OCT 1282Y: FIELDWORK 3
April 16 – June 8, 2018

COURSE OUTLINE

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Course Description
This course is comprised of an eight-week fieldwork opportunity during which students will be on placement four days per week with one day protected for research projects. Students will be placed in approved occupational therapy (OT) fieldwork sites with the Greater Toronto Area in a variety of settings including hospitals, rehabilitation centres, schools, community agencies, etc. Students will be exposed to selected client issues (physical, affective/cognitive) and will experience a variety of intervention opportunities (assessment, treatment, consultation, program planning, evaluation, etc.). Fieldwork teaching during the placement will be provided by registered occupational therapists. Students will focus on gaining independence in administering and interpreting assessments, treatment planning, programming and evaluation. Students will begin to use a consultation approach with their supervising occupational therapists. Placement will typically be conducted from Monday to Friday during regular
business hours for a minimum of 30 hours per week; a total of 240 hours. Any variations in days or hours will be outlined within the facility description of placement offer.

**Course Learning Objectives**

Students will build upon knowledge and skills that were developed during Fieldwork 1 and 2. Upon completion of OCT 1282Y, students will meet the following learning objectives outlined under the competencies below.

1. **Practice Knowledge:**
   - Demonstrate an understanding of the role of OT in the placement setting (Change Agent)
   - Know the etiology, natural history, and clinical presentation of specific conditions encountered during placement (Experts in Enabling Occupation)
   - Understand the implications of specific conditions on their client’s occupational performance
   - Know the important principles and concepts of relevant theories and models for OT practice with client population (Change Agents; Experts in Enabling Occupation)
   - Independently access evidence from literature and experts to support their learning (Scholarly Practitioner)

2. **Clinical Reasoning**
   - Demonstrate the use of the Canadian Practice Process Framework (CPPF) to support clinical reasoning (Experts in Enabling Occupation; Scholarly Practitioner)
   - With minimal assistance, articulate clinical reasoning to preceptor when developing intervention plans (Experts in Enabling Occupation; Scholarly Practitioner)
   - Exhibit emerging analytical thinking skills (Experts in Enabling Occupation; Scholarly Practitioner)
   - Demonstrate good problem-solving skills and engage in discussions regarding solutions to clinical problems (Experts in Enabling Occupation; Scholarly Practitioner)
   - Develop ideas and insights regarding clients and begin to make decisions about the most viable course of action (Change Agent; Scholarly Practitioner)

3. **Facilitation of Change with a Practice Process**
   - Share and assume responsibility for all components of practice (Experts in Enabling Occupation; Practice Manager)
   - Demonstrate proficiency in the use of relevant assessment tools to identify the person, environment, and occupational factors/issues that help or hinder the occupational performance of clients (Experts in Enabling Occupation; Change Agent)
   - Collaboratively identify therapeutic goals with client (Experts in Enabling Occupation; Scholarly Practitioner)
   - Consistently apply a client-centered approach and establish effective therapeutic relationships (Experts in Enabling Occupation)
   - With minimal assistance, implement intervention plans developed in conjunction with preceptor (Experts in Enabling Occupation)
   - With moderate assistance, perform discharge planning (Experts in Enabling Occupation)

4. **Professional Interactions and Responsibility**
   - Adhere to ethical and legal practice standards set by CAOT and COTO (Professional)
   - Make meaningful contributions as members of the health care team (Collaborator; Scholarly Practitioner)
   - Independently initiate ‘feedback sharing sessions’ with preceptor and demonstrate ability to
appropriately give and receive feedback (Communicator)
• With supervision, handle conflict and difficult situations effectively and professionally (Collaborator; Professional)

5. Communication
• Demonstrate satisfactory writing skills in progress notes and report writing (Communicator)
• With minimal assistance, prepare clear written reports using appropriate terminology (Communicator)
• With minimal assistance, modify written and spoken language effectively for the intended recipient (Communicator)
• Demonstrate good awareness of own non-verbal communication (Communicator)
• Present a student project to team in an organized, clear, and professional manner (Communicator; Professional; Scholarly Practitioner)

6. Professional Development
• Demonstrate self-directed learning (Professional; Scholarly Practitioner)
• Integrate new learning and preceptor’s feedback into practice (Practice Manager; Professional; Scholarly Practitioner)
• Demonstrate effective skills of self-appraisal and identify areas for future growth (Practice Manager; Professional; Scholarly Practitioner)
• Contribute effectively to own learning by adequately preparing for activities of the day (Practice Manager)
• Complete a project (i.e. to improve occupational performance of a client or to enhance learning of a specific condition, assessment or intervention) (Experts in Enabling Occupation; Practice Manager; Scholarly Practitioner)

