Fieldwork 3 Pre-Placement Information 2018:
Supplement to Pre-Recorded Webcast
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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/
Objectives for This Powerpoint

Provide information specifically related to Fieldwork

- 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 Fieldwork Program and Course Specific Information Tab):

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

http://ot.utoronto.ca/clinical-community-alumni/clinical-community/fieldwork-supervision/
Fieldwork Placements Dates

- Fieldwork III: April 16 to June 8, 2018
- 8 weeks - 4 days/week or 30 hours/week
- 1 day/week will be protected for research
- Research day should be a negotiation between preceptor and student
Fieldwork III: OCT1282Y

General Objective:

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

Specific Objectives:

- For each CBFE-OT Competency – please refer to Course Outline
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
## Stages of Competency Development

**Source:** Competency Based Fieldwork Evaluation for Occupational Therapists

*Bossers, Miller, Polatajko, Hartley, 2002*

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td><strong>Student Performance</strong></td>
<td>Knowledge Application</td>
<td>Transition - Reflection on Action</td>
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<tr>
<td><strong>Educator Supervision Style</strong></td>
<td>Direct Teaching Evaluation Feedback</td>
<td>Coaching</td>
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<tr>
<td><strong>Scoring</strong></td>
<td>Scores 1-3</td>
<td>Scores 3-6</td>
</tr>
<tr>
<td>1 = low S1</td>
<td>3 = transition to S2</td>
<td>6 = transition to S3</td>
</tr>
<tr>
<td>2 = rudimentary S1</td>
<td>4 = rudimentary S2</td>
<td>7 = rudimentary S3</td>
</tr>
<tr>
<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>
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</tbody>
</table>
Stage/Level 2 – Transition: “coaching”

Primary emphasis is:
- 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

Style of supervision:
- Collaborative
  - 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

Primary role of Educator / Preceptor:
- Coach
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)
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)
Learning Objectives

- Negotiated between student and preceptor
- 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
- Objectives should be SMARTER
Student Presentation / Project

- Every student is required to complete a student presentation / project during Fieldwork 3
- The topic of the presentation or project should be negotiated between the preceptor and the student
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.

- U of T fieldwork instructor may conduct a site visit to facilitate the fieldwork preceptor-student learning experience through discussion, as needed.
  - Learning objectives and CBFE-OT scores and comments will be reviewed to assist in generating strategies to improve student performance.
Process for Student Issue

1. 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 Fieldwork Resource Manual for further information about IPE requirements during fieldwork:

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 absences and additional hours on the front page of the CBFE-OT.
Student Incident While on Placement

- Please contact the 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)
  - Interprofessional Competence Assessment (IPCA) forms which the student has requested from other team members

- The student will not receive a grade for this fieldwork course until a hard copy of the CBFE-OT is returned to the University

- Students will ask 3 team members to complete the Interprofessional Competence Assessment (IPCA) forms and have them returned to you.

- The student will also independently complete the Fieldwork Demands Measure (FDM)
Returning Completed Fieldwork Forms

- Deadline for return of completed and signed CBFE-OT evaluation and completed and signed Student Report on Fieldwork Placement, is June 15, 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:

  **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 again for your commitment to supporting the education of future OTs. All the best for Fieldwork 3!