FOR YOUR FIRST STUDENT

It has been reported that the decision to be a fieldwork educator for the first time is a “major hurdle” (Human Resource Management Group, 1991). There may be a number of questions you may be asking about becoming a fieldwork educator. To provide assistance with some of these issues, below is a list of questions with accompanying answers.
When can I become a fieldwork supervisor?

You are eligible to supervise and take primary responsibility for the clinical education a student after one year of clinical practice. You may assist another therapist in student supervision prior to completing your first year of practice. Please see brochure in Fieldwork Education at www.ot.med.ubc.ca

Do I know enough to be able to answer all of a student's questions?

..Like therapists with several years experience, probably not. It is completely unreasonable to expect anyone to have all the answers. What is more important is that you assist the student to find the answers, serve as a role-model for professional interactions, openly communicate and continue to learn in collaboration with your student. It is most instructive for students to observe that qualified occupational therapists do not have the knowledge to respond to all situations. This assists students to understand the life long learning aspects of becoming a professional.

How do I prepare to be a fieldwork supervisor?

There are many ways to prepare yourself to become a fieldwork supervisor. You are urged to do some or all of the following:

a) attend the one-day fieldwork educators' workshop offered by the Department of OS&OT at UBC. (Several are normally given in the fall & in the spring of each year at various locations in BC).

b) read this fieldwork manual.

c) be involved in the orientation, organization, supervision and evaluation of students of other supervising therapists.

d) understand your own learning and teaching style and consider how these may augment and/or detract from a student's fieldwork experience.

e) discuss fieldwork issues with colleagues, the manager and the UBC OT fieldwork coordinator.

f) review literature on fieldwork.

g) visit these useful websites for fieldwork educators:

www.preceptor.ca; www.practiceeducation.ca; www.practiceeducation.net

How do I get assigned a student for fieldwork?

Let your manager, director or supervisor know you would like to become a student fieldwork educator. If this is not possible, contact the UBC OT fieldwork coordinator who will be able to guide you through the process.

STUDENT ORIENTATION

An effective orientation sets the stage for a planned fieldwork experience and helps the student integrate quickly into the fieldwork setting. Orientation is appreciated by the students. It is recommended that an orientation program for students be developed by those involved in fieldwork education.

Ideally one person should be designated to implement the orientation which can be divided into four sections:
1) Overall fieldwork site orientation including tour, organizational chart, confidentiality policies, emergency procedures, library, cafeteria, etc.

2) Service orientation including staff introduction(s), work location and record-keeping processes, resources, security, and specific programs.

3) Specific OT policies and procedures including management, documentation, dress code (if different from the Department policy for students), client scheduling and planning, referrals, unique policies for the area to which student will be assigned, expectations for meetings and planned visits. Policies may be written specifically for students or included in the general department policy manual.

4) Orientation to community services including referring agencies and agencies used in discharge planning and equipment and government resources.

Approximately four hours should be all that is necessary for orientation although ongoing clarification and reinforcement will be needed throughout the placement. It is not necessary that the orientation is done in 4 consecutive hours, as it may be more desirable to spread over the first 3 days.

Methods by which student orientation to the fieldwork site and specific OT service is completed can be diverse. If possible, it is recommended that several complimentary methods of orientation are used. These might include:

- involving other site personnel in the orientation; for example,
  a) a secretary to describe phone, photocopying and/or sign in/out procedures,
  b) activity worker or rehab assistant to describe their role, organization of area and location of equipment,
  c) manager of service to give overview of fieldwork site.

- student self-directed orientation, which may be most advantageous for:
  a) familiarizing with policies and procedures (i.e. give student an hour to review manual to get a sense of the contents)
  b) understanding the role of other professionals on the health care team (i.e. students could arrange short appointments to meet with those health care professionals)
  c) familiarizing understanding of community resources.

- 1:1 orientation by fieldwork educator, specifically beneficial for OT practice processes and issues.

- a group orientation session on common issues should more than one student arrive to the fieldwork site (these might be students from other disciplines) and/or new employees.

A check list is useful to organize the orientation and to assist the student in assuming some responsibility for orientation. Refer to Appendix E for a sample check list.

**FIELDWORK LEARNING OBJECTIVES**

The purpose of a fieldwork experience is for the student to develop competency in the knowledge, skills, attitudes, behaviours and judgements that are relevant to a specific
practice area and required of an entry level occupational therapist. Objectives assist in guiding and achieving this purpose.

**What is a learning objective?**

A learning objective is a statement that describes in precise, measurable terms what the student will be able to do by the end of the placement. As a group, the learning objectives should reflect the most common skills, behaviors, attitudes, behaviours and judgements employed in the specific area of practice.

**Why are learning objectives used?**

- Assist the student and therapist to plan and direct the learning experience.
- Facilitate student orientation.
- Provide an accountability mechanism.
- Help identify the progress of the student.
- Form a basis for evaluation.
- Identify the responsibilities of the student and therapist in achieving the objectives.
- Reflect the most common knowledge, skills, attitudes and behaviours for entry level practice in a specific service area.

**What are the elements of learning objectives?**

For objectives to be useful and measurable they should specify the audience, behavior, condition, and standards of performance. Each of these four elements are described in Elements of Learning Objectives found in Appendix G.

Writing objectives to specify how a student will demonstrate knowledge, skills, and behaviours is generally much easier than writing those to demonstrate attitudes and judgements. The latter is, however, an integral component of professional practice. Upon reviewing the student objectives for the OT service, ensure that these objectives reflect the 3 domains of learning: cognitive (knowledge), psychomotor (skills & behaviour) and affective (attitude, judgement, ethics).

**Format for writing learning objectives**

In order to streamline learning objectives various formats may be used depending on the needs and characteristics of a particular service area. Whatever format is used it should include a timeline (condition), expected level of supervision (standard), and the minimum number of times the objective is to be met (standard). Appendix H provides examples of formats that could be used when writing and organizing learning objectives.

**Are learning objectives negotiable?**

Yes. The fieldwork site personnel and fieldwork educator know best what learning experience can be offered, and this should be described in the learning objectives. But each student has a different history, and it is appropriate to modify, add or delete objectives to best meet the needs of both student and therapist. Sudden changes in caseload may also influence modification of objectives.

**What is a complete list of learning objectives?**
For each fieldwork placement for an occupational therapy student, one can think of learning objectives in 3 groups. These are the:

a) core learning objectives
b) optional learning objectives (also termed potential, possible or additional learning objectives)
c) personal learning objectives

a) Core learning objectives
These are the most common and frequent areas of practice of that particular service. These are written by site personnel working in the service area, i.e. staff OT, consultant, sole-charge OT etc. These core objectives are used for every placement though frequency, level of competency, and type of supervision will be adjusted according to the length of the placement, level of the student and student’s previous experience. A copy of the core learning objectives are to be forwarded to the university annually.

b Optional learning objectives
These are potential opportunities that may be created or arise from time to time. Optional learning objectives may include areas of practice that occur infrequently, potential clinical projects or tasks to augment the service area, and/or participating with outside agencies in projects and in structured observations etc. These optional learning objectives are generally listed at the end of the core objectives by site personnel. Through discussions, the student and fieldwork educator determine the 1 or 2 optional learning objectives to be achieved during the placement. A list of optional learning opportunities/objectives should be forwarded to the university annually with the core learning objectives.

c) Personal learning objectives
These are the student’s personal learning objectives that through previous experience and/or interest, the student has chosen as an area for learning. These are written by student and incorporated into the CBFE – evaluation document and should be included in the final list of objectives. Some of the student’s objectives may not be unique and may already be included in either the core or optional list of learning objectives. No need to repeat if this is the situation. A list of the student’s personal learning objectives will be forwarded to the fieldwork site in the student’s letter of introduction.

The final list of learning objectives for any fieldwork placement should be the compilation of these 3 groups of objectives and be negotiated between the student and fieldwork educator. These should be determined within the first 3-4 days of the placement. It is rare that any 2 students would have the same final list of learning objectives.

**STUDENT SUPERVISION**

The fieldwork supervisor designs, organizes, implements and evaluates the fieldwork education experience of the student.

This includes:

- Collaborating with the student to decide on the objectives of the placement.
• Reviewing the evaluation process with the student and establishing regular feedback times and providing opportunities for informal discussion, guided clinical reasoning and problem solving.