7. Performance Management
• With minimal guidance, efficiently use facility’s resources (Practice Manager)
• With minimal assistance, organize time efficiently and set priorities (Practice Manager)
• Use quality management tools and/or caseload / time monitoring programs in place at the facility (Practice Manager)

(Above bracketed OT Roles as outlined in Canadian Association of Occupational Therapists. (2012). Profile of practice of occupational therapists in Canada.)

Mandatory Meeting
It is expected that all students will attend the following meeting. If students are unable to attend, they must notify Shone ahead of time to arrange an alternate meeting time.

Pre-placement Meeting: Thursday Jan 18th from 12 to 1 p.m.: Room 235

• Objectives for the placement, policies and procedures, special learning opportunities, and general placement issues are discussed.

Requirements PRIOR to Match to Fieldwork Placement
• Students are required to complete the Preceptor Education Program (PEP) module: Orientation and Preparation which can be found at www.preceptor.ca. Students are to email a copy or a screenshot of the completion certificate to Shone Joos by midnight on February 19th.

N.B. Students would have accessed this site previously for OCT1132H and such would already have the (free) ‘OWL account’ to access the module. For OCT1132H three
modules were required for completion: 1) Giving and Receiving Informal Feedback. 2) Fostering Reflective Practice; and 3) Advanced Topics in Reflective Practice.

Requirements PRIOR to Fieldwork Placement

- **Specific Fieldwork Site Requirements:** Students may be required by the assigned fieldwork site to complete online registration and health and safety modules above and beyond what is required by the Department of OS&OT. Students may also need to provide site with results of a Criminal Reference Check, may need to complete confidentiality forms, etc. Instructions from the fieldwork site regarding these requirements will be in the facility information provided on Blackboard and/or instructions will be sent by email from the site fieldwork coordinator.

- **Introductory letter:** Students are required to write an introductory letter to the placement facility to which they have been assigned to (refer to Fieldwork Manual for details to be included). The letter should be sent approximately one week after placement assignment, as instructed by the Course Instructor. Students are reminded to check information provided on the Fieldwork Blackboard website prior to writing the letter to avoid asking unnecessary questions. Students should include discussion around their research day away from placement and any other expected absences (pre-approved by course instructor) in their introductory letter.

Learning Resources

- A number of assessments are available on short-term loan (2 days) from the Short-term Loan desk at Gerstein Library and the assessment room located on the 4th floor of the Rehabilitation Sciences building. Your class representatives have access to the assessment room.
- Online modules related to fieldwork teaching and learning for students and preceptors can be found within the Preceptor Education Program (PEP): [www.preceptor.ca](http://www.preceptor.ca).
- Year 2 Fieldwork Blackboard Website has links to online learning modules regarding infection control, privacy, health and safety awareness, WHMIS, emergency codes, etc.

Student Safety and Well-being

The vast majority of students find fieldwork placements to be a time of significant learning and value, and their experience is well-supported by the organization where they are placed. There is also a potential for students to encounter new situations (e.g. commuting to unknown parts of the GTA, living and working in a country/city where you have little social support/experience, facing conflict with...
people with greater perceived power, being present when a person is demonstrating acting-out behaviours) which may provoke anxiety, lead to uncertainty, or cause you to feel that your ethics are being challenged. If you ever feel uncomfortable or experience a risk to your personal safety, please contact Shone or Deb Cameron (if on an international placement) promptly and consider also accessing one of the following resources:

- The site fieldwork coordinator at the organization that you are placed
- Your faculty advisor or the Graduate Student Coordinator, Prof. Jill Stier
- University of Toronto’s Health and Wellness services (http://healthandwellness.utoronto.ca/)

**Evaluation**

Students receive ongoing verbal feedback throughout their fieldwork placement regarding their performance. Formal evaluation occurs both at the middle and end of the placement with the **Competency Based Fieldwork Evaluation (CBFE-OT)**. At midterm and final, the student will receive written feedback from the preceptor(s) with a rating score and comments on each competency of the CBFE-OT. The student may also be asked to complete the CBFE-OT as a self-critique and receive feedback from peer(s), if possible. The evaluation form is then reviewed by the preceptor(s), who adds and/or modifies the evaluation. Then the student and preceptor meet to discuss the evaluation form and ratings.

