Fieldwork I
Pre-Placement Supplemental Slides
Department of Occupational Science and Occupational Therapy

Fieldwork Team

- **Rhona Anderson**, Fieldwork I Co-Instructor
  - Email: rhona.anderson@utoronto.ca
  - Phone: (416) 978-2679

- **Donna Barker**, Director of Clinical Education and Fieldwork I Co-Instructor
  - Email: donna.barker@utoronto.ca
  - Phone: (416) 946-8782

- **Nella Rupp**, Administrative Assistant
  - Email: ot.clined@utoronto.ca
  - Phone: (416) 978-8234
Objectives for this Recorded Session

Provide information specifically related to Fieldwork I

- Learning Objectives
- Evaluation
- Interprofessional Education
- Issues Arising
- Submission of Forms and other general procedures

A recorded presentation of the overall OT Fieldwork Program at the University of Toronto (under the FW Resources Tab): http://ot.utoronto.ca/clinical-community-alumni/clinical-community/fieldwork-supervision/
Os&OT Website

- General department and curriculum information: http://www.ot.utoronto.ca

- Specific to fieldwork: http://ot.utoronto.ca/clinical-community-alumni/clinical-community/community/fieldwork-supervision/
Refer to Fieldwork Resource Manual for

- Philosophy of fieldwork and professional standards
- Health policies
- Contracts and insurance
- Requirements and selection process
- Pre-placement communication
- Objectives
- Evaluation Process
- Further resources related to topics discussed in this webcast

http://ot.utoronto.ca/current/fieldwork-manual-index/
Fieldwork IV Placements Dates

- Fieldwork I Schedule:
  - May 1 to June 9, 2017
  - 6 weeks
  - 5 days per week

- The University will be closed on statutory holidays
  - Victoria Day
General and Specific FW1 Objectives

General Objective:

- Students will focus on improving generic assessment and intervention skills, developing documentation skills, and beginning to apply theoretical knowledge to the clinical setting. Refer to the course outline.

- Specific objectives reflect the level of skill development and supervision required in FW I.

http://ot.utoronto.ca/clinical-community-alumni/clinical-community/fieldwork-supervision/
Stages of Professional Competency Development

Entry-Level Student

Stage 1

Stage 2

Stage 3

Knowledge Application

Transition

Consolidation

Entry-Level Clinician

Source: Competency Based Fieldwork Evaluation for Occupational Therapists
Bossers, Miller, Polatajko, Hartley, 2002

Department of Occupational Science and Occupational Therapy
1. Knowledge Application - educating

- Emphasis on development of interaction skills with clients, family, and other health care personnel
- Students endeavour to apply their current academic knowledge base to actual practice
- Supervision should be consistent/readily available
- Students require opportunities to observe and practise professional behaviours and skills that may include
  - assessment and intervention techniques
  - communication with family members / other health care personnel
  - clinical/professional reasoning specific to client centred occupational therapy practice
2. Transition - **coaching**

- Emphasis on practice and experience in clinical problem-solving, assessment, and intervention

- Students should begin to share and assume responsibility for all components of client-centered practice, such as
  - referral analysis and assessment
  - planning and implementation of intervention programs
  - discharge planning and follow-up

- Students should be encouraged to try to develop their own ideas/insights and should be able to engage in discussion of several solutions to occupational performance problems and viable courses of action
3. Consolidation - mentoring

- Emphasis on final preparation of student to assume the role of competent, entry-level occupational therapist

- Students should be encouraged to assume as much independence as possible in professional reasoning & in linking academic theory with practice

- Students may require some guidance but should take responsibility for client-centred practice components:
  - referral analysis & assessment
  - planning & Implementation of intervention programs
  - discharge planning & follow-up
## Competencies of the CBFE-OT

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Knowledge</strong></td>
<td>Discipline-specific theory and technical knowledge.</td>
</tr>
<tr>
<td><strong>Clinical Reasoning</strong></td>
<td>Analytical and conceptual thinking, judgment, decision making, and problem solving.</td>
</tr>
<tr>
<td><strong>Facilitating Change within a Practice Process</strong></td>
<td>Assessment, intervention planning, intervention delivery, and discharge planning</td>
</tr>
<tr>
<td><strong>Professional Interactions and Responsibility</strong></td>
<td>Relationship with clients and colleagues, legal and ethical standards</td>
</tr>
</tbody>
</table>
### Competencies of CBFE (cont’d)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Verbal, non-verbal, and written communication</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Commitment to profession, self-directed learning, and accountability</td>
</tr>
<tr>
<td>Performance Management</td>
<td>Time and resource management, leadership</td>
</tr>
</tbody>
</table>
5. **COMMUNICATION**

- Fosters open communication
- Listens actively
- Speaks clearly and appropriately
- Provides explanations and/or education that is at an appropriate level for the client
- Writes clearly and appropriately
- Modifies language for the listener
- Uses non-verbal communication appropriately and effectively

<table>
<thead>
<tr>
<th>STAGES</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| 1      | 1 - Low Stage 1 competencies  
2 - Rudimentary Stage 1 competencies  
3 - Mastery of Stage 1 competencies/ Transition to Stage 2 |
| 2      | 3 - Transition to Stage 2  
4 - Rudimentary Stage 2 competencies  
5 - Intermediate Stage 2 competencies  
6 - Mastery of Stage 2 competencies/ Transition to Stage 3 |
| 3      | 6 - Transition to Stage 3  
7 - Rudimentary Stage 3 competencies  
8 - Mastery of Stage 3 competencies/ ready to enter clinical practice |

