FIELDWORK RESOURCE MANUAL
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These forms are available online. Please see electronic version of this Fieldwork Resource Manual at http://ot.utoronto.ca/current/fieldwork-manual-index/fieldwork-forms/ for links to the following electronic documents.

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INTRODUCTION

Welcome to University of Toronto Occupational Therapy Fieldwork

Fieldwork education is an exciting opportunity to consolidate academic learning with clinical learning and develop professional behaviours and competencies. It gives students an understanding of the nature of occupational therapy practice in a variety of settings. Throughout the fieldwork experience students will have a broad range of learning opportunities, working with clients across the lifespan and across the health care continuum in the areas of both psychosocial and physical health.

This Fieldwork Manual is designed for students and fieldwork partners and provides details about the structure of the fieldwork program, fieldwork policies and procedures, and university expectations for student behaviour while on fieldwork. The Department of Occupational Science and Occupational Therapy (OS&OT) at the University of Toronto follows the Canadian Guidelines for Fieldwork Education in Occupational Therapy. This document is included in this manual for easy reference. This manual also includes information regarding professional standards as outlined by the Canadian Association of Occupational Therapists and the College of Occupational Therapists of Ontario. Students are expected to know and follow these standards, in addition to student-specific guidelines developed by the University of Toronto. Also contained in this manual is fieldwork administrative information regarding health policies such as immunization requirements, contracts and insurance, fieldwork requirements and selection process, pre-placement communication, fieldwork objectives, and the fieldwork evaluation process.

Important Notes

Full-time placement will typically be conducted from Monday to Friday during regular business hours for a minimum of 37.5 hours a week. Students are encouraged to minimize other responsibilities and distractions, (e.g. outside jobs) during fieldwork in order to concentrate solely on fieldwork education and thus optimize the learning experience. It is important to note that students’ non-academic commitments may not be able to be accommodated during fieldwork placement blocks. While on fieldwork, students should expect to do preparatory work in the evenings in addition to regular fieldwork hours. Students should also be prepared to travel anywhere within the University of Toronto’s catchment area to attend their assigned placement site which may entail significant travel time.

All the best to each of you as you embark on the essential element of fieldwork education on your journey to become an Occupational Therapist!

Donna Barker, Director of Clinical Education
Department of Occupational Science and Occupational Therapy
A Vision for Canadian Occupational Therapy Fieldwork Education

The Committee on University Fieldwork Education (CUFE) of the Association of Canadian Occupational Therapy University Programs (ACOTUP) has reviewed the national guidelines for fieldwork education in response to a number of developments. Feedback from fieldwork partners, shifts in health care environments, changes in occupational therapy practice, and the new profile and core competencies of practice have highlighted the need to update the Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT) and reduce administrative procedures while continuing to promote excellence in fieldwork education.

Quality improvement is a systems process whereby identified critical indicators can be measured and monitored. The documentation process proposed in the CGFEOT aims to monitor the numerous activities which have been deemed essential to the support and development of a quality experience for all stakeholders in occupational therapy fieldwork education. The 2011 revised version of the CGFEOT is intended to guide fieldwork partners in developing an effective environment for learning, together with fieldwork education resources and student learning opportunities. In addition, the CGFEOT will guide universities in determining appropriate fieldwork education experiences that enable students to integrate academic and fieldwork learning throughout their professional development.

In updating the CGFEOT, CUFE members aim to implement a process which promotes quality and accountability and reflects current best practice in fieldwork education. The guidelines have incorporated input from a variety of sources: consultation with fieldwork partners on the challenges and benefits of providing fieldwork education, a visioning experience by university fieldwork coordinators to identify factors for effective management of fieldwork education, and a review of national and international documents. CUFE acknowledges the commitment of its fieldwork partners (fieldwork sites, fieldwork educators, on-site fieldwork coordinators, and other team members) in continuing to support a high quality fieldwork education program.

Section 1 of the guidelines includes principles to promote optimum fieldwork education. Section 2 presents the responsibilities of fieldwork education partners: students, preceptors and university programs. Finally, section 3 proposes tools and processes for supporting quality in fieldwork education.

Section 1: Principles Guiding the Canadian Occupational Therapy Fieldwork Experience

These guidelines are intended to ensure that each Canadian occupational therapy fieldwork experience provides excellent learning opportunities and resources and an optimum environment for learning. Students acquire abilities and professional behaviors as well as new knowledge while engaged in fieldwork education. Students, preceptors, onsite fieldwork coordinators, university professors and university fieldwork coordinators are expected to collaborate in linking fieldwork experiences to what students have learned in class. Therefore, it is important to share a common vision for fieldwork education.

The fieldwork experience should:
- Be a collaborative learning experience among students, clients, fieldwork educators, onsite fieldwork coordinators and university programs;
- Be mutually beneficial to students and fieldwork educators;
- Be accepted as an essential part of professional growth for both students and fieldwork educators and fieldwork site;
- Occur in a positive learning environment;
- Consider the teaching methods and learning styles of both students and fieldwork educators;
• Consider students’ learning objectives in relation to their professional development within the context of the fieldwork environment;
• Support students to account for their learning;
• Enable students to link theory with practice;
• Enable students to take an active role within the site;
• Promote satisfaction for both students and fieldwork educators regarding the fieldwork experience;
• Occur anywhere the roles and functions of an occupational therapist can be developed and integrated.

Section 2: Responsibilities of Fieldwork Education Partners

Students are expected to:
• Take responsibility for their learning experience and the direction of that experience in partnership with fieldwork educators, onsite fieldwork coordinators, university professors and university fieldwork coordinators;
• Set personal and professional goals before the beginning of the fieldwork experience. Review and adjust them throughout the placement;
• Do preparatory readings before and during the fieldwork experience;
• Uphold legal standards and the Codes of Ethics at all times (CAOT, professional regulatory body, fieldwork site, university program);
• Comply with site and university policies and procedures;
• Increase their understanding of and respect the roles and functions of other team members;
• Develop competencies for the application of the occupational therapy process;
• Increase their understanding of the systems in which occupational therapists practice;
• Learn how occupational therapists contribute to the service delivery team;
• Increase their understanding of and promote the roles and functions of occupational therapists;
• Develop confidence and competence in their practice of occupational therapy;
• Communicate with the university fieldwork coordinator/professor any time during their fieldwork experience if they encounter challenges in developing their competency profile;
• Provide feedback to fieldwork educator based on their fieldwork learning experience.
• Provide feedback and an evaluation of their fieldwork experience to their university fieldwork professor/coordinator following each placement;

Fieldwork educators are expected to:
• Act as role models for students;
• Become familiar with the university fieldwork education program (learning objectives, educational tools, fieldwork evaluation tool, expected student performance in accordance with placement level) and with the supervision process;
• Offer a welcoming environment, a comprehensive orientation and provide space for student use, as available within the site’s resources;
• Clearly inform students of what is expected of them, appropriately grade responsibilities and expectations and be available to students to offer appropriate supervision;
• Offer regular and timely feedback based on student performance, including recommendations for improvement;
• Offer a positive and comprehensive learning environment to enable student development within the core competencies required for occupational therapy practice;
• Assist students to develop a good understanding of their “professional growth” with respect to core competencies as described in the Profile of Occupational Therapy Practice in Canada (CAOT, 2007) by allowing and promoting time for guided reflection;
• Meet with students to discuss and evaluate their performance at the mid-term and end of the fieldwork education experience;
• Communicate with the university fieldwork coordinator/professor at any time during the placement if the student encounters significant challenges;
• Provide to university fieldwork coordinator/professor a current fieldwork site profile describing learning opportunities and resources;
• Provide feedback by completing a questionnaire with respect to their experience as fieldwork educator (student preparedness, impact of the supervisory experience, administrative support availability, evaluation of pedagogical needs, etc.) and submit it to the university fieldwork coordinator.

University fieldwork coordinators/professors are expected to:
• Assist students to develop a good understanding of their “professional growth” with respect to core competencies as described in the Profile of Occupational Therapy Practice in Canada (2007) by offering fieldwork preparation (e.g. orientation and resources) and debriefing sessions (e.g. integration of theory with practice) to students;
• Provide fieldwork educators with orientation and educational resources related to the university academic and fieldwork education programs and the supervision process;
• Coordinate offers and requests for placements and whenever possible match students and sites according to students’ academic and fieldwork profiles and interests;
• Ensure students make suitable choices with regard to establishing a varied fieldwork education profile (clienteles and fieldwork settings);
• Offer ongoing support and problem solving to students and fieldwork educators in dealing with student learning challenges;
• Recognize fieldwork partners who contribute time and expertise in supervising students;
• Provide sites with a fieldwork agreement, either temporary or long term, describing the liability and responsibilities of each party;
• Ensure students are provided with appropriate liability coverage and work site insurance;
• Regularly assess the content and quality of supervision given and provide recommendations to fieldwork sites and feedback to fieldwork educators.
• Regularly assess the content and quality of the environment in which the placement occurs to ensure appropriate resources are available and provide recommendations to fieldwork sites.

Section 3: Tools and Processes to Support Quality in Canadian University Occupational Therapy Fieldwork Education

To support the quality of Canadian occupational therapy fieldwork education, the following tools and processes are recommended:

1. The university fieldwork coordinator/professor will ensure that any site used for occupational therapy student fieldwork education has read Section 1 and 2 of this document.

2. The university fieldwork coordinator/professor will provide each site with a fieldwork site profile to complete. The aim of this profile is to provide important information to the university which enables an understanding of the student learning experience within the site. In light of this intent, the fieldwork site profile is completed by the site representative after consultation with administrators, program managers, professional coordinators, fieldwork educators and all persons involved in the fieldwork education experience. This document will be requested within a reasonable timeframe as determined by both the site contact person and the university fieldwork coordinator. The following list describes information to be provided:

• Site and contact information
• Characteristics of occupational therapy services
• Learning opportunities and resources
• Administrative resources
• Site requirements for students
• Amenities
3. Following each fieldwork placement, students should complete a fieldwork site evaluation form. The aim of this evaluation process is to gain an understanding of how the student’s learning experience at the site contributed to his or her professional development.

4. Considering the important formative role assumed by preceptors, universities must support preceptor professional development as related to fieldwork education. It is strongly recommended that the university fieldwork coordinator/professor collect and analyze preceptor feedback pertaining to quality and availability of university support for fieldwork education including preparedness of students for their fieldwork experience. For this reason, the aim of this process is two-fold. First, to gain an understanding of the preceptor’s needs and offer university based support. Second, to contribute to upgrading curricular content in accordance with the evolving nature of occupational therapy practice.

5. On a regular basis (to be determined by the university), the university fieldwork coordinator will review the documents pertaining to particular fieldwork sites: the fieldwork site profile, the relevant student fieldwork site evaluation forms, and the relevant preceptor experience evaluations. The university fieldwork coordinator will compile and analyze the available information and share a summary with the fieldwork site contact person. It is recommended that the university fieldwork coordinator will provide this feedback to the site at least once every 5 years.