• Facilitating a sequential learning experience by:
  1) Discussing procedures with the student.
  2) Demonstrating procedures to the student.
  3) Observing student practice and providing appropriate positive and negative feedback in a sensitive manner.
  4) Providing guidance as necessary as the student progresses.

• Reviewing the student's record keeping and co-signing all notes in client health records.

• Evaluating the student at mid-term and final and discussing these results in an honest, sensitive manner.

Supervisor Strategies *
1. Above all, relax and enjoy the supervisory experience! It is a wonderful learning opportunity for both you and the student.

2. Formal supervisory meetings should be scheduled at least weekly, in a structured format in the beginning and individually tailored as the student progresses.

3. Discuss your expectations and the student’s expectations of supervision. This is a great opportunity to clear up any misconceptions. Some students have not experienced formal supervision and will need assistance in understanding the process and learning how to fully make use of supervisory meetings.

4. Supervision is a learning process for the supervisor as well. Sometimes supervisors need to learn when to give answers or encourage independent thinking, or they may struggle with how much students need to get directly from them as compared with independent acquisition.

5. Be open to modifying and adapting supervisory style to meet students’ individual needs. Students may be inflexible in the early stages of learning and will require assistance to move to the next stage.

6. It is crucial that students receive feedback during the first few weeks of fieldwork. Feedback should identify both positive aspects of the student’s performance as well as areas needing improvement.

7. Promote professional responsibility by encouraging the student’s active involvement in setting specific goals for the fieldwork experience. Elicit the student’s feedback regarding the pace, structure, assignments, etc.

8. Design learning activities prior to the student’s arrival. Structure and grade the program according to each student’s specific needs, but do not be afraid to demand that a student meet a challenge.

9. Practice early problem identification. The sooner problems are identified, the sooner they can be addressed. If in doubt contact the academic fieldwork coordinator to discuss your concerns.

**SUPERVISION STRATEGIES LEVEL 1, 2, & 3**

Fieldwork education can be conceptualized as occurring in three major stages along a continuum of professional development. These stages are seen as fluid and students may move forward or back at different rates (Anderson, 1988). The following provides a description of each of the three fieldwork stages. The level name pertains to the student stage of development in fieldwork practice and the term (in brackets afterwards) identifies the primary strategy of the fieldwork educator.

**Level 1: Knowledge application (educating)**

Purpose - To provide students with the opportunity to:
1. Take an active role in working with clients,
2. Develop and practice interaction, assessment, intervention and professional reasoning skills,
3. Apply knowledge acquired in academic course work in a workplace environment,
4. Receive and respond to constructive feedback,
5. Become familiar with the role(s) of an occupational therapist, and
6. Engage in professional activities and learn about the realities of professional practice.

Recommended strategies for Fieldwork educator(s):
• articulate performance expectations clearly,
• emphasize learning and applying current knowledge base to practice,
• model/demonstrate professional behaviours and skills,
• provide specific versus generalized skills instruction,
• allow “hands-on” with direct supervision,
• prompt with appropriate questions,
• direct student to additional readings, resources and observations,
• provide direct, concrete and frequent feedback, and
• tell “client stories”.

**Level 2: Transition (coaching)**

Purpose - To provide opportunities for students to:
1. Develop professional knowledge, skills and attitudes,
2. Develop professional reasoning and problem-solving skills,
3. Develop and integrate independent work skills (e.g. time management, setting priorities),
4. Plan, implement and evaluate all aspects of a client’s programme,
5. Integrate constructive feedback into performance, and
6. Integrate previous academic and fieldwork experiences with current experiences.

Recommended strategies for the fieldwork educator:
• have student identify occupational performance goals,
• prompt with appropriate questions,

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• encourage a search for alternatives and options and engage in discussion of viable solutions,
• lead student to see that not all solutions are equally good,
• provide 2-3 alternative suggestions,
• allow student to form own opinions and choose course of action,
• provide gentle guidance,
• facilitate student self-analysis,
• increase challenge in complex situations, and
• provide positive reinforcement for creativity when possible.

Level 3: Consolidation (sponsorship)

Purpose - To provide opportunities for students to:
1. Further develop professional knowledge, skills, attitudes and behaviours,
2. Further develop professional reasoning and problem-solving skills,
3. Become independent in working with clients,
4. Refine critical analysis skills within a fieldwork setting,
5. Engage in professional activities, and
6. Prepare to enter professional practice.

Recommended strategies for the fieldwork educator:
• Allow the student to work independently as much as possible,
• Encourage the student to the self-directed and to demonstrate initiative,
• Encourage student to identify and pursue professional learning needs,
• Encourage student self-analysis,
• Emphasize student long-term development and contribution to the profession,
• Work “collegially” with the student,
• Articulate professional reasoning,
• Share “client stories”,
• Provide unique experiences,
• Provide access to people and information, and
• Relinquish control.

EVALUATION OF STUDENT PERFORMANCE

Evaluation is a critical step and essential component in the fieldwork process. Sometimes the supervisor has a difficult time understanding why a student places such value and emphasis on these experiences, especially if close and ongoing communication has exemplified the relationship between the supervisor and the student. The student is in transition from academic to clinical learner. The student is not yet secure in using direct feedback from work with clients and colleagues. The time spent by the supervisor in structured feedback around the items in the evaluation helps the student gain the confidence to trust the day to day experiential feedback from work with clients. (Guidelines for Establishing Non-Traditional Occupational Therapy Fieldwork Programs, 1994. New York University, NY.)

Self Evaluation
The focus of evaluation in fieldwork is shifting to increase the involvement of the student in the process. As self evaluation is a skill required for making judgments about the quality and quantity of service provided as professionals and is necessary in the life-long learning process, it is a characteristic that must be developed and supported among our students. Embracing the challenge to "let-go" of supervisor-driven evaluation and to engage the
student into a partnership for evaluation is desired. Students receive direction on the “how to’s” of self evaluation and expect to participate in such.

Level 1, 2, or 3 Placements
The Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE), Appendix C, is used for student placements. It is a competency based instrument designed to assess students attainment of the necessary competencies for effective entry level practice.

The student's progress towards attaining the learning objectives should be consistent with the expectations for the level of student. These objectives should be discussed throughout the placement. Mid-term and final evaluations are usually the only written evaluations. However the information on these written evaluations should not be a surprise to the student. The documented evaluation should be an organized summary of the ongoing feedback given throughout the placement. Using behavioural terms and examples throughout the evaluation provides and guides the student that best facilitates their development. This form may be and is strongly recommended to be completed by the student as a self evaluation tool.

A student should receive a copy of the evaluation in order to maintain an ongoing personal record of their fieldwork performance as well as to have a second copy should the original be lost. The completed evaluation form is to be signed by the fieldwork educator and student and returned to the university fieldwork coordinator immediately upon the conclusion of the placement.

Freedom of Information and Protection of Privacy
According to the University’s policy on Student records, student evaluations are part of the student record and the contents are confidential. This is also in keeping with the Privacy legislation on disclosure of personal information which has been in effect since January 1, 2004. It may not appear that making and retaining a copy of the student’s performance evaluation is a breach of confidentiality, since an employee of the health care facility completed the evaluation. The student evaluations however, are prepared for the purpose of recording the students performance during clinical placements in the context of their program of studies. If the health care facility would like a copy of the student performance evaluation for future hiring purposes, they must obtain specific written authorization from the student authorizing the facility to make and keep a copy.

EVALUATION OF FIELDWORK SITE

Students are required to give feedback about their placement on issues of orientation, use of learning objectives, skills observed and/or participated and the fieldwork educator. The feedback, in written form, is to be completed at midterm and final (Appendix B) and on an ongoing collaborative basis throughout the placement. The written evaluation is to be signed by both the student and fieldwork educator and returned to the UBC OT fieldwork coordinator immediately following the placement.
REQUESTS FOR PLACEMENTS FROM INTERNATIONAL STUDENTS

The organization of requests for placements from international students for sites in Canada is centralized through the Occupational Therapy National Placement Service (NPS). Requests may be received by fieldwork sites, university fieldwork coordinators and NPS. Those fieldwork sites in B.C. who are contacted by an international student or occupational therapy program are asked to have these parties contact NPS (www.nfps.ca) who will organize the placements. This is necessary due to Canadian issues related to liability, student visas, and the need to ensure Canadian students are placed first.

If, as a fieldwork site you are interested in having an international student, please contact NPS to provide specific information related to dates and service area.