Students develop a total of **three to four learning objectives** that relate to the competencies in the CBFE-OT. There should not be more than one learning objective under the same competency. Students in a group supervision model will develop both individual and shared learning objectives.

Students must complete a **presentation or project** during Fieldwork 3. Please note that although the CBFE-OT form asks students to indicate their project “if applicable”, the OS&OT department considers the project mandatory for Fieldwork 3. Students in a split supervision placement (e.g. 2 preceptors) should only complete one project for that placement. Students should choose a subject for their presentation that is pertinent to their current fieldwork practice, is of benefit to the facility, and will aid them in their application of theory and practice. Please see the Fieldwork Resource Manual for further information.

Students are reminded that they must complete the online **Student Report on Fieldwork Placement** at mid-term and at the completion of the placement and present this report to the preceptor for discussion and signature.

Students will complete the **Interprofessional Competence Assessment (IPCA)** during Fieldwork 3. Students identify three team members who are familiar with their work as a student clinician to provide the assessment to **by week 3**. Students will approach these team members to ask for feedback on their collaborative competencies and ask them to return the completed IPCA to their preceptor. The completed IPCA documents are added to the envelope of materials to be returned to the Fieldwork Office. The forms are available on Blackboard – OT Fieldwork Year 2 – Course Materials.

Students will also complete the **Fieldwork Demands Measure (FDM)**: By June 22, all students must complete the online FDM, an online tool used to collect data on the physical, cognitive, and psychosocial demands of the fieldwork experiences of each student. **The completion of the FDM by each student is mandatory.** Students will answer questions related to their Fieldwork OCT 1282Y: FIELDWORK 3 placement including questions about the practice setting, the clientele, the number of clients they interacted with, etc. and also record information regarding the physical, cognitive and psychosocial demands required to complete the placement. The FDM will take approximately 15-20 minutes to
complete. Most questions are multiple choice. The survey must be completed in one sitting. Please click on this link to access the online FDM: [https://www.surveymonkey.com/r/75DR6L7](https://www.surveymonkey.com/r/75DR6L7)

Students will be assigned a ‘Pass’ or ‘Fail’ mark for the course based on the marks and recommendations of the preceptor(s) on the CBFE-OT evaluation. In addition to CBFE-OT rating, the following documents MUST be completed and handed-in according to the established timelines to successfully complete the requirements of OCT 1282Y. No mark will be assigned for the fieldwork 3 course until all documents are returned to the Department of OS&OT.

Please see the OS&OT Fieldwork Resource Manual for further information on the evaluation process.

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| CBFE-OT                                        | Completed original evaluation is mailed by fieldwork preceptor(s) or handed in by student to the Fieldwork office **by June 15, 2018.**  
*Mailing address:*  
Attn: Fieldwork Administrative Assistant  
Rehabilitation Sciences Building  
Department of Occupational Science & Occupational Therapy  
University of Toronto  
160-500 University Avenue  
Toronto, ON M5G 1V7  
*NB. If handed in by the student, the evaluation must be in a sealed envelope that is signed over the seal by the preceptor or facility fieldwork coordinator.* |
| Student Report on Fieldwork Placement         | Printed copy of online Report (with signatures) is mailed by fieldwork preceptor(s) or handed in by student to Fieldwork office by **June 15, 2018**  
*NB. If handed in by the student, the evaluation must be in a sealed envelope that is signed over the seal by the preceptor or facility fieldwork coordinator.* |
| Interprofessional Competence Assessment (IPCA) | Three completed IPCAs are to be added to the envelope of materials and mailed by fieldwork preceptor(s) or handed in by student to Fieldwork office by **June 15, 2018.** |
| Occupational Therapy Fieldwork Matrix         | Complete [online](http://app.rehab.utoronto.ca/otfieldworkmatrix) by **June 22, 2018.**  
Link: [http://app.rehab.utoronto.ca/otfieldworkmatrix](http://app.rehab.utoronto.ca/otfieldworkmatrix)  
Log on with UTORid and use student number as password |
| Fieldwork Demands Measure (FDM)               | Complete [online](https://www.surveymonkey.com/r/75DR6L7) by **June 22, 2018.**  
Link: [https://www.surveymonkey.com/r/75DR6L7](https://www.surveymonkey.com/r/75DR6L7) |