The Competency Rating Scale

<table>
<thead>
<tr>
<th>U</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mid-term</td>
<td>Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>U</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final</td>
<td>Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please circle the level of performance.*
# Stages of Competency Development

**Source:** Competency Based Fieldwork Evaluation for Occupational Therapists, Bossers, Miller, Polatajko, Hartley, 2002

<table>
<thead>
<tr>
<th></th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance</strong></td>
<td>Knowledge</td>
<td>Transition - Reflection on Action</td>
<td>Consolidation – Reflection in Action</td>
</tr>
<tr>
<td></td>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educator Supervision</strong></td>
<td><strong>Style</strong></td>
<td><strong>Evaluation</strong></td>
<td><strong>Consulting</strong></td>
</tr>
<tr>
<td></td>
<td>Direct Teaching</td>
<td>Coaching</td>
<td>Mentoring</td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scoring</strong></td>
<td><strong>Scores 1-3</strong></td>
<td><strong>Scores 3-6</strong></td>
<td><strong>Scores 6-8</strong></td>
</tr>
<tr>
<td></td>
<td>1 = low S1</td>
<td>3 = transition to S2</td>
<td>6 = transition to S3</td>
</tr>
<tr>
<td></td>
<td>2 = rudimentary S1</td>
<td>4 = rudimentary S2</td>
<td>7 = rudimentary S3</td>
</tr>
<tr>
<td></td>
<td>3 = mastery of S1 / transition to S2</td>
<td>5 = intermediate S2</td>
<td>8 = mastery of S3 / ready to enter clinical practice</td>
</tr>
</tbody>
</table>

Department of Occupational Science and Occupational Therapy
The Learning Objective Rating Scale

Student’s Learning Objective(s) - Communication

Objective(s)  Resource(s) Required to Meet the Objective(s)  Evidence  Validation

The Learning Objective Rating Scale

Mid-term  Final

Doesn’t Meet Objectives  Please place a vertical bar intersecting the fine line in the shaded area  Meets All Objectives Very Well

Department of Occupational Science and Occupational Therapy
Personal Student Learning Objectives

- There should not be a learning objective for each competency. 3-4 objectives overall is adequate.
- Negotiated between student and preceptor at the end of the first week of placement.
- Learning objectives should be developed during the first week of placement.
- There cannot be more than one objective for each competency.
- Objectives can be completed on CBFE-OT or on a separate sheet however must be returned to the UofT.
- Objectives should be SMARTER.
The Competency Based Fieldwork Evaluation is available electronically from your student. Due to copyright issues, we cannot send you the electronic version directly.

After the placement is over and you have printed a hard copy of the evaluation to send in to us, delete this from your computer.
Interprofessional Education During Fieldwork 1

- Instead of a student presentation / project, students on Fieldwork 1 will complete at least 2 of the 3 ‘Flexible IPE Activities’, unless they are on a ‘Structured IPE Placement’.

- Detailed instruction sheets on these activities have been given to the students and are also available on our website at [http://ot.utoronto.ca/wp-content/uploads/2015/06/ipe-structured-placement-certificate.pdf](http://ot.utoronto.ca/wp-content/uploads/2015/06/ipe-structured-placement-certificate.pdf)

- The 3 Flexible IPE Activities are:
  - Participation in a team educational session
  - Interview and shadow 2 team members
  - Participation in team meetings
Student Report on Fieldwork Placement

- This form is an opportunity for the student to provide formal feedback to the preceptor and the facility both at midterm of the placement and at the end of placement.

- Students complete this form online and discuss it with his/her preceptor.

- At the end of placement, these forms must be printed, signed by the student and preceptor and then sent to the university.
Student Performance Issues

- Please contact the University as soon as you have any concerns regarding a student.

- **Expectation**: U of T Fieldwork Instructor and student will be notified at or prior to midterm if there is a concern that student may not pass the fieldwork placement.

- Details about processes to follow when the preceptor has a concern with a student are available through flowcharts in the online fieldwork manual [here](#).

- U of T fieldwork instructor may conduct a site visit to facilitate the fieldwork preceptor-student learning experience through discussion, as needed.
Absences

- With the exception of illness, all absences should be approved prior to the absence by Academic Fieldwork Coordinator.

- Please review with the student the steps to take if they are ill and cannot come to placement (e.g. phone or email you).

- Please ensure that you record all absences and additional hours on the first page of the CBFE-OT in the indicated area.
Student Incident While on Placement

- Please contact our Fieldwork team immediately if your student has an accident or incident (serious illness) while on placement.

- Contact your site fieldwork coordinator for further guidance on completing Postsecondary Student Unpaid Work Placement Workplace Insurance Claim and Students on Unpaid Work Placements Accident Report forms.

- Further instructions are available here
Completion of placement

- We require the following information to be returned promptly to U of T upon completion of placement
  - Completed CBFE-OT (including signatures)
  - Learning objectives
  - Student Report on Placement

- The student will not receive a grade for this fieldwork course until a hard copy of the CBFE-OT is returned to us.
Returning Completed Fieldwork 1 Forms

- Fieldwork 1: Deadline for return of completed CBFE-OT form, student learning objectives, and student fieldwork site evaluation, is June 23, 2017.

- These forms can be sent to the Fieldwork office via the student if they are in a sealed envelope with your signature over the seal or they can be mailed to:

  Nella Rupp  
  Department of Occupational Science and Occupational Therapy  
  Rehabilitation Science Building  
  160 – 500 University Ave  
  Toronto, Ontario  
  M5G 1V7
Thank you!

- Thank you for your willingness to take a student on placement. The students, our fieldwork team, and the rest of the faculty appreciate your partnership in the education of our occupational therapy students!