6. If issues with a fieldwork site arise, the university fieldwork coordinator/professor, in conjunction with the fieldwork site contact person, will propose a plan for improving or optimizing the student learning opportunities. When such a plan is put forth, a timeframe will be set regarding improvements to be made to ensure the future quality of the fieldwork education experience for students.

Depending upon specific needs and programs developed, it is anticipated that each university will be responsible for designing and implementing additional quality improvement measures that are deemed appropriate for their region.
PROFESSIONAL BEHAVIOUR OF STUDENTS WHILE ON FIELDWORK

Within the occupational therapy program, students are involved in fieldwork practice under the supervision of a registered occupational therapist. Students should consider that expectations of professional interactions, dress code and professional behaviours may be distinct in each organization. Although general guidelines are provided in this manual, norms may be unique in each program or organization. Students will practice within the guidelines of the College of Occupational Therapists of Ontario and are required to follow the ‘OT Student Code of Conduct and Guidelines’ as documented in the OS&OT Graduate Student Handbook.

Students will recognize that their clinical work may put them in positions of power with clients. Students must not take advantage of this position to advocate for their personal gain, values or beliefs. Students will at all times adhere to the standards of ethical behaviour for the profession of Occupational Therapy (please refer to the CAOT and COTO Code of Ethics below) and their professional activities will be characterized by honesty, integrity, conscientiousness and reliability.

Canadian Association of Occupational Therapists Code of Ethics
(Retrievable at https://www.caot.ca/site/pt/codeofethics?nav=sidebar)

Preamble
Occupational therapy is a health profession concerned with promoting health and quality of life through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists work collaboratively with people of all ages and abilities who experience challenges or obstacles to participation. These obstacles may be caused from an impairment of body structure, a change in function, or from barriers in the social and physical environment (adapted from the World Federation of Occupational Therapists, 2004).

Occupational therapy in Canada is evidence-based as it focuses on client-centered enablement of occupation, based on client information and critical review of relevant research, expert consensus and past experience (Canadian Association of Occupational Therapists et al., 1999).

CAOT is a voluntary professional association for occupational therapists in Canada with a mission to advance excellence in occupational therapy. It is the vision of CAOT that all people in Canada will value and have access to occupational therapy.

Occupational therapy is based on a set of values. Occupational therapists believe (CAOT, 2002a, p. 31):

About occupation:
- occupation gives meaning to life
- occupation is an important determinant of health and wellbeing
- occupation organizes behaviour
- occupation develops and changes over a lifetime
- occupation shapes and is shaped by environments
- occupation has therapeutic effectiveness

About the person:
- humans are occupational beings
- every person is unique
- every person has intrinsic dignity and worth
- every person can make choices about life
- every person has some capacity for self-determination
- every person has some ability to participate in occupations
- every person has some potential to change
- persons are social and spiritual beings
• persons have diverse abilities for participating in occupations
• persons shape and are shaped by environment

About the environment:
• environment is a broad term including cultural, institutional, physical and social components
• performance, organization, choice and satisfaction in occupations are determined by the relationship between persons and their environment

About health:
• health is more than the absence of disease
• health is strongly influenced by having choice and control in everyday occupations
• health has personal dimensions associated with spiritual meaning and life satisfaction in occupations and social dimensions associated with fairness and equal opportunity in occupations

About client-centered practice:
• clients have experience and knowledge about their occupations
• clients are active partners in the occupational therapy process
• risk-taking is necessary for positive change
• client-centered practice in occupational therapy focuses on enabling occupation

Code of Ethics
CAOT members are expected to abide by this Code of Ethics. The goal of the Code of Ethics is to achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders, the public and CAOT. The Code describes expected conduct of all CAOT members in occupational therapy practice, including those involved in direct service to clients, management, administration, education, research and/or business.

Expectations of members regarding occupational therapy:
CAOT expects its members to:
• possess the qualities of integrity, loyalty and reliability;
• use professional communication with clients, colleagues, partners and stakeholders;
• value and respect clients’ rights to be self-directed in their decision-making in accordance with their own needs, values and available resources;
• value and respect clients’ rights to be treated with respect and dignity within a safe and non-judgmental environment;
• ensure confidentiality and privacy of personal information;
• recognize and manage issues related to conflict of interest;
• maintain a standard of professional competency to provide high quality service;
• abide by legislative requirements and codes of ethics established by provincial occupational therapy regulatory organizations (as applicable) and other organizations to which the member has obligations (e.g. employer, facility);
• contribute to interdisciplinary collaboration and development of partnerships to advance the occupational performance of the population served;
• understand and manage ethical implications involved in all practice domains, including research;
• participate in continuing professional development throughout their career and apply new knowledge and skills to their professional work which is based on best available evidence;
• promote the profession to the public, other professional organizations and government at regional, provincial and federal levels; and
• contribute to the development and/or dissemination of professional knowledge.

Expectations of members regarding CAOT and the profession:
CAOT expects its members to:
• use the Canadian Framework for Ethical Occupational Therapy Practice (CAOT, 2006) to reflect and develop their practice;
• draw upon the Profile of Occupational Therapy Practice in Canada (CAOT, 2002) to identify the competencies necessary to achieve and promote excellence in occupational therapy;
• uphold the integrity and by-laws of CAOT (CAOT, 1999) when interacting within or on the behalf of the Association; and
• support CAOT initiatives.

For questions or comments please contact the CAOT National Office at www.caot.ca or 1-800-434-2268.

References


College of Occupational Therapists of Ontario Documents

The College of Occupational Therapists of Ontario (COTO) is the provincial regulatory body for occupational therapists practicing in Ontario. COTO exists to protect the public interest by setting standards for practice and supporting registered occupational therapists ‘to ensure that they are competent, ethical and accountable in enabling the health of Ontarians.’ (http://www.coto.org/)

COTO Code of Ethics

The COTO Code of Ethics outlines expectations for ethical occupational therapy practice within any OT practice context or domain. The COTO Code of Ethics emphasizes the values of Respect and Trust and states that these two values are ‘as important as the laws, regulations, and College standards and guidelines under which occupational therapists are governed.’ (https://www.coto.org/docs/default-source/PDFs/code-of-ethics---reformatted-may-2016.pdf?sfvrsn=8). Student occupational therapists must adhere to the COTO Code of Ethics and so are encouraged to become familiar with this document. It can be found at https://www.coto.org/docs/default-source/PDFs/code-of-ethics---reformatted-may-2016.pdf?sfvrsn=8

COTO Standards for the Supervision of Students

COTO has developed standards to outline minimum expectations and parameters to guide occupational therapists in their fieldwork teaching role. Fieldwork supervision is seen by the College as a component of an occupational therapist’s responsibility and commitment to the profession. The standards provide guidance in the areas of: Accountability, Registrant Competency/Experience, Supervision of Students, Risk Management/Safety Considerations, Informed Consent, Record Keeping, Professional Boundaries, Use of Title, Role Emerging Placements, and Controlled Acts. Please see https://www.coto.org/docs/default-source/standards/standards-for-the-supervision-of-students.pdf?sfvrsn=2 for the entire Standards document.
Other Aspects of Professional Behaviour of Students While on Fieldwork

Protection of Digital Personal Health Information

The University of Toronto and its affiliated teaching hospitals have written an important document pertaining to the protection of digital personal health information. All students within the Faculty of Medicine must read and uphold the standards and abide by the procedures set forth in this document entitled, “Statement on Protection of Digital Personal Health Information”. This document can be found at: http://medicine.utoronto.ca/sites/default/files/Statement%20on%20Privacy%20of%20PHI.pdf

In preparation for fieldwork, all students must complete an online module on protection of personal health information. The module is found at: http://www.uhn.ca/corporate/For_Staff/eLearning. Students must complete this eLearning tool and get 100% on the quiz at the end of the module. Proof of completion must be provided to the Fieldwork Instructor as instructed during term 1.

Please note important points below:

• Students should never store any confidential data on their own computers or storage devices unless they have been given permission from their preceptor and doing so does not violate privacy and confidentiality laws and organizational policies. This includes any patient/client files and also documentation templates. Documentation templates are the property of the organization and so permission must be obtained in order to save any templates or resources even if they are completely void of any patient information.

• At no point should students be doing documentation at home or on their personal phone or computer. De-identification of personal information is very complex and even if the patient name, diagnosis, and identifier (e.g. hospital/medical record number) have been removed, the date of an assessment and the hospital unit may still be sources of identification.

• If students are on a community placement and are transporting files, they must carefully follow organizational policy and law regarding paper and electronic patient files. The only safe way to transport patient information is for it to be both encrypted and password protected (on laptop or USB key). It is not enough just to password protect electronic patient files when transporting them on community visits. Paper files would have to be locked in a car trunk (never just left in a locked car on the seat) or kept with the student at all times.

• Students are also reminded to never access the electronic or paper file of a client that is not on their caseload.

• Breaches of privacy and confidentiality are grounds for severe academic penalties including possible dismissal from the MScOT program.

Cell Phones and Other Electronic Media

In addition to the above listed guidelines, students must adhere to the following:

• Cell phones must be turned off and stored while participating in fieldwork placement unless instructed otherwise by preceptor. In the case of an emergency, the student should request permission from his/her preceptor and/or clients to use the cell phone. Personal texting, messaging, or calling is not allowed during fieldwork hours unless otherwise instructed by preceptor.

• MP3 players and other personal electronic devices are not to be used during fieldwork placements without approval of the preceptor.

• Hospital computers are to be used for fieldwork purposes only. Personal emails are discouraged during fieldwork time and only with approval of the preceptor. Facebook and any other social networking sites should be used for program purposes only while on fieldwork placements.

• All clinically related information, including information about clients, families, team members, and events that happen on placement are confidential and should not be shared beyond the circle of care. In order to protect and respect
clients and our community partners, personal blogging or posting on social media of clinically related information is strictly prohibited.

Students must complete the COTO online module entitled, ‘PAUSE BEFORE YOU POST: Social Media Awareness for Regulated Healthcare Professionals’ at https://www.coto.org/story.html for further instruction on social media and professional behavior. Students are also directed to the University of Toronto, Faculty of Medicine ‘Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media’ at http://medicine.utoronto.ca/sites/default/files/Appropriate%20Use%20of%20The%20Internet.pdf

Attendance

Fieldwork hours are calculated based on a 37.5 hour work week. Students are expected to attend all fieldwork practice hours in the program. CAOT Standards for OT Education state that in order to graduate from an accredited program in Occupational Therapy, each student must successfully complete a minimum of 1000 hours of fieldwork practice. It is expected that students will not ask for shortened work days to accommodate personal needs. All non-emergency doctor/dentist appointments, job commitments, or personal travel plans should be arranged to avoid conflicting with fieldwork placements.