National Fieldwork Placement Services
Box 370, 3-247 Barr St
Renfrew, Ontario  K7V 1J6
Tel: 1-866-294-5160
Fax: (613) 432-6840
Email: info@megram.com
## CONTENTS

**Mission** .......................................................................................................................... 32

**Vision** .......................................................................................................................... 33

**MOT Program Goals** ................................................................................................... 33

**Academic Program** ...................................................................................................... 34
  - Course Descriptions
  - Curriculum Map

**Organization of Fieldwork Program** ............................................................................ 36
  - Required Fieldwork Hours
  - Block Placements (second, third and fourth year)
  - Cooperative Fieldwork Placements
  - Offering Placements
  - Student's Fieldwork Profile
  - Student's Preparation for Placements
  - Site Preparation for Student Placements
  - National Liaison

**MOT Expectations and Guidelines for Placements** .................................................... 39
  - Level 1
  - Level 2
  - Level 3

**Roles and Responsibilities** .......................................................................................... 42
  - University Fieldwork Coordinator

**Evaluation of the Program** .......................................................................................... 43
  - Accreditation of the Occupational Therapy Program
  - Evaluation by Students
  - Evaluation by Affiliated Facilities
MISSION

Create, inspire and uphold an invigorating learning and scholarly community that contributes to the health of individuals and communities through innovative research on occupation and exemplary education programs for occupational therapy students, health professionals, and scientists.

VISION

Health and participation for all.

GOALS OF THE PROGRAM

- Create an invigorating and sustainable learning community.
- Strengthen capacity for scholarly activity in occupation, participation, and health.
- Expand educational program offerings and student numbers.
- Invest in a culture of professional development and collegiality and launch a targeted plan to recruit and retain people of the highest caliber.
- Advance the department’s visibility and reach at UBC, provincially, nationally and internationally.
UBC - Department of Occupational Science & Occupational Therapy

ACADEMIC PROGRAM

MOT Year 1:

<table>
<thead>
<tr>
<th>Academic Courses</th>
<th>Level 1 FW</th>
<th>Academic Courses</th>
<th>Level 2 FW</th>
<th>Academic Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug–Dec (14 wks)</td>
<td>Jan–Feb (5 wks)</td>
<td>Feb - April (11 weeks)</td>
<td>May–June (7 weeks)</td>
<td>June–July (5 weeks)</td>
</tr>
</tbody>
</table>

MOT Year 2:

<table>
<thead>
<tr>
<th>Academic Courses</th>
<th>Level 2 FW</th>
<th>Academic Courses</th>
<th>Level 3 FW x 2</th>
<th>Academic Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug–Oct (8 weeks)</td>
<td>Nov–Dec (7 weeks)</td>
<td>Jan–Feb (6 weeks)</td>
<td>Feb–May (2 x 6 weeks)</td>
<td>May–August (6 weeks of class, 8 weeks to complete research project)</td>
</tr>
</tbody>
</table>

Total=22.5months

Knowledge Level of Student upon entrance to the program:

Students admitted to the MOT have completed an undergraduate degree in Arts or Sciences with the following strongly recommended pre-requisite courses:

- a course in one of the biological sciences
- a course in one of the psychological sciences
- a course in one of the sociological sciences

The following is a brief summary of the courses and academic preparation students will receive. A reminder that each term has case based tutorials to link term curriculum content and continue to build clinical reasoning skills of students.

Detailed course descriptions are being updated.
## MOT Curriculum Map

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September - December</strong></td>
<td><strong>January - April</strong></td>
<td><strong>May - June</strong></td>
</tr>
<tr>
<td><strong>Introductory Workshop</strong></td>
<td><strong>Exam (1 week)</strong></td>
<td><strong>Vacation (4 weeks)</strong></td>
</tr>
<tr>
<td><strong>Exams (1 week)</strong></td>
<td><strong>Vacation (12 weeks)</strong></td>
<td><strong>Vacation (4 weeks)</strong></td>
</tr>
<tr>
<td><strong>RSOT 511 Fundamentals of Theory and Practice</strong></td>
<td><strong>RSOT 519 Professional Practice I</strong></td>
<td><strong>5 Wks</strong></td>
</tr>
<tr>
<td><strong>RSOT 513 Health, Illness and Occupation</strong></td>
<td><strong>Fieldwork Level 1</strong></td>
<td><strong>RHSC 420 Neuroanatomy</strong></td>
</tr>
<tr>
<td><strong>RSOT 515 Practice Skills and Therapeutic Procedures I</strong></td>
<td><strong>Fieldwork (5 weeks; 4 days per week)</strong></td>
<td><strong>RSOT 519 Tutorials</strong></td>
</tr>
<tr>
<td><strong>RSOT 519 Professional Practice I</strong></td>
<td><strong>Vacation (2 weeks)</strong></td>
<td><strong>Vacation (4 weeks)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 4</th>
<th>TERM 5</th>
<th>TERM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September - October</strong></td>
<td><strong>January - February</strong></td>
<td><strong>May - July</strong></td>
</tr>
<tr>
<td><strong>Fieldwork Level 2</strong></td>
<td><strong>Fieldwork Level 3</strong></td>
<td><strong>Fieldwork Level 3</strong></td>
</tr>
<tr>
<td><strong>Fieldwork Level 2 (7 weeks)</strong></td>
<td><strong>Fieldwork Level 3 (2-6 weeks or 12 weeks)</strong></td>
<td><strong>Fieldwork Level 3 (2-6 weeks or 12 weeks)</strong></td>
</tr>
<tr>
<td><strong>Vacation (2 weeks)</strong></td>
<td><strong>Vacation (1 week)</strong></td>
<td><strong>Vacation (1 week)</strong></td>
</tr>
<tr>
<td><strong>RSOT 547 Evidence for Practice II: Project</strong></td>
<td><strong>RSOT 549 Professional Practice II</strong></td>
<td><strong>RSOT 549 Professional Practice II</strong></td>
</tr>
<tr>
<td><strong>RSOT 549 Professional Practice II (continues)</strong></td>
<td><strong>RSOT 545 Theory, Practice Skills and Therapeutic Procedures III (continues)</strong></td>
<td><strong>RSOT 547 Evidence for Practice II (continues)</strong></td>
</tr>
<tr>
<td><strong>RSOT 544 Professional Practice II (continues)</strong></td>
<td><strong>Vacation (1 week)</strong></td>
<td><strong>Capstone Conference</strong></td>
</tr>
</tbody>
</table>

Case-based tutorials run through each term and are integrated into the curriculum. 2010 Winter Olympics—Feb 12 to 28. Paralympics—March 12 to 21. No classes on campus Feb 12-28 inclusive. Subject to adjustments. 21 July 2009.
ORGANIZATION OF FIELDWORK PROGRAM

REQUIRED FIELDWORK HOURS

The Canadian Association of Occupational Therapists stipulates that the minimum number of total fieldwork hours to be completed by OT students in Canada is 1000 hours. At this time the OT program at UBC is 1029 hours (31 weeks).

BLOCK PLACEMENTS

Students from UBC complete their fieldwork experiences in full-time "block" placements. They are organized to introduce, practice, reinforce, and integrate OT knowledge, skills and attitudes in the fieldwork setting.

TERM 2 students are required to do five weeks (4 days per week) of fieldwork following Term 1 course work.

TERM 3 students are required to do seven weeks (4 days per week) of placement. This placement occurs in the summer following the completion of Term 2.

TERM 4 students are required to do seven weeks of placement following the completion of Term 3 course work. This placement facilitates integration of the assessment and treatment skills.

TERM 5 students complete 2 – six week placements, for a total of 12 weeks. Following these placements and the successful completion of other course work the student becomes a graduate entry-level occupational therapist.

COOPERATIVE FIELDWORK PLACEMENTS

What are OT co-operative fieldwork placements?
Co-operative (co-op) education is a method of achieving practical experience that mimics the “real world” of the employer/employee. Characteristics of OT co-op fieldwork placements include:

• University faculty discusses with potential employer issues related to the co-op placement, such as type of job, expectations for student, supervisory structure, and evaluation process
• Employer submits job advertisement, and interviews, hires, and pays student
• Student works full time learning about and providing OT services under supervision of OT
• Student, supervisor(s), and educational program ensure performance is satisfactory

Who offers OT co-operative fieldwork placements?
The most common employers are those that understand the services that occupational therapy can provide and includes established and OT role-emerging fieldwork sites. There may or may not be an occupational therapists on site, though there is an OT available for supervision. The type of the co-op fieldwork expectations are diverse and have included developing OT services, participating in program design and development, clinical consultation, pilot testing a screening service, and client assessment and intervention.
Who is eligible for OT co-operative fieldwork placements?
Senior occupational therapy students (level 3 in term 5 FW blocks), from the University of British Columbia are eligible to seek OT co-op fieldwork placement.

