Preceptor Preparation for Fieldwork 2
(OCT1281Y)
Fieldwork Team

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Objectives for This Recording

Provide information specifically related to Fieldwork 2

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

A recorded presentation of the overall OT Fieldwork Program at the University of Toronto can be accessed at (under the Information Tab):
http://ot.utoronto.ca/clinical-community-alumni/clinical-community/fieldwork-supervision/
OS&OT Website

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

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

Refer to Fieldwork Resource Manual for
- Philosophy of fieldwork and professional standards
- Health policies
- Contracts and insurance
- Fieldwork Structure and placement processes
- Pre-placement communication
- Objectives
- Interprofessional education
- Evaluation Process

Link to online Fieldwork Manual:
http://ot.utoronto.ca/current/fieldwork-manual-index/
Fieldwork 2 (OCT 1281Y)

Fieldwork 2 occurs in November/December each year and is seven weeks of full-time placement (37.5 hours / week)

Specific dates

Course Objective:

Students will focus on developing skill in advanced assessments, consolidating academic learning with clinical learning, and increasing independence in working with clients.
Fieldwork 2 Objectives

Specific Objectives:
- See Course Outline
  - Specific objectives reflect the level of skill development and supervision required
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 centred 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-centered practice components:
  - referral analysis & assessment
  - planning & Implementation of intervention programs
  - discharge planning & follow-up
Evaluation: CBFE-OT

Practice Knowledge
- Discipline-specific theory and technical knowledge.

Clinical Reasoning
- Analytical and conceptual thinking, judgment, decision making, and problem solving.

Facilitating Change within a Practice Process
- Assessment, intervention planning, intervention delivery, and discharge planning

Professional Interactions and Responsibility
- Relationship with clients and colleagues, legal and ethical standards

Communication
- Verbal, non-verbal, and written communication

Professional Development
- Commitment to profession, self-directed learning, and accountability

Performance Management
- Time and resource management, leadership
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

### The Competency Rating Scale

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

*Please circle the level of performance.*

<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 |
# Stages of Competency Development

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

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

*Source:* Competency Based Fieldwork Evaluation for Occupational Therapists  
**Bossers, Miller, Polatajko, Hartley, 2002**
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
Student’s Learning Objective(s) - Communication

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Resource(s) Required to Meet the Objective(s)</th>
<th>Evidence</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
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</table>

**The Learning Objective Rating Scale**

- Mid-term
- Final

*Please place a vertical bar intersecting the fine line in the shaded area*

- Doesn’t Meet Objectives
- Meets All Objectives Very Well

Department of Occupational Science and Occupational Therapy
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.
Providing Feedback to Level 2 Fieldwork Students

- Promote student self-reflection
- Prompt with appropriate questions
- Engage in discussion of several solutions to occupational performance problems and encourage student to begin to make decisions about the most viable course of action

(Bossers, 2009)
Student Report of Fieldwork Placement

- Completed and reviewed with preceptors at midterm and final
- Signatures are required at the end of placement
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 OS&OT Fieldwork Manual.

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

- Preceptor notices a minor student problem (Inappropriate, skills, punctuality ...)
  - Preceptor discusses concern with student and together develop strategies and opportunity for reassessment
    - Document
      - 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
Interprofessional Education (IPE) Requirements

By the end of the program, students must have completed a ‘Structured IPE Placement’ or 3 ‘Flexible IPE Activities’ during fieldwork.

- In most cases, these requirements are completed during Fieldwork 1. However, occasionally a student may need to complete a Flexible Activity (or two!) during Fieldwork 2, 3, or 4.

Please see the OS&OT Fieldwork Manual for further information about IPE requirements during fieldwork:

http://ot.utoronto.ca/current/fieldwork-manual-index/
Student Presentation / Project

- Students must complete a presentation or project during Fieldwork 2
  - The topic should be negotiated between fieldwork supervisor and student and should be pertinent to their current fieldwork practice, is of benefit to the facility, and will aid them in their application of theory and practice.
Student Absences

- With the exception of illness, all absences should be approved prior to the absence by the university and then by the fieldwork site.

- 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) during placement.

- Further instructions are available in the OS&OT Fieldwork Manual 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)
  - 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 2 Forms

- Deadline for return of completed and signed CBFE-OT evaluation and completed and signed Student Report on Fieldwork Placement, is January 5, 2018.

- 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 Campisi  
  Fieldwork Administrative Assistant  
  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!