Absences:

- During any one placement; any student who is absent for more than 20% of placement days will normally be expected to repeat the entire placement.

- A student who is absent for up to three days during a placement period may not be required to make up the day(s) depending on the number of absences from prior placements. A total of three missed fieldwork days (e.g., due to illness or religious holidays) are allowed upon completion of the program. It is up to each student to keep a record of fieldwork days missed and to contact the University Fieldwork Instructor to clarify ability to successfully complete the minimum standard.

- Students requesting time away from placement beyond the 3 allotted sick / personal days, must complete the Request for Special Consideration Form (see Appendix H) and submit it to the University Fieldwork Instructor for approval prior to their absence.

- Absences should be recorded by the preceptor on the first page of the CBFK-OT in the allotted space. Preceptors should also make note of any additional time that the student spent on placement to make up for absences. A record of all absences is also maintained in the Department of Occupational Science and Occupational Therapy Fieldwork office.

Additional hours:

- A student who completes additional hours to the standard 37.5 hours per week while on placement should also keep a record of them on the submitted CBFK or in an attached document.

Student Attendance at Scientific Conferences: Department of OS&OT Policy

Background

The department’s mission is to:

‘Create knowledge of occupation and its enablement, and prepare leaders in practice, research and scholarship to improve the health and well-being of individuals and communities, locally and globally.’
Student research presentation at scientific conferences supports this mission as it is a method of knowledge translation and assists in preparing students as leaders in the profession. In addition, research and its dissemination at conferences develop student competencies in the role of scholarly practitioner.

Policy
Year 2 students are encouraged to submit abstracts/paper of their OCT1220Y research project work for poster and podium presentations to relevant conferences. The department may support student presentation at scientific conferences in various ways such as travel awards and bursaries. To be eligible for departmental support of scientific conference attendance, students must follow the procedures below before submitting an abstract or paper.

Procedure
1. **At the beginning of the course, OCT1220Y course instructors are responsible for informing students and research supervisors of this policy.** This policy should be posted on the OCT1220Y Quercus site and the course outline should make reference to it and where it can be found.

2. **Students must discuss conference abstract/paper submission with their research supervisor(s) prior to submission if they wish to be eligible for departmental support.** It is the research supervisor’s responsibility to advise the students on appropriate abstract/paper submission. The supervisor(s) must also review the abstract/paper and provide advice to the students as required. Where the supervisor is actively involved in the development of the content of the poster or podium presentation, authorship should be established between student and supervision prior to submission of the abstract. Research supervisors may provide additional funding for student conference attendance but are not required to do so.

   **If the conference takes place during academic course work or during fieldwork time, the student must complete a Special Considerations form and attach proof of presentation at the conference.** The student must submit these documents to the appropriate course instructor(s) at least six weeks prior to the conference start date. It is the course instructor’s responsibility to review student Special Considerations forms regarding conference attendance and provide a response in a timely fashion. Consideration of approval for conference attendance should include a review of actual amount of time missed from the course, academic standing in the course to date, and upcoming tests, assignments, and exams. The Fieldwork Instructor will consider counting conference days as fieldwork days. Students who have had performance issues on previous fieldwork placements may be advised to make up any missed fieldwork time to optimize opportunity for success on placement.

   After approval has been granted by research supervisor, academic course instructors (as required), and fieldwork instructors (as required), students will be considered for funding in support of conference attendance.

3. **After written response and sign-off by the course instructor, the Special Considerations form will be sent to the Student Liaison officer and then reviewed and signed by the Graduate Student Coordinator.** As the Special Considerations Forms are submitted, the Student Liaison Officer will track student conference attendance on a spreadsheet. The Graduate Coordinator will have final sign-off on the Special Considerations Form. The Graduate Coordinator and Student Liaison Officer will inform students of available travel funds and bursaries and will oversee the administrative process for selection and administration of these funds. The Student Liaison Officer will keep a record of students attending conferences that have received approval and support from the department.

4. **After approval by the university fieldwork department, the student must inform his/her preceptor regarding missing fieldwork days to attend the conference.** It is expected that students will be professional and respectful when discussing this time away from placement and suggest ways to ensure that their learning and performance will not be adversely affected by their absence. If the student chooses to miss placement for a conference, it is the student’s responsibility to ensure that this absence does not interfere with meeting fieldwork course requirements.
5. It is the students’ responsibility to cover all upfront costs related to the conference (e.g. conference registration, travel, accommodations, meals), or to make other arrangements, such as receiving funding from their supervisors or through a travel award/grant.

Student Conference Attendance Without Presentation
If students wish to attend a conference, workshop, or course during fieldwork and are not giving a presentation, they must complete a Request for Special Considerations form (Appendix H) and on that form, describe the conference/course and include the number of fieldwork days that would be missed. Each request will be reviewed by the Fieldwork Course Instructor and will be approved on a case by case basis for the course’s ability to enhance clinical skills, the period of time missed (maximum 3 days), and student’s anticipated performance on placement. If attendance at the course/workshop is approved, a maximum of ½ of missed time will be considered as an education day which does not require to be made up, and the remaining time will be considered to be fieldwork absence(s). If the preceptor for that placement has concerns about the student’s performance and/or attendance at the course/conference/workshop, they may override the approval to attend.

Illness
When ill, students should not attend fieldwork placement and are expected to seek appropriate medical care as required. In case of absence from placement due to illness, students must notify their preceptor (and site fieldwork coordinator) on the morning of the absence prior to or at the regular start time. If more than the allowable fieldwork days are missed, the student must contact the University Fieldwork Course Instructor to make arrangements for making up the necessary hours.

Special Considerations/Necessary Accommodations
Students, who have any issue(s) affecting attendance or performance during fieldwork, that may require special considerations, should refer to the MScOT Graduate Student Handbook and/or consult with the OS&OT Director of Clinical Education and/or the Fieldwork Course Instructor. A Special Considerations form must be completed and submitted to the Fieldwork Office in order for accommodations to be made while on fieldwork. See Appendix H for the Request for Special Consideration form.

Dress Code
Students, as members of the health care team, should project a professional image to clients, their families, team members and the general public. This helps clients to relate to the student as a professional-in-training.

Students are expected to comply with the dress code of the facility to which they are assigned with regard to professional image and safety concerns. Specific dress code information is available for each site through the clinical facility information on the Quercus Fieldwork website.

If there is no specific dress code at the facility, business casual is recommended. This is an important issue to clarify in your introductory letter to the facility if it is not clearly outlined in the information that the university has regarding the fieldwork site. In all cases, clothing should be neat, tidy, and free of rips and slogans.

Shirts should be professional with a minimum of a cap sleeve. Transparent fabric, low necklines and bare midriff are not suitable.

Skirts should not compromise safety and should allow for the movement and positioning that may be required in carrying out fieldwork responsibilities.

Footwear must have an enclosed toe and heel for foot protection. It is recommended that shoes have low heels and non-slip soles. Sandals are not appropriate and should not be worn. Bringing a separate pair of indoor shoes may be recommended for placements requiring community visits to client homes.

Hats are not to be worn, with the exception of religious head coverings, or placement activities / travel that take place outdoors
**Name tags** identifying the student and the university must be worn at all times while on placement. In all cases, as per COTO guidelines, students must be identified as a Student Occupational Therapist. Name tags should be formatted as follows:

    Mary Jones
    Student Occupational Therapist
    University of Toronto

In the event that a nametag that has been provided by the university is misplaced, the student should contact the Fieldwork Administrative Assistant at ot.clined@utoronto.ca. A fee may be required for the replacement nametag.

Make-up, nail polish, and jewelry should be professional. Nails must be short, not interfering with client care and ensuring compliance with infection control guidelines and procedures. The wearing of any jewelry should also comply with the facility’s infection control policy.
FIELDWORK POLICIES AND REQUIREMENTS

Policies on Immunization

First Year Students
Documented proof of current immunization against specific diseases must be provided at registration in the OS&OT program in order for the student to be permitted to carry out the fieldwork component of the curriculum. A Health Form (See Appendix A) is enclosed with each student’s registration package and is also available on the OS&OT website. Accepted applicants are required to have the Health Form completed by their Health Care provider. A student will not be permitted on fieldwork if his/her Health Form has not been completed and submitted to the Fieldwork office by the stated deadline submission date.

Required Health Forms and guidelines for the completion of the forms are found in Appendix A. All associated immunization and documentation fees are the responsibility of the student.

Second Year Students
Students are required to complete the Year 2 Health Form and submit it to the Fieldwork Office when commencing classes in September. A student will not be permitted on fieldwork if his/her Health Form has not been completed and submitted to the Fieldwork Office by the stated deadline submission date.

Required Health Forms and guidelines for the completion of the forms are found in Appendix A. All associated immunization and documentation fees are the responsibility of the student.

Copies of Health Forms
Fieldwork facilities require proof of immunization; therefore students must keep a copy of their completed health form for their own records and bring a copy with them to their clinical placements. Pursuant to the university schedule of administrative fees, a $15.00 charge applies to requests for duplicate copies of the health form once it has been submitted to the Fieldwork Office.

Communicable Diseases and Occupational Health
During the course of fieldwork placements, students may be required to take part in the care of clients with various infectious diseases. Students will be trained in infection control procedures prior to commencing fieldwork placement. The Faculty of Medicine guidelines below provide further information about communicable diseases and clinical education. These are within the document, “Guidelines Regarding Infectious Diseases and Occupational Health for Applicants to and Learners of the Faculty of Medicine Academic Programs” which can be found at: [http://medicine.utoronto.ca/sites/default/files/Guidelines%20re.pdf](http://medicine.utoronto.ca/sites/default/files/Guidelines%20re.pdf).

6.1. GUIDELINES for APPLICANTS TO ALL UNDERGRADUATE, GRADUATE, AND POSTGRADUATE EDUCATION PROGRAMS IN THE FACULTY OF MEDICINE

1. The Faculty of Medicine will inform potential applicants that, if they are admitted into the program to which they are applying:

   a. they may be required to take part in the care of patients with various infectious diseases including Hepatitis, TB, and HIV/AIDS, during their studies;
   b. they will be trained in methods of preventing spread of infection to themselves, to other patients and other health care providers (including Routine Practices and hand hygiene);
   c. there is a risk that they may contract an infection during the course of their studies;
   d. they have a responsibility to prevent the spread of infection to others;
   e. they will be required to comply with the immunization requirements of the specific program to which they have applied within the Faculty of Medicine;
f. if they have or contract an infectious disease (see examples in Section 7), they will be permitted to pursue their studies only insofar as their continued involvement does not pose a health or safety hazard to themselves or to others;
g. they will be required to comply with the OMA/OHA Communicable Disease Surveillance Protocols that were developed in compliance with Regulation 965, Section 4, under the Public Hospitals Act. This regulation requires each hospital to have by-laws that establish and provide for the operation of a health surveillance program including a communicable disease surveillance program in respect of all persons carrying on activities in the hospital.
h. they may be required to give body fluid specimens if they are exposed to or contract certain diseases while working in health facilities.