How long is an OT co-op fieldwork placement?
Twelve weeks beginning in the first or second week of Term 5 to the end of the last or second to last week of the placement in Term 5.

What are the advantages of OT co-op fieldwork placements?
For students the benefits are the opportunity to consolidate skill and professional reasoning by having 12 weeks at one site, financial compensation for fieldwork, and it more closely resembles the "real world" of professional employment. For employers the benefits are having highly skilled personnel at a very reasonable cost, in the face of permanent employees' time constraints priority projects not being addressed can be developed, enhances potential for recruitment, finite cost, and a student for up to 12 weeks can be very productive.

Coop placements have been a great success story and they are offered at the same time as the other placements … by September of the previous year.

OFFERING PLACEMENTS

UBC requests student placements once a year in late June to be forwarded to the Department by August for the following calendar year. This request is timed to coincide with the National Placement Service (NPS) request for placements. By sending these requests at the same time, it is believed that sites can make all fieldwork offers concurrently and therefore streamline offers and workload. This time frame is essential for the coordination of placements across Canada, to allow sites to plan, and for students to make transportation, and accommodation arrangements.

NPS is involved in matching UBC students for out of province placement. The NPS match system allows students the opportunity to complete some of their fieldwork requirements in locations elsewhere in Canada.

In many health facilities/agencies in BC, a standard has been established that all occupational therapists eligible to supervise students offer a minimum of four weeks of OT fieldwork supervision per year.

STUDENT'S FIELDWORK PROFILE

The UBC OT program strives to ensure diversity in students' fieldwork experiences. Currently, the fieldwork program encourages a balance of experience in physical dysfunction and mental health areas of practice, with clients throughout the life span. Students receive their fieldwork experiences in five unique environments across a variety of settings including acute care hospitals, rehabilitation centres, school boards, intermediate and long term care agencies, regional health units, private practices, community outreach teams and home program services. Students do not normally complete more than one placement in any one site during the two year program. Students receive a balance of fieldwork experience across the care continuum with a diversity of cultural experiences.
STUDENT'S PREPARATION FOR PLACEMENTS

The university fieldwork coordinator works with affiliated sites and potential fieldwork sites in planning and implementing the optimum educational fieldwork program for the students. This includes site visits, assistance in writing learning objectives for specific practice areas, communication before, during and following student placements, ongoing problem solving, and the provision of inservices seminars, and workshops.

The inservices are usually upon request and arranged by fieldwork site personnel. They are normally held at an affiliated site.

The seminars for fieldwork educators are 2-3 hours in length. They are generally provided after participants have attended the one-day workshop and have supervised at least one student. The purpose of these seminars is to provide a forum for problem-solving and discussing difficult, atypical and/or non-traditional situations that may occur while being a fieldwork educator.

The fieldwork educators workshop is one full day and provides an introduction to the principles of fieldwork education, supervision and evaluation. The purpose of this workshop is to orient and prepare supervisors for effective fieldwork instruction. It is recommended that all fieldwork supervisors have the opportunity to attend this workshop prior to supervising their first student and then about every 5 years thereafter. These workshops are normally scheduled prior to the placement blocks. Announcements of the workshops are made through direct fieldwork site mailings, and through the OT Fieldwork Newsletter and the Fieldwork section of the www.ot.med.ubc.ca website.

The Department assumes the cost of providing inservices, seminars and workshops for occupational therapy fieldwork educators in BC.

NATIONAL LIAISON

The UBC university fieldwork coordinator disseminates information and coordinates fieldwork placements with other Canadian OT educational programs. In addition to two meetings per year where all Canadian university fieldwork coordinators deal with fieldwork issues of national concern, the coordinators correspond regularly by fax, telephone and email.

Examples of issues of national concern include: ensuring continued reciprocity between provinces for Canadian OT students engaging in fieldwork, Canadian fieldwork standards, fieldwork site approval standards and process, guidelines for international placements, National placement service, and evaluation of fieldwork performance.
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 two key models of occupational therapy practice, the Canadian Model of occupational performance and the model of Human Occupation (MOHO). 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.
ROLES & RESPONSIBILITIES

UNIVERSITY FIELDWORK COORDINATOR*

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 OS&OT Department of UBC and the CAOT Placement Administer,
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.

(Reference: CGFEOT, 2003 pg.5)

* This term is synonymous with Clinical Education Director.
EVALUATION OF THE PROGRAM

ACCREDITATION OF THE OCCUPATIONAL THERAPY PROGRAM

In 2006 the UBC Occupational Therapy Program's academic accreditation was renewed for 5 years by the CAOT. A component of the academic accreditation process is the fieldwork program. As with the other aspects of the UBC OT program, the fieldwork program was reviewed very favourably and among the best nationally.

EVALUATION BY STUDENTS

Students evaluate the OT fieldwork program as part of their electronic course evaluation system. This is anonymous. The results of the evaluations are collated and used in future development of the program.

EVALUATION BY AFFILIATED FACILITIES

Annually, affiliated sites are forwarded a form (Appendix D) to evaluate the work of the university fieldwork coordinator from their perspective. These are completed anonymously with the results being collated and used in future development of the fieldwork program.
APPENDICES

CONTENTS

Appendix A: Student Evaluation of Fieldwork Experience
Appendix B: Student Feedback about Clinical Placement
Appendix C: Competency Based Fieldwork Evaluation for Occupational Therapists
Appendix D: Evaluation of Clinical Fieldwork Coordinator by Clinicians and Managers of Affiliated Clinical Sites
Appendix E: Sample Check List for Student Orientation
Appendix F: Site Profile for Fieldwork
Appendix G: Elements of Learning Objectives
Appendix H: Sample Formats for Documenting Learning Objectives
Appendix I: Canadian Guidelines for Fieldwork Education in Occupational Therapy
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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<tbody>
<tr>
<td>Were you oriented to the following:</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>a) physical layout (including: library, cafeteria)</td>
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<tr>
<td>b) philosophy and mandate of the facility, general policies (ex: emergency procedures)</td>
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<tr>
<td>c) the staff, other team members</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>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were learning objectives clearly stated at the beginning of placement?</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>b) Were learning objectives negotiated based on resources and your previous experience?</td>
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Comments:__________________________________________
<table>
<thead>
<tr>
<th>SUPERVISION</th>
<th>MIDTERM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the supervisor:</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>a) communicate in an effective manner despite possible differences in communication style?</td>
<td></td>
<td></td>
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<tr>
<td>b) provide you with timely and appropriate feedback (both positive and negative) in a constructive and appropriately discrete manner?</td>
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<tr>
<td>c) serve as role model or mentor?</td>
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<td></td>
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<tr>
<td>d) use effective demonstration and teaching skills?</td>
<td></td>
<td></td>
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<tr>
<td>e) consistently clarify expectations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) make themselves available and accessible to questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) encourage you to develop self-directed learning skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) encourage you to critically evaluate your own performance?</td>
<td></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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<tbody>
<tr>
<td></td>
<td>Y</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>a) interviews</td>
<td></td>
</tr>
<tr>
<td>b) assessments, tests, measures</td>
<td></td>
</tr>
<tr>
<td>c) develop problem/asset lists</td>
<td></td>
</tr>
<tr>
<td>d) plan intervention, target outcomes</td>
<td></td>
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<tr>
<td>e) implement intervention plans/therapeutic modalities</td>
<td></td>
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<tr>
<td>f) documentation</td>
<td></td>
</tr>
<tr>
<td>g) evaluation of effects of intervention/outcome</td>
<td></td>
</tr>
<tr>
<td>h) from a client-centred model of practice</td>
<td></td>
</tr>
<tr>
<td>i) opportunity to exchange with members of the team, department or program and with other students</td>
<td></td>
</tr>
<tr>
<td>j) opportunity to participate in various meetings:</td>
<td></td>
</tr>
<tr>
<td>- in-services, visits to other department</td>
<td></td>
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<tr>
<td>- unit or program meetings</td>
<td></td>
</tr>
<tr>
<td>- case discussions</td>
<td></td>
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</tbody>
</table>

**Comments:**

**LEARNING EXPECTATIONS, GOALS & OBJECTIVES**

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

**Comments:**

**What were the most positive aspects of this placement?**
If you could do this placement again, what would you suggest could be done differently?

