Fieldwork 4
Pre-Placement Information:

Supplement to Pre-Recorded Webcast
Fieldwork Team

- Donna Barker, Director of Fieldwork Education & Fieldwork Instructor
  - Email: donna.barker@utoronto.ca
  - Phone: (416) 946-8782

- Nella Rupp, Administrative Assistant
  - Email: ot.clined@utoronto.ca
  - Phone: (416) 978-8234

- Andrea Duncan, Role-emerging/Role-enhancing Fieldwork Coordinator & Fieldwork Instructor
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Objectives for This Powerpoint

Provide information specifically related to Fieldwork 4

- Learning Objectives
- Evaluation
- Projects/ Presentation
- Issues Arising
- Submission of Forms

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/fieldwork-supervision/
Fieldwork Placements

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 4 Placements Dates

Fieldwork 4 Dates:
- Beginning of July to end of August (*specific dates on OCT1283Y course outline*)
- 8 weeks
- 5 days per week

The University will be closed on statutory holidays
- Civic Holiday
- Please ensure that you have clearly communicated any facility statutory holidays to your student.
Fieldwork 4: OCT1283Y

- Refer to the course outline for course learning objectives, further information about course requirements, dates or process for submission of fieldwork evaluation forms, etc.

- Specific learning objectives on the course outline reflect the level of skill development and supervision required in FW 4
Fieldwork 4: OCT1283Y

General Overall Objective:

- Gain independence in administering & interpreting assessments, treatment planning, programming & evaluation

Specific Objectives:

Stages of Professional Competency Development

Entry-Level Student

Stage 1
Knowledge Application

Stage 2
Transition

Stage 3
Consolidation

Entry-Level Clinician

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

Department of Occupational Science and Occupational Therapy
Stage/Level 3: Consolidation

“mentoring”

- Primary 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

- Style of Supervision:
  - Consultative

- Primary role of educator / preceptor:
  - Mentor
Providing Feedback to Level 3 Fieldwork Students

- Student self-reflection should be self-initiated
- Encourage student to identify and pursue professional learning needs
- Work “collegially” with the student

Bossers (2009)
Student Report of Fieldwork Placement

- Completed and reviewed with preceptors at midterm and final
- Signatures are required at the end of placement
## Competencies of the CBFE-OT

<table>
<thead>
<tr>
<th>Category</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>
<tr>
<td>Competencies of the CBFE-OT</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Verbal, non-verbal, and written communication</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Commitment to profession, self-directed learning, and accountability</td>
</tr>
<tr>
<td><strong>Performance Management</strong></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>Unacceptable</th>
<th>Developing</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td>U 1 2 3 4 5 6 7 8 E</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>U 1 2 3 4 5 6 7 8 E</td>
<td></td>
</tr>
</tbody>
</table>

Please circle the level of performance.

*Entry Level Student*

*Entry Level Clinician*
# Stages of Competency Development

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

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Application</td>
<td></td>
<td>Transition - Reflection on Action</td>
<td>Consolidation – Reflection in Action</td>
</tr>
<tr>
<td>Educator Supervision Style</td>
<td>Direct Teaching Evaluation Feedback</td>
<td>Coaching</td>
<td>Consulting Mentoring</td>
</tr>
<tr>
<td>Scoring</td>
<td>Scores 1-3</td>
<td>Scores 3-6</td>
<td>Scores 6-8</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>
Student Evaluations: CBFE-OT

- 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.
Personal Student Learning Objectives

- 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 should not be a learning objective for each competency. 3-4 objectives overall is adequate
- 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
IPE Requirements

- Interprofessional Education Information in the Fieldwork Manual
Student Presentation / Project

- Every student must complete a presentation or project during Fieldwork IV.
- The topic of the presentation or project should be negotiated between the preceptor and the student.
- Projects should be pertinent to their current fieldwork practice, of benefit to the facility, and will aid them in their application of theory and practice.
- Role Emerging or Role Enhancing placements with a major project component satisfy this requirement.
Student Performance Issues

- Please contact university Fieldwork Coordinator as soon as you have any concerns regarding a student passing the placement.

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

- U of T Fieldwork Coordinator may conduct a site visit to speak with preceptor and student.
  - Learning objectives and CBFE-OT scores and comments will be reviewed to assist in generating strategies to improve student performance.
Process for Student Issue

Preceptor notices a minor student problem (inappropriate, skills, punctuality …)

Preceptor discusses concern with student and together develop strategies and opportunities for reassessment

Behaviour/concern improves

Monitor

Behaviour/concern does not improve

Discuss with site FW Coordinator

Preceptor, site FW Coordinator and student strategise

Inform Academic (U of T) FW Coordinator of troubles

Document

Reassess progress

Improvement noticed

Continue and monitor

No improvement

Call U of T FW Coord. ASAP – by midterm
Student Absences

- All absences should be approved prior to the absence by the University Fieldwork Coordinator, with the exception of illness related absences.

- Students may be requesting additional hours to make up time for absences related to previous religious holidays, illness, conferences or extenuating personal circumstances. Providing these extra hours are at your discretion.

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

- Please contact all members of the Fieldwork Team immediately if your student has an accident or incident (serious illness) during placement.

- Further instructions are available at: http://ot.utoronto.ca/current/fieldwork-manual-index/contracts-and-insurance/
Completion of Placement

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

- The student will not receive a grade for this fieldwork course until a hard copy of the CBFE-OT is returned to the University.
Returning Completed Fieldwork 4 Forms

- Deadline for return of the CBFE-OT evaluation and Student Report on Fieldwork Placement, is **1 week** after the completion of the placement.

- 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:

  *Fieldwork Administrative Assistant (Nella Rupp)*
  *Department of Occupational Science and Occupational Therapy*
  *Rehabilitation Science Building*
  *160 – 500 University Ave*
  *Toronto, Ontario*
  *M5G 1V7*
Thank-you!!

Thank you again for your commitment to supporting the education of future OTs. All the best for Fieldwork 4!