2. The Faculty of Medicine requires successful applicants and learners to undergo TB and Hepatitis B testing, but does not require testing for Hepatitis C and HIV.

3. Applicants with known/diagnosed active tuberculosis (TB), Hepatitis B, Hepatitis C, or HIV infection are required, upon acceptance, to inform the responsible party (as outlined in Section 4) of their condition. The diagnosis of any infectious disease in an applicant or learner shall remain confidential within a strict “need to know” environment.

4. All applicants to Undergraduate Medical Education, Postgraduate Medical Education, graduate programs, Occupational Science and Occupational Therapy, Physical Therapy, Speech-Language Pathology, Medical Radiation Sciences, or the Physician Assistant Professional Degree program with a known/diagnosed Hepatitis B, Hepatitis C, HIV or active tuberculosis infection will be reviewed by the University of Toronto Faculty of Medicine Expert Panel on Infection Control, which will provide the relevant Preclerkship or Clerkship Director, Academy Director, Program Director, Graduate Coordinator, Clinical Coordinator, Fieldwork Coordinator or Medical Director with recommendations regarding necessary curriculum/rotation adjustments.

5. As information on infectious diseases is a mandatory disclosure item on a learner’s application to the College of Physicians and Surgeons of Ontario (CPSO), the Faculty of Medicine may provide information and/or updates to the College regarding a learner’s immunization/infectious disease status and any recommendation regarding the learner from the Expert Panel on Infection Control.

6.2. GUIDELINES for LEARNERS IN ALL UNDERGRADUATE, GRADUATE, AND POSTGRADUATE EDUCATION PROGRAMS IN THE FACULTY OF MEDICINE

1. The Faculty of Medicine will inform enrolled learners that:

a. they may be required to take part in the care of patients with various infectious diseases including Hepatitis, TB, and HIV/AIDS, during their studies;
b. they will be trained in methods of preventing spread of infection to themselves, to other patients and other health care providers (including Routine Practices and hand hygiene);
c. there is a risk that they may contract an infection during the course of their studies;
d. they have a responsibility to prevent the spread of infection to others;
e. they are required to comply with the immunization requirements of their program in the Faculty of Medicine;
f. if they have or contract an infectious disease at any point prior to or during their program (see examples in Section 7), they will be permitted to pursue their studies only insofar as their continued involvement does not pose a health or safety hazard to themselves or to others;
g. they are required to comply with the OMA/OHA Communicable Disease Surveillance Protocols that were developed in compliance with Regulation 965, Section 4, under the Public Hospitals Act. This regulation requires each hospital to have by-laws that establish and provide for the operation of a health surveillance program including a communicable disease surveillance program in respect of all persons carrying on activities in the hospital.
h. they may be required to give body fluid specimens if they are exposed to or contract certain diseases while working in health facilities.
2. The Faculty of Medicine requires learners to undergo tuberculosis (TB) and Hepatitis B testing, but does not require testing for Hepatitis C and HIV.

3. Learners with a known/diagnosed infection for any of active tuberculosis, Hepatitis B, Hepatitis C, or HIV are required to inform the responsible party (as outlined in 4) of their condition immediately. The diagnosis of any infectious disease in a learner shall remain confidential within a strict “need to know” environment.

4. All learners in Undergraduate Medical Education, Postgraduate Medical Education, graduate programs, Occupational Science and Occupational Therapy, Physical Therapy, Speech Language Pathology, Medical Radiation Sciences, or the Physician Assistant Professional Degree program with a known/diagnosed Hepatitis B, Hepatitis C, HIV or active tuberculosis infection will be reviewed by the University of Toronto, Faculty of Medicine Expert Panel on Infection Control, which will provide the relevant Pre-clerkship or Clerkship Coordinator, Academy Director, Program Director, Graduate Coordinator, Clinical Coordinator, Fieldwork Coordinator or Medical Director with recommendations regarding necessary curriculum/rotation adjustments.

5. As information on infectious diseases is a mandatory disclosure item on a learner’s application to the College of Physicians and Surgeons of Ontario (CPSO), the Faculty of Medicine will provide advice to the learner recommending required disclosure of information to the College regarding his/her immunization/infectious disease status.

6.3. GUIDELINES for LEARNERS WITH AN INFECTIOUS DISEASE

1. The learner must comply with the infectious diseases surveillance protocols adhered to by the Faculty of Medicine and its affiliated training sites, provide body fluid specimens as requested, and agree to be monitored by an infection control specialist, with regular reporting, if required.

2. All learners are expected to be in a state of health such that they may participate in their academic and clinical programs, including patient care, without posing a risk to themselves or to others. Learners with an infectious disease may pursue their studies only insofar as their continued involvement does not pose a health or safety hazard to themselves or others. Such a health or safety hazard, if protracted, may preclude them from participation in certain aspects of clinical work essential to the satisfactory completion of their program of study.

3. Learners who have symptoms of an acute illness that is likely infectious in etiology should not attend in the teaching site until their symptoms have improved; this includes but is not limited to fever, “colds”, cough, sore throat, vomiting, diarrhea, rashes, and conjunctivitis. Learners who are absent from mandatory educational activities due to illness should notify their program in accordance with the program-specific attendance/absence guidelines/policies.

4. The diagnosis of any infectious disease in a learner shall remain confidential within a strict “need to know” environment.

6.4. GUIDELINES regarding LEARNERS’ PARTICIPATION IN CARE OF PATIENTS WITH INFECTIOUS DISEASES

1. Learners are required to participate in the care of all patients assigned to them, including patients with infectious diseases, to a level commensurate with their level of training. Such participation is necessary for the learner’s education as well as for satisfactory completion of academic and clinical training requirements.

2. All learners are expected to understand and adhere to infection control policies, including the principles of Routine Practices and hand hygiene, when participating in the examination and care of all patients, regardless of the diagnosis or known health status of the patient.
3. Learners are responsible for conducting themselves in a manner that is consistent with the health and safety of themselves and others, and shall be given appropriate training to do so. Learners who fail to meet these responsibilities may, depending on the circumstances, face sanctions under the provisions of the University of Toronto Standards of Professional Practice Behaviour for all Health Professional Students.

6.5. GUIDING PRINCIPLES regarding LEARNERS WHO ARE EXPOSED TO AN INFECTIOUS DISEASE OR OTHER ADVERSE EXPOSURE IN THE COURSE OF THEIR TRAINING

1. The Faculty of Medicine requires that all educational programs have published documents outlining the course of action to be taken for learners who incur an injury or other medically-related incident, including an incident that may have placed them at risk of acquiring an infectious disease, during the performance of activities as a part of their educational program. Any such document must provide a course of action to promote both the emotional and physical wellbeing of the learner.

2. Learners are expected to comply with the published documents in 6.5.1. Note: Under the UE: COFM Blood Borne Pathogen Policy Undergraduate Medical Education learners (MD students) are ethically obligated to know their serological status.

3. Learners who develop markers of an infectious disease are required, as per 6.2.2, to inform the responsible party in their educational program of their status. The case will then be handled as described in 6.2.3.

6.6. GUIDELINES on LEARNERS WHO ARE EXPOSED TO AN INFECTIOUS DISEASE OR ADVERSE EXPOSURE DURING THE TIME PERIOD OF TRAINING OUTSIDE TRAINING ACTIVITIES

1. Note: Under the UE: COFM Blood Borne Pathogen Policy, Undergraduate Medical Education learners (MD students) are ethically obligated to know their serological status. Learners who may suspect they may have become infected with any of the infectious diseases included in Section 7 should seek medical attention.

2. Learners who develop markers of an infectious disease are required, as per 6.2.2, to inform the responsible party in their educational program of their status. The case will then be handled as described in 6.2.3.

6.7. GUIDELINES on CO-RESPONSIBILITY WITH TEACHING SITES

The Faculty of Medicine and its teaching sites are jointly responsible for ensuring that learners are adequately instructed in infection control. This will include the following:

1. The Faculty will provide to learners in all educational programs an introductory program on Routine Practices, hand hygiene, and other core competencies of infection control and occupational health, and will inform learners of their responsibilities with respect to infection control and occupational health.

2. All Ontario hospitals are required to comply with the Communicable Diseases Surveillance Protocols for Ontario hospitals developed under the Public Hospital Act, Regulation 965. Compliance with these Protocols requires the hospitals to provide instruction in infection control precautions and occupational health to learners.
7. SPECIFIC INFECTIOUS DISEASES INCLUDED IN THIS DOCUMENT but not limited to:

Blood-borne pathogens: HIV/Hepatitis B, C
Enteric pathogens: Salmonella / Shigella / Campylobacter / E-coli 0:157/ Norovirus/Rotavirus,
Other: Influenza / Meningococcal disease / Measles / Mumps /Rubella / Tuberculosis / Varicella / Pertussis/
Hepatitis A/Adenovirus Conjunctivitis

i Graduate learners who do not have patient contact in their roles, while excluded from these guidelines must comply with
existing protocols: graduate learners based on-campus comply with the regulations as set out by the University of Toronto’s
Office of Environmental Health and Safety and graduate learners based off-campus comply with the protocols of the institute
in which they work.

ii The Expert Panel on Infection Control is advisory to the Dean, Faculty of Medicine. The Panel addresses matters pertaining to
health professional students and learners in all Faculty of Medicine Programs and provides advice in all matters relating to the
“Guidelines Regarding Infectious Diseases and Occupational Health for Applicants to and Learners of the Faculty of Medicine
Academic Programs”

iii Communicable Diseases Surveillance Protocols: https://www.oha.com/labour-relations-and-human-resources/health-and-
safety/communicable-diseases-surveillance-protocols

iv COFM Immunization Policy, November 2010: http://pg.postmd.utoronto.ca/wp-
content/uploads/2016/05/COFMImmunizationPolicy.pdf

v UE:COFM Blood Borne Pathogen Policy:

vi Standards of Professional Practice Behaviour for all Health Professional Students, June 2008

Guidelines approved: UME Executive – January 17, 2012
HUEC – January 25, 2012
UPAR – February 23, 2012
Medical Radiation Sciences – March 2012
PGMEAC – April 27, 2012
Graduate Affairs – May 23, 2012
Physician Assistant Program – July 16, 2012
Faculty Council, Education Committee – September 20, 2012
Faculty Council, February 11, 2013

Infection Control Measures

Students are required to complete an online Infection Control Module as instructed prior to commencing fieldwork. Students
are expected to follow appropriate infection control practices while on placement and to notify the placement facility
Occupational Health Department following needle stick injuries and following contact with patients with communicable
diseases. Students should be aware of and practice proper hand washing techniques. For resources and instructions, please
see the following:
COTO Standards for Infection Control: https://www.coto.org/docs/default-
source/standards/infectioncontrol_standards.pdf?sfvrsn=2
• Infection Control for Regulated Health Professionals: https://www.cmto.com/assets/infection_control_guidelines.pdf. Some facilities may have a policy that requires all staff and students to either be vaccinated against influenza or wear a protective mask during influenza season in areas where patients are present and patient care is delivered. The fieldwork site coordinator will advise students if the facility has such a policy.