Do you have any additional comments?

Signature: ____________________________
student

______________________________
therapist

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

______________________________
Date
Appendix B
DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY
STUDENT FEEDBACK ABOUT CLINICAL PLACEMENT

Facility: ________________________________
Name of Supervisor/s: ________________________________
Type of Placement: ________________________________
Year of O.T. program: MOT I MOT II
Date of Placement: Months: ____________ Year: ____________

LEARNING OBJECTIVES:
Were learning objectives used in planning this placement? ________________________________

SUPERVISION:
Did you receive sufficient supervision? ________________________________
Comments on supervisory style ________________________________

Could the supervision have been improved? ________________________________

FEEDBACK FROM THE SUPERVISING THERAPIST:
Did you receive adequate feedback throughout the placement? ________________________________
Was it constructive? ________________________________
Positive as well as negative? ________________________________
Additional comments on feedback provided ________________________________

How could the feedback have been improved? ________________________________

EVALUATION USING CBFE:
Was your performance adequately observed for evaluation purposes? ________________________________
Were written comments discussed with you at mid- and final placement? ________________________________
Did your supervisor appear familiar with the form? ________________________________
Additional comments on the evaluation process you experienced (including use of the form):
Any strategies you could suggest to improve the evaluation process?

ACADEMIC PREPARATION:
Which courses or specific course content did you feel were most useful in preparing you for this clinical experience?

In hindsight what would you review in more detail to prepare yourself for this placement?

What do you feel were the weaknesses of your academic preparation for this clinical experience?

Describe how you would delete/add to the curriculum to better prepare you for the placement?

Describe any problematic incidents on placement

How did you resolve the situation?

DD/jh
Adapted from PT Division form July 2003
Appendix C (pending)
EVALUATION OF CLINICAL/FIELDWORK COORDINATOR BY CLINICIANS AND MANAGERS OF AFFILIATED CLINICAL SITES

This information will be used to evaluate and revise the clinical fieldwork programs, and in the performance appraisals of the clinical/fieldwork coordinators. Your honest appraisal is appreciated. Your name and facility is requested to assist the Department in problem resolution, in cases where you cite specific problems requiring intervention. Return this form to the Department Head, who will keep your identity confidential. Thank you.

UBC Clinical/Fieldwork Coordinator's Name: ____________________________

Affiliated Site: _______________________________________________________

Evaluator (your name): ________________________________________________ Date: __________________

Mark the most appropriate rating for each item regarding the performance of the clinical fieldwork coordinator according to the following scale:

5 = Strongly Agree (SA)  4 = Agree (A)  3 = Neutral (N)  2 = Disagree (D)  1 = Strongly Disagree (SD)

The UBC Clinical Coordinator/Fieldwork Coordinator:

1. is accessible/available when necessary 5 4 3 2 1
2. make site visits as requested or appropriate to this setting 5 4 3 2 1
3. provides assistance in planning the placement schedule 5 4 3 2 1
4. provides confirmation of student assignments, evaluation forms, other relevant information for each placement 5 4 3 2 1
5. provides feedback to this site on matters pertaining to clinical/fieldwork placements 5 4 3 2 1
6. provides useful workshops, inservices, and/or other educational support 5 4 3 2 1
7. provides opportunities for clinicians to advise the Department re: clinical/fieldwork program (e.g. clinical faculty meetings, site visits, telephone and correspondence) 5 4 3 2 1
8. provides information on curriculum and objectives, clinical education policies (e.g. fieldwork site manual) 5 4 3 2 1
9. maintains ongoing communication between the Department and clinical sites (e.g. newsletter …) 5 4 3 2 1

Provide any additional comments you think will help improve the clinical/fieldwork program below or overleaf.
# Student Orientation Checklist

(suggestions for areas to possibly include in your orientation)

<table>
<thead>
<tr>
<th>General Orientation</th>
<th>Check When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Service Organization</td>
<td></td>
</tr>
<tr>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy Director</td>
<td></td>
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<tr>
<td>Occupational Therapy Director</td>
<td></td>
</tr>
<tr>
<td>Senior Occupational Therapists</td>
<td></td>
</tr>
<tr>
<td>Secretarial Staff</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Aides/Assistants</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy services offered by facility</td>
<td></td>
</tr>
<tr>
<td>Workload Measurement System requirements</td>
<td></td>
</tr>
<tr>
<td>Charting Guidelines and expectations</td>
<td></td>
</tr>
<tr>
<td>Dress Code Guidelines (if differ from those established by O.T. Department)</td>
<td></td>
</tr>
<tr>
<td>Department tour</td>
<td></td>
</tr>
<tr>
<td>Lockers/Showers</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
</tr>
<tr>
<td>Phone policies</td>
<td></td>
</tr>
<tr>
<td>Fridge/Coffee arrangements</td>
<td></td>
</tr>
<tr>
<td>Work space</td>
<td></td>
</tr>
<tr>
<td>Resource materials</td>
<td></td>
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<tr>
<td>Fieldwork Site Tour</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td></td>
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<tr>
<td>Entrances</td>
<td></td>
</tr>
<tr>
<td>Bike racks/Parking</td>
<td></td>
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<tr>
<td>Other relevant departments</td>
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<tr>
<td>Medical Records</td>
<td></td>
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<tr>
<td>I.D. Badge policy</td>
<td></td>
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<tr>
<td>Reporting Patient Incidences</td>
<td></td>
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<tr>
<td>Inservice Education opportunities</td>
<td></td>
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<tr>
<td>Infection Control Policies</td>
<td></td>
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<tr>
<td>Emergencies</td>
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<tr>
<td>Codes</td>
<td></td>
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<tr>
<td>Fire</td>
<td></td>
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<tr>
<td>Others (as appropriate)</td>
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</table>
| **SPECIFIC ORIENTATION**  
| (Clinician Instructor)  
<table>
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<tr>
<th>Check When Completed</th>
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</thead>
<tbody>
<tr>
<td>Program / Area of practice Overview</td>
</tr>
<tr>
<td>Occupational Therapy Responsibilities</td>
</tr>
<tr>
<td>Role(s) of Team members</td>
</tr>
<tr>
<td>Team Member introduction(s)</td>
</tr>
<tr>
<td>Scheduled meetings (e.g Service, Team, Discharge Planning)</td>
</tr>
<tr>
<td>Communication between clinician and student</td>
</tr>
<tr>
<td>(Phone, Pager, location of clinician, scheduled meeting times)</td>
</tr>
<tr>
<td>Referrals</td>
</tr>
<tr>
<td>Assessment forms/O.T. service guidelines</td>
</tr>
<tr>
<td>Specific charting guidelines</td>
</tr>
<tr>
<td>Treatment scheduling</td>
</tr>
<tr>
<td>Specific equipment - supplies</td>
</tr>
<tr>
<td>Working areas</td>
</tr>
<tr>
<td>Hours of work/Absences</td>
</tr>
<tr>
<td>Learning Objectives</td>
</tr>
<tr>
<td>Discussion of learning and supervisory styles</td>
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<tr>
<td>Evaluation plan</td>
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<tr>
<td>Fieldwork assignment expectations</td>
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</table>

**Follow up**

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</thead>
<tbody>
<tr>
<td>Midterm Fieldwork Evaluation</td>
</tr>
<tr>
<td>Midterm student evaluation of facility</td>
</tr>
<tr>
<td>Final Fieldworkl Evaluation (in pen signed by both student and clinician)</td>
</tr>
<tr>
<td>Final student evaluation of facility</td>
</tr>
</tbody>
</table>
Appendix F
University of British Columbia
Department of Occupational Science and Occupational Therapy
SITE PROFILE FOR FIELDWORK

The following information assists the University Fieldwork Co-ordinator when assigning students. It also provides students with the necessary guidelines for the preparation and planning of their clinical experience in your facility.

A. SITE AND ADMINISTRATION

1. Name of Facility: ______
   Address: ______

2. Person who administers O.T. Services:
   Name: Title:
   Telephone #: Extension:
   Fax #: E-mail address:

3. Persons responsible for fieldwork education in particular programs:

   (1) Name: Title:
       Telephone #: Extension:
       Fax #: E-mail address:

   (2) Name: Title:
       Telephone #: Extension:
       Fax #: E-mail address:

   (3) Name: Title:
       Telephone #: Extension:
       Fax #: E-mail address:

   (4) Name: Title:
       Telephone #: Extension:
       Fax #: E-mail address:

4. Person to whom all clinical correspondence should be directed:
   Name: Title:

5. First day student reports to:
   Name: Title:
   Place: Time:

6. Regular working hours are: a.m. to p.m.

7. Can the student email his/her letter of introduction? Yes [ ] No [ ]

   Can the student expect a reply to his/her letter of introduction? Yes [ ] No [ ]

   If yes, the reply will be by: (choose selection from drop down box) Letter

8. Should the student visit your facility before their placement Yes [ ] No [ ]

9. Dress Code:

10. Is a car required? Yes [ ] No [ ]

    If yes, full time [ ] or part time [ ]

11. Other requirements: (NOTE: Students are required to do criminal record checks & have current First Aid and CPR)
    Please State:
B. SERVICE

Please name the occupational therapy services provided in your site under the column labeled "SERVICE". For each service you have named please fill in the adjacent columns to indicate:
   a) age range of clients in that service area,
   b) whether it is at an acute, rehab, or long term care level of service,
   c) the environment of the OT service,
   d) the number of occupational therapists assigned to that service, and
   e) the number of support personnel assigned to that service.

<table>
<thead>
<tr>
<th>SERVICE (state program areas; i.e. mental health, physical dysfunction)</th>
<th>AGE RANGE OF CLIENTS (years)</th>
<th>CONTINUUM OF CARE (i.e. acute, rehab, LTC)</th>
<th>ENVIRONMENT (i.e. hospital, day care, community, school, home)</th>
<th>NUMBER OF OTS ASSIGNED TO SERVICE (part or full time)</th>
<th>NUMBER OF SUPPORT PERSONNEL (part or full time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

C. LEARNING EXPERIENCE

1. Other Learning Opportunities Available:
   - Supervision (i.e. of support personnel)  Yes □ No □
   - Teaching (other than instruction of patients)  Yes □ No □
   - Administration  Yes □ No □
   - Research  Yes □ No □
   - Professional Growth (in service/education sessions)  Yes □ No □
   - Inter-departmental Meetings (rounds, conferences)  Yes □ No □
   - Consultation (inter-disciplinary, family, community agencies)  Yes □ No □
   - Program Design/Development  Yes □ No □
   - Other:

2. Student Preparation:
   If you require students to review specific references prior to the placement, list below or attach these references:

D. SUPPORT SERVICES

1. Library facilities available:  Yes □ No □
2. Accommodation:  Male: Yes □ No □  Female: Yes □ No □
   (If yes, please attach details related to contact person, type of accommodation, costs, etc.)
3. Meals:  (available at facility)  Yes □ No □

E. ADDITIONAL INFORMATION

Please attach pertinent documents and/or descriptions to expand on any of the above sections or to include essential information that is not asked above.
Appendix G

ELEMENTS OF LEARNING OBJECTIVES

AUDIENCE
Objectives are written to describe the outcome of the learning experience for the student - not the instructor. To determine the audience element of the objective, ask the question "who is to perform the desired behavior?"
Objectives are statements by what the audience (learner, participant, student) will do.

BEHAVIOR
The behavior element is a phrase containing an action or behavioral verb that states what the learner is to perform or exhibit. For example:

- will make a resting splint
- will demonstrate a one person assist transfer
- will state ways in which patient fear may be alleviated

Behavior, as an element of an objective, can be enlarged to include some actions that are not observable, such as thinking and feeling, by specifying a performance or product that would indicate the development of the intended attitude or thought process.

CONDITION
The condition element is the stipulation of any restrictions or requirements that influence attempts to meet the objective. This includes forms, information, tools, equipment, source material or time factors. For example:

- Using the department guidelines and form the student will complete an interview with a person experiencing depression.
- After observing a child playing with his/her peers the student will report his/her observations.

STANDARDS
The standard element answers the question "How well do students need to achieve an objective in order for their performance to be judged satisfactory?" Standards for acceptable performance may be stated in terms of time limitations, number of correct responses and/or level of accuracy. For example:

- Using the department guidelines and form and the student will complete a bathroom assessment within 30 minutes.
- Independently the student will plan and lead a group with seniors.

Setting a standard (or criterion) for performance is called 'criterion referenced' performance. This contrasts to 'norm-referenced' performance, which compares the student's performance to that of other students. In health care the student is usually expected to master a competency rather than compete with others.

It is frequently difficult to differentiate between a 'condition' and a 'standard' element. A good rule of thumb is that if you are using the restriction for evaluation purposes, it is a standard. If you are not taking it into account in evaluating, then it is a condition.

SF/CC Mar'94
Appendix H
University of British Columbia – Department of Occupational Science and Occupational Therapy
LEARNING OBJECTIVE TEMPLATE

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Learning Resource(s)</th>
<th>Evidence</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Clinical reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Facilitating Change with a Practice Process</td>
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<td></td>
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</tr>
<tr>
<td>4. Professional Interactions and Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communication</td>
<td></td>
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<td>6. Professional Development</td>
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<td>7. Performance Management</td>
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Student (print):
SAMPLE OF PLACEMENT OBJECTIVES (Level 3 student)

PRACTICE KNOWLEDGE:

1. The student will become aware of role of OT, and other team members by the end of the placement.

2. The student will independently set up appointment with manager of service to get overall picture of services.

3. The student will independently set up appointment with case manager to learn about role and do a medication review.

4. The student will independently set up an appointment with a case manager to observe an intake assessment.

CLINICAL REASONING:

5. The student will independently formulate (both written and verbal discussion with therapist) treatment goals based on assessment results and independently follow through with these treatment goals with at least three clients.

FACILITATING CHANGE WITH A PRACTICE PROCESS:

6. The student will after observation of standard assessments administer the assessment independently on at least two clients by the end of the placement.

7. The student will make appropriate referrals to our programs based on collaborative treatment planning with clients.

8. The student will after observation of a group, co-lead one session with a recreational therapist.

PROFESSIONAL INTERACTIONS AND RESPONSIBILITY:

9. The student will help co-lead gardening and landscaping groups with a horticultural therapist from the onset of the placement.

10. The student will help plan activities for Young Adult Group with OT and will independently take over this group by the end of the placement.

Adapted with permission from Community Psychiatric Services 2004
COMMUNICATION:

11. The student will independently formulate (both written and verbal discussion with therapist) treatment goals based on assessment results and independently follow through with these treatment goals with at least three clients.

12. The student will report on the progress of the clients he has been working with at rehab team meeting.

13. The student will write up a group protocol for specific groups and will present it by the end of the placement.

PROFESSIONAL DEVELOPMENT:

14. The student will after discussion with OT and volunteer coordinator independently research outdoor volunteer opportunities in the community and potentially start to run a volunteer program with OT by the end of the placement.

PERFORMANCE MANAGEMENT:

15. The student will independently prioritize time and work load responsibilities.

Adapted with permission from Community Psychiatric Services 2004
Occupational Therapy Student Objectives  
(Set up in the 7 Competencies)

<table>
<thead>
<tr>
<th>By the end of this placement a level ______ student will:</th>
<th># of times</th>
<th>Level of supervision</th>
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<tbody>
<tr>
<td><strong>1. Practice Knowledge</strong></td>
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<tr>
<td>a) demonstrate an understanding of client conditions as it relates to the development of programs</td>
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<td>b) manage referrals from staff …..</td>
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<tr>
<td>c) articulate clearly the role of occupational therapy to family members</td>
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<tr>
<td>d) set up appointments with other team members to learn about roles</td>
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<tr>
<td><strong>2. Clinical Reasoning</strong></td>
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<tr>
<td>a) make appropriate decisions based on sound analytical thinking</td>
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<tr>
<td>b) demonstrate good problem solving skills when working with clients and family members</td>
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<tr>
<td><strong>3. Facilitating Change with a Practice Process</strong></td>
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<tr>
<td>a) become proficient in …..</td>
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<tr>
<td>b) identify one client centred area of need and implement a program to implement that</td>
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<tr>
<td><strong>4. Professional Interactions and Responsibilities</strong></td>
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<tr>
<td>a) respond appropriately verbally and in writing to requests from other team members</td>
<td></td>
<td></td>
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<tr>
<td><strong>5. Communication</strong></td>
<td></td>
<td></td>
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<tr>
<td>a) maintain health care records</td>
<td></td>
<td></td>
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<tr>
<td>b) attend care conferences where appropriate and report</td>
<td></td>
<td></td>
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<tr>
<td><strong>6. Professional Development</strong></td>
<td></td>
<td></td>
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<tr>
<td>a) develop a resource manual on …..</td>
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<tr>
<td>b) make appointments to meet with other local resources relevant to working with client population</td>
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<td></td>
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<tr>
<td><strong>7. Performance Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) organize and set priorities for work load independently</td>
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</tbody>
</table>