**Mask Fit Testing**

One of the key pieces of personal protective equipment to decrease the spread of infectious disease is a properly fit-tested mask. The Ministry of Health has developed directives for health care professionals to wear an approved respirator/mask when droplet protection (as in the case of SARS) is required. In order to protect the health and safety of health care students, the use of N95 respirators (masks) may be required if there is evidence of potential exposure to airborne infectious agents, chemicals, etc.

Please note, as part of a student’s clinical/fieldwork education criteria, mask fit testing and an education session is mandatory for all students. The Rehabilitation Sciences Sector arranges mask fit testing for all students. All students will receive a memorandum from the Administrative Assistant, Clinical Affairs, Rehabilitation Science Sector, in reference to the education session and mask fit testing. Students will be provided with principal documents regarding the policies and procedures for completing their education session and mask fit testing. In addition, students will receive information regarding the date, time and room number of the education session and the mask fit testing at 500 University Avenue or at the Terrence Donnelly Health Sciences Complex. No additional fees are required.

**Important Notice:** Failure to attend the scheduled date and time of the education session and mask fit testing will result in the student taking full responsibility for making alternative mask fit testing arrangements and paying the required mask fit testing fee at a private clinic. **Students are required to bring their mask fit testing card with them to all placements so should ensure that they keep this card in a safe location.** Students should contact the Rehabilitation Sciences Sector office at rehabSector.reception@utoronto.ca if their mask fit testing card is lost.

**Eating and Drinking in Clinical Areas**

Students should be aware of organizational protocols and the assignment of any designated areas for safe eating and drinking. Students should not be consuming food or drinks in clinical areas, in compliance with Health and Safety legislation, and organizational infection control policies.

**Cardiopulmonary Resuscitation and First Aid**

Students are required to obtain their CPR certification at the Health Care Provider (HCP) level and provide a copy of the certificate to the Fieldwork Office. The course must include one and two person CPR on adults, children, and babies. The HCP level contains all required elements. Annual recertification is required as indicated on the certificate. It is strongly recommended that students take this course after August 1 and prior to September 3 each year to ensure adequate coverage is maintained annually throughout the two years of the MScOT program. A copy of this certificate may also be required by individual fieldwork facilities, therefore students are advised to take a copy of the certificate with them on fieldwork placement. A student will not be permitted on fieldwork if a copy of a valid certificate in CPR has not been submitted to the fieldwork office with evidence of annual renewal as indicated on the certification certificate.

Certification in First Aid is **strongly recommended** and may be required by individual fieldwork facilities. The student is responsible for the expense of these courses.

Appropriate CPR certification and First Aid courses are run by the following agencies:

Student Safety Training

A provincial regulation (Bill 18) requires health and safety awareness training for every worker and supervisor under Ontario’s Occupational Health and Safety Act (OHSA). Under Bill 18, students completing an unpaid work term are now considered employees and need to complete Health and Safety Education Modules. Students in the Department of Occupational Science and Occupational Therapy are required to complete two specific modules: Basic Health and Safety Awareness Program, and WHMIS training.

Instructions on how to access these modules are provided to students in term 1 and are also available on the online Year 1 and Year 2 Fieldwork Quercus course sites. Students need to submit proof of completion of these modules before beginning placement. Students must keep a copy for their own records to show to fieldwork sites, if requested.

Another component of student safety is processes related to student injury while on placement. For information about procedures to follow if injured while on placement, please see section titled “Contracts and Insurance”.

Consequences of Failure to Submit Mandatory Health and Safety Requirement Documentation

It is the student’s responsibility to submit all required documentation to the Fieldwork Administrative Assistant by the due dates communicated. If completed Health Forms, CPR certification documentation and mask fit testing documentation have not been submitted by the due dates, students will not be allowed to participate in fieldwork courses. No fieldwork placement will be assigned for a student who has not submitted the required documentation.

Police Checks

Students are required to obtain a police check if the clinical placement facility to which they are assigned requires the check. There are two kinds of police checks; a Clearance Letter and a Vulnerable Sector Screening (VSS).

There are fees associated with applications of both types of police checks. The fees vary based on the type of check performed and the police region. Students are responsible for all associated fees.

Results of any police record check are sent directly to the student’s home. The Department of OS&OT does not see or keep copies of the results. If police check is required by the site, then the student must show the police check results to their assigned placement facility on the first day of placement. Upon receipt of the results of the police check, the facility will make a decision regarding the student being able to participate in the placement.

Clearance Letter and Vulnerable Sector Screening

Fieldwork sites may require either one of the police checks that are outlined in the box below. Although the Department of Occupational Science and Occupational Therapy (OS&OT) does not require a police check for admission into the program, we strongly recommend that students obtain the Vulnerable Sector Screening each year (the highest level of police check), as students will then have satisfied all site requirements, including those requiring just the Clearance Letter. (see the Toronto Police Service website)

“A Clearance Letter is a formal document issued by the Toronto Police Service and produced on secured paper indicating that the subject applicant of the Clearance Letter has no criminal convictions in the National Repository of Criminal Records maintained by the RCMP. With our new online program you can request a clearance letter at your convenience.
A Clearance Letter is not suitable for individuals being employed and/or volunteering with vulnerable persons*. A more comprehensive process, known as the Vulnerable Sector Screening (VSS), is required in those situations. Further information about the VSS is available at https://www.torontopolice.on.ca/background-checks/vulnerable-sector-screening.php

* Vulnerable person means a person who, because of their age, a disability, or other circumstances, whether temporary or permanent, are (a) in a position of dependence on others or (b) are otherwise at a greater risk than the general population of being harmed by person(s) in a position of authority or trust to them."

If students do not have a recent (within the past 12 months) VSS, they will not be allowed to select fieldwork preferences that have this as a requirement. The Department of OS&OT does not keep a copy of the VSS therefore students must keep the original copy in a safe place so that it is available for them to take to fieldwork placements.

A VSS must be obtained from police services in the region where a student lives. Police checks can take anywhere from 2 to 12 weeks to process depending on the area in which the student lives and which check is requested. In some areas, expedited services (2-3 days) are available at an additional cost to students. University Fieldwork Instructors will advise students on the timing of applications for these checks so that students will be prepared in advance for fieldwork placements. Toronto Police VSS application forms are available from the OS&OT Fieldwork Office.

Procedures for Obtaining the Vulnerable Sector Screening in Various Regions

**Metro Toronto Residents**
If the postal code of your residence begins with "M" you must obtain a "Consent to Disclosure of Personal Information" form/package from OT Reception. Please contact Fieldwork Administrative Assistant at ot.clined@utoronto.ca or at 416-978-8234 to obtain a copy of this form. It is important for you to read all attached information and follow the instructions carefully. Once you have completed the form, you must submit it to the Toronto Police Services Headquarters located at 40 College Street, Toronto. For more information please see the Metro Toronto Website: http://www.torontopolice.on.ca/contact.php

**York Region Residents**
The University has been set up as an agency with the York Regional Police Services. If you are a York Region resident, you must go the York Region Police Services website and fill in the form. Under the agency field, enter "University of Toronto". Once completed, print the form and take it to one of the two sites listed on their website. For more information please see the York Region Police Services website: http://www.yrp.ca/en/services/background-checks.asp

**Halton-Peel Region Residents**
The Department of OS&OT has been set up as an agency with the Halton-Peel Region Police Services. If you are living in Peel Region and need the Vulnerable Sector Screening performed, you must go to the Peel Regional Police Station, ask for the Vulnerable Sector Screening, stating that they are a student in OS&OT at the University of Toronto, pay the fee, fill in the form, produce photo ID, and then just await the results in the mail.

Please see the Peel Regional police services website: http://www.peelpolice.on.ca/en/services/policerecordchecks.asp

**Durham Region Residents**
Currently no agency status is required, however, to qualify for the reduced fee, students must take a letter from the University of Toronto indicating the reason for the check (available upon request). Residents must make the application in person and information on how to apply can be found on the Durham Police Website: http://www.drps.ca/internet_explorer

Go to How Do I? (right side of the home page), select Information Requests then choose Police Record Checks.
If you live outside of these regions, please contact your local police department and ask about how you would obtain a Vulnerable Sector Screening.

If you have further questions or problems with obtaining a Police Check VSS, please contact the Fieldwork Administrative Assistant at ot.clined@utoronto.ca or at 416-978-8234.

Information on site requirements such as immunizations, police checks, etc. is collected and updated regularly by the Fieldwork Office. This information is made available to the students and it is expected that, prior to placement, students consult and thoroughly read the information related to their assigned placement site. Site requirements should be confirmed in the student’s introductory letter to the site.
CONTRACTS AND INSURANCE

Facility Placement Agreement

Occupational Therapy students are assigned to fieldwork placements only at facilities that have a signed Affiliation or Placement Agreement with the Faculty of Medicine and/or Department of Occupational Science and Occupational Therapy, University of Toronto.

This agreement specifies in writing the terms of the relationship between the fieldwork facility and the university. The agreement also outlines the University's responsibility for maintaining comprehensive liability insurance for the actions of its Student Occupational Therapists during fieldwork experience.

All Occupational Therapists who supervise students must have at least one year of clinical experience, be a member in good standing of the College of Occupational Therapists of Ontario (or the equivalent if placement is in another province or country) and be eligible for membership with CAOT.

Student Accident/Injury Insurance While on Fieldwork

The Government of Ontario, through the Ministry of Training Colleges and Universities (MTCU), pays the Workplace Safety and Insurance Board (WSIB) for the insurance coverage of student trainees enrolled in an “approved program” at the training agency (University of Toronto) during unpaid work placements with employers that have WSIB coverage for their employees. MTCU also covers the cost of private insurance with ACE-INA for Student Trainees whose placement is with employers that are not required to have WSIB coverage for their employees. Coverage is in effect from the start date of the unpaid work placement to its end.

It is recognized that some students will travel with or without their preceptors to visit clients in the community. As long as the student is travelling from the fieldwork site to the clients’ homes the student will be covered by WSIB in case of accident. The program does not cover the “break” travel time when the student is not visiting clients or the student is getting to and from work.

Each fieldwork facility that takes students must sign a declaration letter which states that students are covered by WSIB and if the student is injured during an unpaid clinical placement that they will report it to the university. Students are required to complete a similar declaration of understanding (see Appendix B). The signing of this form by the student confirms that they are aware of their WSIB coverage while on unpaid placements that are part of their academic program. These forms are kept at the university.

Should a student trainee be injured or contract a disease while on an unpaid work placement, the University of Toronto is required to disclose personal information relating to the claim to the MTCU, WSIB or ACE-INA Insurance. Student trainees are required to report all accidents/incidents both to their placement employer (immediate supervisor) and to the training agency (OS&OT Fieldwork Office) within 24 hours.

MTCU Guidelines, Questions and Answers and Claim Form

Student Trainees are eligible:

- If the work placement is a program requirement; and
- If the Unpaid Work Placement is arranged or authorized by the University of Toronto as a requirement of the Student Trainee’s Approved Program to gain required work skills and experience.
Student Trainees are not eligible:
- If the program is not funded through MTCU operating grants; or
- If the placement is not a required part of their program and they have arranged or organized it themselves; or
- If they are paid a salary by the Placement Employer; or
- If as part of their program they do unpaid research.

Accident Reporting – WSIB Covered Placement Employers (Report to Training Agency within 24 hours)
2. Placement Employer must complete the University of Toronto Placement Student Incident Report (Appendix C). Information must include who, when, where and how the work-related injury/disease occurred.
3. Placement Employer must complete the Letter of Authorization to Represent the Placement Employer.

Accident Reporting – Non-WSIB Covered Placement Employers (Report to Training Agency within 24 hours)
2. Placement Employer must complete the Chubb Accident Report (Appendix D). Information must include who, when, where and how the work-related injury/disease occurred.

The clinical site should liaise with the occupational therapy fieldwork office/Instructor to submit the above forms.

Accident or Injury While on Placement at a Clinical site with WSIB Coverage
In the event of an accident during a placement, students are required to:
- Promptly obtain first aid
- Report the accident to their preceptor at the facility
- See doctor or delegate to receive additional medical documentation about the injury
- Choose a doctor or other qualified practitioner, if required, with the understanding that a change in doctor cannot be made without the permission of the Workplace Safety and Insurance Board (WSIB)
- Contact the University Fieldwork Office regarding any accident or injuries while on placement
- Complete and promptly return all forms received from the WSIB

Each fieldwork facility that takes students must sign a declaration letter which states that students are covered by WSIB and if the student is injured during an unpaid clinical placement that they will report it to the university. Students are required to complete a similar declaration of understanding (see Appendix B). The signing of this form by the student confirms that they are aware of their WSIB coverage while on unpaid placements that are part of their academic program. These forms will be kept at the university.

In the event of an accident, the fieldwork facility is required to:
- Ensure that first aid is given immediately and provide transportation to a hospital, doctor’s office or the student’s home, if necessary
- Complete and sign the Student on Unpaid Work Placements Accident Report (See Appendix C).

The above form is to be faxed within two business days to the University WSIB Administrator. As well, a copy of the form is to be forwarded to the University Fieldwork Office.
A number of documents need to be forwarded to the UofT WSIB administrator. These include:
- confirmation that the student placement during which the injury occurred was a legitimate placement i.e. part of the student’s academic program and unpaid
- a completed *UofT Accident Report form*
- a completed *Letter of Authorization to Represent Employer* form
- a copy of the completed *Student Declaration of Understanding*

The clinical site needs to be available to liaise with the OS&OT Director of Clinical Education to submit the above forms.

**Accident or Injury While on Placement at a Clinical site without WSIB coverage**
The procedure in the event of an accident during a placement is:
- The student is to promptly obtain first aid
- The student is to report the accident to the preceptor at the facility
- See doctor or delegate to receive additional medical documentation about the injury
- Choose a doctor or other qualified practitioner, if required.
- The student is to report the accident to the University Fieldwork Instructor;
- The preceptor is to complete the claim forms (See Appendix D) and forward to the university, who will forward the claim forms to ACE INA Insurance.

A number of documents need to be forwarded to the UofT WSIB administrator. These include:
- confirmation that the student placement during which the injury occurred was a legitimate placement i.e. part of the students’ academic program and unpaid
- a completed *ACE INA Accident Report form*
- a completed *Letter of Authorization to Represent Employer* form a copy of the completed *Student Declaration of Understanding*

The clinical site needs to be available to liaise with the OS&OT Director of Clinical Education to submit the above forms.

**Liability Insurance Coverage**
The University maintains a policy of comprehensive, general liability insurance on behalf of students against malpractice, personal injury or property claims against the student.

During fieldwork placements, students are required to follow the policies and procedures of the facility to which they have been assigned. This includes policies and procedures pertaining to safety, emergency procedures, client confidentiality, etc.
MScOT CURRICULUM AND FIELDWORK PROGRAM

Fieldwork placements provide an opportunity to integrate theoretical and practical knowledge and to develop professional behaviours and clinical skills. Students are required to complete a minimum of 1000 hours of fieldwork according to the requirements of the Canadian Association of Occupational Therapists. Please see chart below for a breakdown of fieldwork hours in the U of T MScOT program.

Fieldwork Placement within the MScOT Program

Fieldwork courses have been strategically placed within the MScOT program amidst the academic courses. In year 1, the students have the Introductory Fieldwork Experience after five weeks in the program to further introduce and socialize them into the occupational therapy profession and to aid in the understanding of important concepts and development of key competencies. In the spring of year 1, after two terms of academic work, students have Fieldwork 1. The remaining fieldwork placements occur within the second year of the program. Fieldwork 2 takes place in the fall after a condensed fall term of academic courses. Fieldwork 3 and Fieldwork 4 occur after the academic courses have all been completed. Please see the MScOT calendar of courses at [http://ot.utoronto.ca/current/calendar/](http://ot.utoronto.ca/current/calendar/)

Please see Appendix E for descriptions of the academic and fieldwork courses.

Schedule of Fieldwork Placements during 2018/2019 Academic Year

<table>
<thead>
<tr>
<th>FIELDWORK SCHEDULE 2018 - 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Fieldwork Experience</strong> (2 weeks of Lab work at 500 University and select Clinical Experiences at Fieldwork Sites) OCT1131H</td>
</tr>
<tr>
<td><strong>Fieldwork 1 (6 weeks)</strong> OCT1183Y</td>
</tr>
<tr>
<td><strong>Fieldwork 2 (7 weeks)</strong> OCT1281Y</td>
</tr>
<tr>
<td><strong>Fieldwork 3 (8 weeks – 4 days/week)</strong> OCT1282Y</td>
</tr>
<tr>
<td><strong>Fieldwork 4 (8 weeks)</strong> OCT1283Y</td>
</tr>
</tbody>
</table>
Ensuring Variety of Experiences in Fieldwork

Students must ensure that their placements provide a variety of experiences (i.e. with respect to practice setting, age group, diagnostic group, etc.). Within the requirement of 1000 hours of fieldwork, students must complete a minimum of one placement in physical health (coded P) and one placement in psychosocial health (coded M). Alternatively, two combination placements of physical health and psychosocial health (coded B) will also meet these criteria. Completing the Introductory Fieldwork Experience placement counts towards the required 1000 hours; however, it does not count toward the criteria for the psychosocial health or physical health requirements.

Students must also complete at least one ‘LEAP’ placement during Year 2. LEAP stands for: Leadership, Emerging/Enhancing, Advocacy, and Program Planning and Evaluation. Fieldwork learning opportunities in Fieldwork 3 will primarily consist of LEAP placements, however, students will also have opportunity to complete a LEAP placement during Fieldwork 2 or Fieldwork 4. See definitions below.

- **Role-emerging Placements**: Students are placed in an organization where there is no established occupational therapy program or role. Students on these placements have two preceptors: an on-site non-OT professional and an off-site OT practitioner. Most role-emerging placements are developed by the university but there is opportunity for students to develop their own role-emerging placement in partnership with the OS&OT Role-emerging Fieldwork Coordinator if desired.
- **Role-enhancing Placements**: Students are placed in an organization where there is an established occupational therapy program or role but occupational therapy services could be enhanced to better serve clientele. Students on these placements have an on-site OT preceptor that is on staff at the organization.
- **Leadership and Unique Role-established Placements**: Students are placed in an organization where there is an established or newly established unique occupational therapy role and/or with an OT Professional Practice Leader. Role-established placements occur in ‘traditional’ fieldwork settings, international settings, private practice, and in OT associations/organizations. These placements provide learning opportunities for students to observe, demonstrate, and develop unique leadership and advocacy skills in addition to other core practice competencies. Preceptors are leaders within the profession, practice setting, or organization.

LEAP placements allow students to continue with their development of the same professional competencies as required in all fieldwork learning experiences but with increased opportunities for the development of leadership and advocacy skills.

Fieldwork Record

To ensure a variety of placement types, students should independently track their fieldwork experiences on the Fieldwork Record (see Appendix G for form and specific requirements). The template can be found on Quercus.

Occasionally a placement is miscoded or the actual content of the placement unexpectedly varies from its coding. In this case, the student may request in writing a change in coding, giving details about caseload and assessments and treatments administered. This request must be submitted via email to the Director of Clinical Education or University Fieldwork Instructor no later than one week after completion of the placement. The student’s preceptor (and site fieldwork coordinator) must be copied on the email. Students must consult the descriptions of the codes (see Appendix O) prior to making the request to ensure that the placement is represented accurately by the newly suggested coding. The request must be verified by the preceptor and on-site fieldwork coordinator and a final decision regarding coding will be made by the University fieldwork office and communicated to the student. Electronic fieldwork records regarding the placement will be changed as indicated.

Students should review this completed fieldwork matrix before choosing preferences for each placement period to ensure that they are exposed to a variety of experiences and will fulfill the P, M, and B requirements as outlined above.
Fieldwork Placement Process

Overview of Fieldwork Placement Process

- Student assignment of placements is carried out through a computer-assisted process involving student preferences, program requirements, and previously approved student special consideration. Although efforts are made to place students in their preferred facilities and geographical areas, it is not always possible to do this. The Department of Occupational Science and Occupational Therapy reserves the right to place students in specific facilities/areas of therapy in order to meet individual students’ learning needs and provide students with an appropriate balance of fieldwork education experiences. **Students must be prepared to attend placement at any fieldwork organization within the University of Toronto catchment area** including Toronto (downtown and all suburbs), Peel Region (Brampton, Mississauga), Durham Region (Ajax, Whitby, Pickering), and York Region (Aurora, Central York Region, Maple, Markham, Newmarket, Richmond Hill, South West York Region, South East York Region, Stouffville, Thornhill, Vaughan). Twice a year a mailing is sent to all approved facilities within the University of Toronto catchment area requesting placements. Placement offers are received electronically and uploaded into the fieldwork database system.

- Students who would like to complete Fieldwork 2, 3, or 4 out of the University of Toronto catchment area must fill in the appropriate forms and submit them to the fieldwork office prior to announce deadlines. See section entitled, ‘Placement Requests outside the University of Catchment Area’ for further information.