Adapted with permission from Oak Bay Kiwanis Pavilion 2004
Appendix I
The University Fieldwork Coordinators Committee of the Association of Canadian Occupational Therapy University Programs

Presents the

Canadian Guidelines for Fieldwork Education In Occupational Therapy (CGFEOT)

Guiding Principles, Responsibilities, Continuous Quality Improvement Process and Fieldwork Site Profile

Approved by UFCC, ACOTUP and CAOT
Summer 2003,
Revised – summer 2005
A Vision for Fieldwork Education Experience

The University Fieldwork Coordinators Committee (UFCC) of the Association of Canadian Occupational Therapy University Programs (ACOTUP) has reviewed the national guidelines for fieldwork education in response to a number of developments. Feedback from fieldwork education partners, shifts in health care environments, changes in occupational therapy practice, and the new profile and core competencies of practice documents have highlighted the need to reduce administrative procedures while continuing to promote excellence in fieldwork education.

The revised Canadian Guidelines for Fieldwork Education in Occupational Therapy are consensus based and reflect current best practice in determining optimal conditions for fieldwork education. The guidelines have incorporated input from a variety of sources: consultation with fieldwork partners on the challenges of providing fieldwork education, a visioning experience by university fieldwork coordinators to identify factors for effective fieldwork, and a review of national and international documents. The UFCC acknowledges the commitment of its fieldwork partners (fieldwork sites, fieldwork educators, on site fieldwork coordinators, and other team members) in continuing to support a high quality fieldwork education program. We also thank these partners for their feedback and input during the revision process.

The national guidelines are intended to guide fieldwork partners in developing an effective environment for learning, together with fieldwork education resources and student learning opportunities. In addition, they will guide universities in determining appropriate fieldwork education experiences that enable students to integrate academic and fieldwork learning throughout their professional development.

The guidelines begin with principles guiding fieldwork education, followed by responsibilities of the main fieldwork education partners (students, fieldwork educators and university fieldwork coordinators). The final section outlines a Fieldwork Site Profile (FS-PRO) of Learning Opportunities and Resources for each fieldwork site to complete. The FS-PRO also serves as a continuous quality improvement indicator and facilitates partnership between fieldwork education sites and university programs.

The Canadian Occupational Therapy
University Fieldwork Coordinators
Section 1: Principles Guiding the Fieldwork Education Experience

These guidelines are intended to ensure that each fieldwork experience provides excellent learning opportunities and resources and an optimum environment for learning.

Students acquire abilities and professional behaviors as well as new knowledge while engaged in fieldwork education. Students, fieldwork educators, onsite fieldwork coordinators, university professors and university fieldwork coordinators are expected to collaborate in linking fieldwork experiences to what students have learned in class. Therefore, it is important to share a common vision for fieldwork education.

The fieldwork experience should:

- Be a collaborative learning experience among students, clients, fieldwork educators, onsite fieldwork coordinators and university programs;
- Be mutually beneficial to students and fieldwork educators;
- Be accepted as an essential part of professional growth for both students and fieldwork educators;
- Occur in a positive learning environment;
- Consider the teaching methods and learning styles of both students and fieldwork educators;
- Consider students’ learning objectives in relation to their professional development within the context of the fieldwork environment;
- Support students to account for their learning;
- Enable students to link theory with practice;
- Enable students to take an active role within the site;
- Promote satisfaction for both students and fieldwork educators regarding the fieldwork experience;
- Support fieldwork educators preferences for student level, timing and supervision model to facilitate an educational fit;
- Occur anywhere the roles and functions of an occupational therapist can be developed and integrated.
Section 2: Responsibilities of Fieldwork Education Partners
(Primarily students, fieldwork educators and university fieldwork coordinators)

**Students are expected to:**

- Take responsibility for their learning experience and the direction of that experience in partnership with fieldwork educators, onsite fieldwork coordinators, university professors and fieldwork coordinators;
- Set personal and professional goals before the beginning of the fieldwork experience. Review and adjust them throughout the placement;
- Do preparatory readings before and during the fieldwork experience;
- Uphold the Codes of Ethics at all times (CAOT, professional regulatory body, fieldwork site, university program);
- Comply with site and university policies and procedures;
- Increase their understanding of and promote the roles and functions of occupational therapists;
- Increase their understanding of and respect the roles and functions of other team members;
- Learn how occupational therapists contribute to the service delivery team;
- Increase their understanding of the systems in which occupational therapists practice;
- Develop competencies for the application of the occupational therapy process;
- Develop increased confidence and competence in their practice of occupational therapy;
- Develop an interest in one or several areas of occupational therapy to guide them in designing their learning plans and career path;
- Communicate with the university fieldwork coordinator before or at mid-term if they encounter fieldwork challenges;
- Provide feedback to supervisor based on their fieldwork learning experience.

**Fieldwork educators are expected to:**

- Become familiar with the university fieldwork education program (learning objectives, educational tools, fieldwork evaluation tool, expected performance of student depending on placement level) and with the supervision process;
- Offer a welcoming environment, a comprehensive orientation and provide space for student use, as available within the site’s resources;
- Act as role models for students;
Offer a positive and comprehensive learning environment to enable student development within the core competencies required for occupational therapy practice;

Clearly inform students of what is expected of them, appropriately grade responsibilities and expectations and be available to students to offer appropriate supervision;

Offer regular and timely feedback based on student performance, including recommendations for improvement;

Assist students to develop a good understanding of their “professional growth” and of the remaining learning objectives by allowing and promoting time for guided reflection;

Meet with students to discuss and evaluate their performance at the mid-term and end of the fieldwork education experience;

Communicate with the university fieldwork coordinator before or during the mid-term evaluation if the student encounters significant challenges;

Provide to university fieldwork coordinators and students a current “Fieldwork Site Profile (FS-PRO): Learning Opportunities and Resources” (see section 3).

**University fieldwork coordinators are expected to:**

- Assist students to develop a good understanding of their “professional growth” and of their learning objectives by offering fieldwork preparation (e.g. orientation and resources) and debriefing sessions (e.g. integration of theory with practice) to students;

- Provide fieldwork educators with orientation and educational resources related to the university fieldwork education program and the supervision process;

- Coordinate offers and requests for placements and whenever possible match students and sites according to students’ academic and fieldwork profiles and interests;

- Enable students to make suitable choices in selecting fieldwork settings;

- Offer ongoing support and problem solving to students and fieldwork educators in dealing with student learning challenges;

- Recognize fieldwork partners who contribute time and expertise in supervising students;

- Provide sites with a fieldwork agreement, either temporary or long term, describing the liability and responsibilities of each party;

- Ensure students are provided with appropriate liability coverage;

- Regularly assess the content and quality of supervision given and provide recommendations to fieldwork sites and feedback to fieldwork educators.
Section 3:
Fieldwork Site Profile (FS-PRO): Learning Opportunities and Resources
Partnership Process and Continuous Quality Improvement Indicators

University fieldwork coordinators require information about fieldwork education sites regarding opportunities and resources for student learning. The main goal of this process is to promote excellence in fieldwork education among partners as well as to fulfill the Canadian Association of Occupational Therapists (CAOT) requirements* for Academic Accreditation.

The information included in the FS-PRO will assist university fieldwork coordinators and students in making informed decisions about placement selection. They may achieve a balanced student fieldwork profile while meeting their learning needs.

This information will also be used for the partnership renewal process, which is described on page 7, by university fieldwork coordinators.

Nature of Information Required

As per the attached form, “Fieldwork Site Profile (FS-PRO): Learning Opportunities and Resources”, fieldwork educators, with their colleagues and manager, are expected to provide information about:

- Site and Contact Information
- Characteristics of Occupational Therapy Services
- Learning Opportunities and Resources
- Administrative Resources
- Amenities
- Site Requirements for Students
- Messages to Students

When available, supporting material about the fieldwork site, the various programs and the occupational therapy services offered should be attached to the profile.