- A mandatory student pre-placement meeting is arranged by the University Fieldwork Instructor to discuss course-specific objectives and issues and placement offerings as well as to review general fieldwork policies and procedures. A list of available in-catchment placements for the placement period is then posted on the fieldwork course Quercus website approximately six to eight weeks prior to commencement of the placement.

- For Fieldwork 1, 2, 3 and 4, students will be asked to provide, through a web-based survey, a list of their ten placement preferences which is submitted at a day and time specified by the University Fieldwork Instructor (generally 3-5 days following the pre-placement meeting or the offers being posted on Quercus). Any information the students would like to be taken into account (e.g., access to a vehicle, etc.) during matching should be included with the preference submission. Students must complete and submit a Request for Special Consideration Form for any medical information to be considered during placement matching (See Appendix H). Please note that for the Introductory Fieldwork Experience no preferences will be submitted. Please note that in addition to their 15 preferences, students may be required to make additional placement selections outside of their preferred geographical area due to fieldwork opportunities available. Such instructions will be provided by the Fieldwork Course Instructor during the pre-placement meeting.

- Students who have applied for out-of-catchment placements (national or international) will be instructed regarding submission of preferences and participation in the placement match if their placement has not been finalized (e.g. Placement Agreement signed and permission to proceed given by Director of Clinical Education or the Fieldwork Course Instructor). If, by four to six weeks prior to the beginning of placement, the out-of-catchment placement has not been finalized, the student will be required to stay in the University of Toronto catchment area and will be matched to an unfilled placement.

- The matching of student to placement offer is carried out through a computer-assisted process (see ‘Fieldwork Selection and Assignment’ for further detail). A match to one of the student’s preferred placement sites is desirable but cannot be guaranteed.

- Approximately a week to ten days after preference submission, the matching process will be completed and an email will be sent to each student to indicate the placement to which they have been assigned.

- If a student did not receive any of his/her 15 choices he/she may request a placement from a list of unfilled placements if there is a placement listed that is of more interest to him/her than the one assigned. The student will need to submit a Fieldwork Placement Change Request Form (see Appendix I) by the specified deadline (generally 1-2 days after the match is posted). All requests will receive equal consideration and students will be notified (generally within 1-2 days).
of the result of their request. No exchange of placement between students is allowed. Please note that students that were assigned one of their placement preferences will not be allowed to switch to a different placement.

- Once the placement list is finalized, information regarding the student placement assignment will be emailed by the university to the participating facilities. Students will be copied on this email.

- Preceptors will be provided with information about the fieldwork course in advance. Other resources and tutorials are available on the department fieldwork website at: http://ot.utoronto.ca/clinical-community/fieldwork-supervision/

- Students are required to write an “Introductory” letter to the placement facility by the date specified by the University Fieldwork Instructor. For details of suggested content for the letter, please see ‘Pre-placement Communication with Fieldwork Facilities’ within this fieldwork manual.

- If a placement is cancelled after a student has selected it, the student will be notified by the Fieldwork Office and will be asked to choose another placement from the list of any unfilled placements. The student’s selection will be confirmed with the new facility.

### Fieldwork Site Contact

Unless communicating with a fieldwork site after being matched to that site, students are prohibited from contacting any Canadian fieldwork sites or clinicians to arrange observation opportunities or to solicit a fieldwork placement. Any such arrangements will not be honoured. The Director of Clinical Education, the Fieldwork Course Instructors, and the Fieldwork Administrative Assistant are responsible for coordinating and liaising with all fieldwork facilities. This rule (that applies to students in all Canadian OT programs) is put in place so that our fieldwork sites are not inundated with individual student requests and applies to any local, provincial, or national fieldwork site. Students are also prohibited from contacting other Canadian university fieldwork coordinators regarding out-of-catchment placements.

Students must be prepared to travel to the outskirts of the Toronto catchment area to attend their placement. The University of Toronto catchment area includes facilities in areas outside of Toronto, such as Brampton, Mississauga, York Region, and Whitby, as outlined in the introduction to the ‘Overview of Fieldwork Placement Process’.

### Guidelines Regarding Student Placement Preferences

For each block placement (other than Introductory Fieldwork Experience) students will be able to select 15 preferred placements from the available placement list, recording these preferences on a web-based survey as directed by the University Fieldwork Instructor. These student preferences will be taken into account during fieldwork matching; however, there is no guarantee that students will be placed at one of their preferred sites. Please note that in addition to their ten preferences, students may be required to make additional placement selections outside of their preferred geographical area due to fieldwork opportunities available. Such instructions will be provided by the Fieldwork Course Instructor during the pre-placement meeting.

In order to ensure that students receive a variety of placement opportunities and to allow all students to have fair access to all facilities, students will only be allowed to do one placement within the same facility. Students should not choose a ‘repeat’ facility when submitting their fieldwork preferences. Any such listed preferences will not be considered.

For the purposes of this policy, organizations that have multiple campuses may be considered separate. Students may attend a maximum of one placement in each of the two columns listed for the multi-site organizations below:
This policy does not apply to the Introductory Fieldwork Experience placements. In other words, students are allowed to have a second placement at the same facility where they had their Introductory Fieldwork placement.

Students who wish to have a second placement at a facility outside of Toronto may be able to do so and should consult the Director of Clinical Education or the Fieldwork Course Instructor with such a request.

**Fieldwork Placement Travel Allowance**

Students placed at community fieldwork sites which require a vehicle, are eligible to apply for a car allowance. Students are eligible for this car allowance if the fieldwork placement site within the University of Toronto catchment area specifies in the fieldwork description that the student ‘requires’ a vehicle for travel during the placement.

**International Fieldwork Travel Allowance**

The International Fieldwork Travel Allowance is available to support students who are engaging in international fieldwork placements during Fieldwork 2, Fieldwork 3, or Fieldwork 4. Each student participating in an international fieldwork placement will be given up to $1000 regardless of whether the placement is an exchange, student-initiated, or an International Centre for Disability and Rehabilitation (ICDR) placement. Allowable expenses include airfare to and from the placement destination, accommodations while on placement (not including food) and preceptor fees if applicable, up to a maximum of $1000. The eligibility criteria for this international fieldwork travel allowance are as follows:

- The student must be approved by the International Fieldwork Coordinator to undertake this placement
- The student must submit the international fieldwork application, including reference letters.
- The student must meet all preparation requirements, e.g. attend the mandatory Safety Abroad meeting and any other mandatory meetings.
- The student’s fieldwork site must have a valid Placement Agreement with the University of Toronto

Please see Appendix K for further details of this allowance.

**Process**

**Car Allowance:** Students must complete a “Travel Allowance Request Form” (see Appendix J) to request a car allowance and submit this form to the Fieldwork Administrative Assistant for approval three weeks prior to the start of placement. Once placement is completed, students must submit a log of Google Maps that shows calculation of daily mileage and/or parking.
receipts to the Fieldwork Administrator. Students will then complete a second form that will be given to them at that time. **As part of this form, students must declare that they did not receive any funding from their fieldwork placement site for travel.** For extenuating financial circumstances, please contact the Director of Clinical Education. Also, please note, even if mileage calculation is more than the maximum allowance, students will not receive any extra payment than the maximum allowable amount.

Eligible mileage includes trips from home directly to client, from facility to client, from client to facility, and from client to client. Trips from home to facility or from client to home or facility to home are NOT eligible. Gas receipts are not to be submitted. Google Maps mileage is the only thing used to calculate amount of re-imbursement based on mileage. Original receipts for parking costs can be submitted.

Please note that Car Allowance reimbursements will be distributed after submission of all necessary receipts and completion of all forms. Reimbursement will not occur until several weeks after placement has ended due to cheque processing time.

Please see Appendix K for the International Fieldwork Travel Allowance process.

**Role Emerging and Role Enhancing Placements**

Students in Year 2 have the opportunity to be involved in role emerging fieldwork placements where they work with an organization that does not employ an occupational therapist but would benefit from occupational therapy services. There are various role-emerging placements that fieldwork faculty coordinate and there is also opportunity for a student to develop their own role-emerging placements through submission of a proposal to the Role-emerging Fieldwork Coordinator. Off-site OT supervision is arranged by the university with on-site supervision provided by a professional from another discipline.

There are also ‘role-enhancing’ fieldwork placements available for students. These placements occur in an organization that employ OTs but desires to enhance OT services within the organization. Students on these placements assist the organization in this aim through research, program planning, implementation, and/or evaluation of those OT services.

Students will be introduced to role emerging and role enhancing placements in Term 3 in the Occupational Therapy Practice 3 course. Further instruction will be given in Term 5.

**Placement Requests outside U of T Catchment Area**

The University of Toronto catchment area includes the geographic region extending from Mississauga (West) to Whitby (East) and Newmarket (North) to Lake Ontario (South). Students from the University of Toronto have priority for placements in this region. Similarly, students from other universities have priority for placements in their respective catchment areas.

Students may apply for a placement outside the Toronto catchment area if they have:

- Maintained a ‘B’ average with no course failures
- Demonstrated good performance in all previous placements, with no reported concerns raised about professional interactions or other competencies
- Come to the University of Toronto from the requested region and/or the student has an interest in employment in the requested region upon graduation
- Completed the Introductory Fieldwork Experience (OCT1131H) and Fieldwork 1 (OCT1183Y).

Please note that all out of catchment placements will not be finalized until the fieldwork site has signed a University of Toronto Placement Agreement. If the fieldwork site refuses to sign the Placement Agreement, then the student will not be able to participate in the out of catchment placement.
Students will be notified by the Director of Clinical Education of application procedures and deadlines before each placement block. Out of catchment placements must be confirmed 4-6 weeks prior to the start of placement, with a signed Placement Agreement in place in order for the placement to proceed. If a student is assigned a within catchment placement while awaiting an out of catchment placement, students are required to contact the GTA catchment site to keep them updated about the out of catchment placement request.

**Southern Ontario and Canada**

University of Toronto students do not have priority for placements in other Canadian OT university catchment areas; however, there may be some opportunity to have a placement in another province and/or area of Southern Ontario. Students will be informed of these opportunities and how to apply for them via email and at pre-placement meetings. A non-refundable application fee of $250 is required for Canadian placements that are outside of the U of T catchment area.

Students are not permitted to contact potential placement sites or preceptors in an attempt to make their own arrangements for fieldwork placements. Such arrangements will not be honoured. This rule is put in place so that our fieldwork sites are not inundated with individual student requests and applies to any local, provincial, or national fieldwork site. Students are also prohibited from contacting other Canadian university fieldwork coordinators regarding out-of-catchment placements.

Please note that placements in Newfoundland/Labrador and in New Brunswick are only available to students who have residence in these provinces. Placements in Quebec require students to be fluently bilingual. Students should speak with the Director of Clinical Education during Year 1 if they are from these provinces and would like to have a placement in their home province at any point in the program.