* For example, therapists must have at least one year of professional experience prior to supervising students.
Frequency and Process of Information Updates

To ensure the highest levels of quality in fieldwork education, the following quality improvement steps are recommended:

1. University fieldwork coordinator will review all FS-PRO documents at minimum every 5 years.

2. University fieldwork coordinator will communicate with each site’s contact person.

3. The FS-PRO update will be requested within a reasonable timeframe, which will be determined by both the contact person and the university fieldwork coordinator.

4. Once the information has been reviewed, the university fieldwork coordinator and the site’s contact-person will provide each other with feedback.

5. A timeframe will be set between the university and the site if improvements are to be made to ensure the best quality of the fieldwork experience for students.

The FS-PRO will be the primary continuous quality improvement method. As an additional means of ensuring quality, it is recommended that:

- Students provide the site with feedback at the end of every placement.

- Students complete a written “evaluation of placement” form which is submitted to the university fieldwork coordinator.

- University fieldwork coordinators compile student feedback and share it with fieldwork sites at the time of site-university partnership renewal.

Depending upon specific needs and programs developed, it is anticipated that each university will be responsible for designing and implementing additional continuous quality improvement methods that are deemed appropriate for their region.
Fieldwork Site Profile (FS-PRO):
Learning Opportunities and Resources

Please fill in and return to your affiliated university occupational therapy program.

Site and Contact Information

Name of site: ________________________________________________________________

Name of program/sector: _______________________________________________________

Name of contact person: _______________________________________________________

Title of contact person: ______________________________________________________

Address: ___________________________________________________________________

____________________________________________________________________________

Phone*: (_____) __________________ Fax*: __________________

E-mail address*: ___________________________________________________________

Web site: _________________________________________________________________

☐ Supporting material about the site and occupational therapy services attached
(e.g. pamphlet, brochure, fact sheet)

If you have any questions or comments, please contact your university representative:

Label with name and contact information of UFC
(Suggested font: Arial 11)

A member of the University Fieldwork Coordinators Committee (UFCC), a sub-committee of the
Association of Canadian Occupational Therapy University Programs (ACOTUP)
Fieldwork Site Profile (FS-PRO):
Learning Opportunities and Resources
Copy and complete for individual location or program as appropriate.

Name of program / site: ________________________________________
(if different from page 1):

Contact information if different from page one:
Location of occupational therapy services in the building:

Characteristics of Occupational Therapy Services:

1. Occupational therapy services are organized on:
   - [ ] an O.T. department basis
   - [ ] a program basis
   - [ ] No O.T. on site
   - [ ] other: ____________________________________________________

   Description (e.g. the mission and vision of your organization, occupational therapy philosophy and role of occupational therapy within your organization):

2. System(s) / services in which you practice:
   - [ ] Public sector
   - [ ] Private practice
   - [ ] Rehabilitation centre
   - [ ] Outpatient clinic
   - [ ] Hospital
   - [ ] Long term care centre
   - [ ] Home care
   - [ ] Day hospital
   - [ ] Insurance industry
   - [ ] Community setting
   - [ ] School
   - [ ] Other: ____________________________________________________

3. Occupational therapy roles:
   - [ ] Direct care
   - [ ] Indirect care
   - [ ] Consultation
   - [ ] Research
   - [ ] Administration
   - [ ] Other: ____________________________________________________

4. Client life span:
   - [ ] Children
   - [ ] Adolescents
   - [ ] Adults
   - [ ] Older adults
Characteristics of Occupational Therapy Services (continued):

5. Client conditions: □ Mental health   □ Physical health   □ Combined   □ Other

*Please list common client issues:*

6. Occupational therapy focus:

*Please describe common areas of practice, interventions and programs:*

7. Hours of operations: ________________________________________________________________

8. Total number of occupational therapists working at/for your site:

□ Full Time: ____________   □ Part Time: ____________

9. Support personnel (e.g. OTAide, rehab assistant)? □ yes   □ no   If yes, how many:_____

UFCC- ACOTUP
Fieldwork Site Profile: Learning Opportunities and Resources– 2005 Revised Edition 3
Learning Opportunities and Resources for Students:

1. Access to a library (either on or off-site): ☐ yes  ☐ no
2. Internet access: ☐ yes  ☐ no
3. Other learning opportunities and resources for students (please list):
   (e.g. interprofessional contacts, field trips, resource binders):

4. Please state your general learning and performance expectations of students (other than the ones from the University) to assist them in preparing for fieldwork education at your site.
Administrative Resources:

1. Orientation session offered upon students arrival:
   - ☐ yes  ☐ no, it will be available on *(specify date)*: ________________

2. Space and resources available to students (phone, desk, workstation, etc.):
   

3. Policies and procedures information available:
   - ☐ yes, location: ______________________________________________________
   - ☐ no, it will be available on *(specify date)*: ________________

4. Health and safety policy in place:
   - ☐ yes  ☐ no, it will be available on *(specify date)*: ______________________

5. Emergency procedures information available:
   - ☐ yes, location: ______________________________________________________
   - ☐ no, it will be available on *(specify date)*: ________________

6. Contingency plan available (for absent fieldwork educator during placement):
   - ☐ no, it will be available on *(specify date)*: ________________
   - ☐ yes. Please outline its major characteristics:
Administrative Resources (continued):

7. Continuing education plan in place for occupational therapists on site:
   - ☐ no, it will be available on (specify date): ________________
   - ☐ yes. Please outline its major characteristics:

   Please outline your site’s continuing education policy or describe how occupational therapists remain current in issues that impact their professional practice. Also, describe use of evidence based practice:

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Site Requirements for Students:

1. Immunization: ☐ yes ☐ no If yes, specify in box below.

2. Criminal / police record check: ☐ yes ☐ no If yes, specify in box below.

3. Dress code: ☐ yes ☐ no If yes, specify in box below.

4. A car is required during placement hours: ☐ yes ☐ no
   ☐ If yes, describe the site “gas reimbursement” policy for OT students, in the box below.

Please specify additional information and/or requirements (e.g. mask fit testing):

Message to Students:

Please add anything else you would like students to know or prepare for prior to starting a placement at your site.

☐ Pre-placement information package sent to student (e.g. reading list or material, schedule): ☐ yes ☐ no

Signatures:

Profile completed by: ____________________________________________________ date: ______________

(Name and title)

My organization wishes to offer placements to occupational therapy students from:
   ☐ my affiliated University ☐ Canadian universities ☐ International O.T. programs

For fieldwork education purposes, I hereby authorize my affiliated university occupational therapy program to forward the information included in the FS-PRO to students and fieldwork coordinators from other occupational therapy programs.

I shall ensure that students will be supervised by qualified occupational therapists who have a minimum of one year of professional experience, and hold credentials with their provincial regulatory body.

Signature: _______________________________________________ date: __________
Site representatives will be provided with feedback on their fieldwork education program by the university fieldwork coordinator every 5 years. Fieldwork educators are asked to reflect on this feedback and their own experiences with their fieldwork education program, and then to complete the following form. The information obtained will be used as a basis for discussion by the university fieldwork coordinator and the site representative. The ongoing exchange of this nature will facilitate quality improvement and ongoing partnership in fieldwork education.

**Areas for Improvement**
*(Upon renewal and/or update of FS-PRO)*

1. Comment on or suggest improvement to the university’s fieldwork education program:
2. Which area of your fieldwork education program needs to be developed and/or improved in order to optimize the overall fieldwork experience?

3. What objectives and plan of action will you be pursuing to improve identified areas?

Form completed by: ______________________ (Name and title)  
Signature: ______________________ date: _____________
National and International Documents

Association of Canadian Occupational Therapy Regulatory Organizations, (2000). Essential Competencies for Occupational Therapists in Canada. ACOTRO.


CAOT, ACOTUP (1999). Fieldwork Education Site Approval Program. CAOT/ACOTUP.

CAOT, (2002). Profile of Occupational Therapy Practice in Canada. CAOT.


Acknowledgements

The UFCC has used elements of the University of Ottawa, School of Rehabilitation Science, Profile of the Clinical Facility, in the development of the FS-PRO.

The UFCC would like to thank our fieldwork partners across Canada for their contributions in reviewing these guidelines.