**Northern Ontario**

All clinical placements in rehabilitation sciences in Northern Ontario are coordinated through the Northern Ontario School of Medicine (NOSM). Please see the NOSM website at [https://www.nosm.ca/education/](https://www.nosm.ca/education/) for information. NOSM distinguishes between Northeastern and Northwestern Ontario. Northeastern NOSM is considered to be Huntsville, Parry Sound, Sault Ste Marie, Wawa, and north up to Moosonee. Northwestern NOSM is considered to be west of Wawa and includes Thunder Bay, Dryden, Kenora, Sioux Outlook, etc.

**Before applying, students MUST contact the Director of Clinical Education for details on application procedures.** Students are not to complete the NOSM online application form until instructed to do so by the University Fieldwork Instructor. There are a limited number of fieldwork placements in Northern Ontario which provide funding for housing and travel. In the event that more than one student is interested in a particular funded placement, applications will be reviewed by the Director of Clinical Education to determine which student application will be forwarded on to NOSM. When the student applies online to NOSM, they will state their choices as to geographical area and practice setting and NOSM will attempt to find a placement based on student preference.

Please note that University of Toronto students do not have priority for placements in other catchment areas; there is no guarantee from NOSM that a placement in the requested area can be arranged.

Applications for Northern Ontario placement requests are generally due 4 to 5 months prior to the start of placement. Exact deadlines dates will be communicated to students by Director of Clinical Education. There is no application fee for NOSM placements.

**International Placements**

PLEASE NOTE: If you wish to do an international placement, please read all of the following information before contacting the International Fieldwork Coordinator (Prof. Deb Cameron) or the Fieldwork Administrative Assistant.
The opportunity to participate in an out-of-country placement is considered to be a privilege which may be negotiated for a second year student with good academic standing (B average) who has a record of excellent performance in all previous fieldwork placements.

Students who are interested in participating in an out-of-country placement, unfortunately, there is no guarantee that a placement in the requested area can be arranged.

The department has established relationships with a variety of international fieldwork partners that offer student placements. Students will be informed of these opportunities through information meetings led by the U of T International Fieldwork Coordinator in October/November of first year. The Department of OS & OT has developed guidelines for the prioritization of international placements and these guidelines will be reevaluated yearly and shared with students. The placements currently prioritized are those linked with the International Centre for Disability and Rehabilitation (see www.icdr.utoronto.ca for more information on this centre which is part of the Rehabilitation Sector). These placements are in lower and middle income countries that have established partnerships with ICDR and the OS & OT Department. We also have exchange agreements with several international universities in countries such as Sweden, Holland, Australia and Hong Kong. Students must contact the International Fieldwork Coordinator for permission and guidance if they wish to arrange their own international placement as this option is only available on a very limited basis and once the listed priority placements have been filled. The following resources can be used to help the student find an appropriate placement:

- A list of programs and schools approved by the World Federation of Occupational Therapists (WFOT) can be found at http://www.wfot.org;
- A database of placements completed by students in previous years is available on Quercus in the fieldwork courses.

Deadlines for submission of appropriate documentation for students wishing to have an international fieldwork experience will be communicated by the University International Fieldwork Coordinator and/or the Fieldwork Administrative Assistant. Please use the International Placement Forms (See Appendix K) to make sure you have all documentation required before submitting to the Fieldwork office.

### Student Responsibilities and Timelines

<table>
<thead>
<tr>
<th>Accept responsibility for all costs, including:</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Medical coverage;</td>
<td></td>
</tr>
<tr>
<td>• Visas;</td>
<td></td>
</tr>
<tr>
<td>• Accommodation;</td>
<td></td>
</tr>
<tr>
<td>• Travel;</td>
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</tr>
<tr>
<td>• Any required insurance not provided by the university (it is the student’s responsibility to obtain this information);</td>
<td></td>
</tr>
<tr>
<td>• Phone calls and faxes to the facility;</td>
<td></td>
</tr>
<tr>
<td>• Cost of supervision in countries where there is a fee.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If developing a self-initiated placement (these do NOT include any ICDR sites and/or formal exchanges that the department already has) - make preliminary contact with prospective facilities (if approved to do so by the University International Fieldwork Coordinator) to obtain written documentation as follows:</th>
<th>6 – 12 months prior to placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Description of OT service;</td>
<td></td>
</tr>
<tr>
<td>• Obtain an abbreviated résumé for the potential supervising therapist, including educational background and years of experience directly supervising students. Please note that in order to supervise a student, the therapist must have had at least one</td>
<td></td>
</tr>
</tbody>
</table>
The student must submit to the fieldwork office:

- Documentation listed above;
- Letter requesting an international placement to the fieldwork coordinator;
- 2 Reference Forms (See Appendix K), one completed by a fieldwork supervisor and one completed by a faculty member supporting the student’s application to participate in an out-of-country placement (international placements are a privilege which faculty reviews for approval);
- Sign the ‘Consent Form and Release from Liability for Department of Occupational Science and Occupational Therapy” Form, (See Appendix L) and return to the Safety Abroad Office;
- Copies of correspondence between student and facility offering the placement

The International Fieldwork Coordinator will bring these to faculty for approval of the student’s request.

Once students have been assigned their placement, they must register with the Safety Abroad Office and

- Attend a mandatory the Safety Abroad workshop
- Sign the waiver (‘Consent Form and Release from Liability for Department of Occupational Science and Occupational Therapy” Form, (See Appendix L) and return to the Safety Abroad Office

**During an international placement, students are to immediately contact the Safety Abroad Office for any accidents, illness, theft and breach of security, harassment or sexual assault, etc. Safety Abroad Office has 24-hour assistance accessed by phoning 416-978-2222. They will take a collect call. Students are also asked to contact the International Fieldwork Coordinator, Director of Clinical Education and the Administrative Assistant – Clinical Education via email as soon as possible after the incident.**

Apply for a placement in Canada if directed by Fieldwork Coordinator; in the event that the international placement is canceled for any reason (host country cancels, student does not maintain academic/fieldwork standing), the student will still be able to complete the required fieldwork

### Facility Responsibilities and Timelines

<table>
<thead>
<tr>
<th>Provide the following information in writing, in order to meet the approval criteria: A description of their OT service; An abbreviated résumé of the supervising therapist.</th>
<th>When requested by student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commit to a placement</td>
<td>Approx. 5 months prior to placement</td>
</tr>
</tbody>
</table>

### International Fieldwork Coordinator Responsibilities and Timelines

<p>| Meet with University Fieldwork Coordinator who is responsible for that fieldwork block to review applications and decide student eligibility. | 3 months prior to placement |</p>
<table>
<thead>
<tr>
<th>Review all of the information submitted by the student and ensure that the University Placement Agreement has signed and returned to the Fieldwork or Rehabilitation Sector Office.</th>
<th>Subject to approval of the above, send an email of confirmation to the facility, which will include the following: Placement date Copy of the CBFE-OT Copy of the Fieldwork Resource Manual Copy of the course outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate contact with facility via phone or fax at midterm to obtain feedback re: progress in placement.</td>
<td>Midterm of placement</td>
</tr>
<tr>
<td>Write a letter of appreciation to facility.</td>
<td>After completion of placement</td>
</tr>
</tbody>
</table>

Deadlines for submission of appropriate documentation for students wishing to have an international fieldwork experience will be communicated by the University International Fieldwork Coordinator and/or the Fieldwork Administrative Assistant. Please use the International Placement Forms (See Appendix K) to make sure you have all documentation required before submitting to the Fieldwork office.

**Pre-Placement Communication with Fieldwork Facilities**

**Introductory Letters**

All students are expected to write an introductory letter to the facility to which they have been assigned a fieldwork learning experience.

Students will be copied on the confirmation email to the facility regarding the student match and so in that way will have the contact name and e-mail addresses of the person to whom the introductory letter should be written. In the case of a role-emerging placement, the student must contact both the on-site contact and the off-site (Occupational Therapist) preceptor. **Students must use their utoronto email account for all correspondence with sites as emails to facilities from gmail and hotmail may be automatically filtered into junk mail folders.**

The purpose of the introductory letter is to provide information to the facility in order for them to plan more effectively for the student’s placement and for the student to understand how to best prepare for the placement. The letter should summarize the student’s previous fieldwork or other relevant experiences, identify personal strengths and outline specific interests related to the placement. Any questions the student may have regarding dress code, health requirements, criminal record check and any required readings prior to the commencement of the fieldwork placement should be addressed in this letter. Students are also encouraged to inquire as to how they can best prepare for the placement, i.e. suggested readings, etc. Current information regarding fieldwork placement sites is obtained and maintained by the Fieldwork Office and is made available to the students via the fieldwork Quercus websites. **Students are required to read all information pertaining to their assigned facility prior to writing the introductory letter.**

It is the responsibility of the student to e-mail the introductory letter to the facility Fieldwork Coordinator contact approximately three or four days after receiving the Confirmation email or as directed by the University Fieldwork Instructor.
Pre-Placement Information for Preceptors

Prior to each placement, a recorded pre-placement presentation is sent out to all facility Fieldwork Coordinators who forward it on to the fieldwork preceptors. This recording provides information related to the placement. Curriculum issues are discussed in addition to specific objectives for the placement and evaluation procedures. PowerPoint slides and the Fieldwork Course Outline are attached to the email and are also posted on the OS&OT Fieldwork Website for easy access by preceptors and facility Fieldwork Coordinators. Other resources and tutorials are available on the department fieldwork website at http://ot.utoronto.ca/clinical-community/fieldwork-supervision/

Fieldwork Learning Objectives

Learning objectives are developed for each fieldwork course. The purpose of these objectives is to assist students and preceptors in planning and implementing the learning experience. Detailed objectives specific to each fieldwork are listed in each fieldwork course outline and are available on the fieldwork website at http://ot.utoronto.ca/clinical-community/fieldwork-supervision/. Students and preceptors are encouraged to review and discuss the objectives in the fieldwork course outline throughout the placement.

Throughout the fieldwork program, students are expected to build upon skills that were developed during previous placements. Preceptors and students should review the university objectives from the previous placement levels as required to understand learning and skill progression.

Based on their specific learning needs, students negotiate personal learning objectives with preceptors to identify specific objectives to be met in the placement. It is expected that the student will have 3 to 4 specific learning objectives in total, each listed under a different competency (as per the Competency Based Fieldwork Evaluation for Occupational Therapists). These learning objectives should be finalized by the beginning of the second week of placement. See Learning Objectives section of this manual for further details.

Interprofessional Education in Fieldwork

Interprofessional education (IPE) for students occurs when individuals from at least two different roles or professions learn about, from and with each other to collaborate effectively as team members in working towards best outcomes. As part of the U of T IPE curriculum, MScOT students develop competencies for IPE through participation in specific learning activities in clinical settings. In order to fulfill their clinical education IPE requirements, students must complete at minimum during the total span of their fieldwork courses, either:

- A) One Structured IPE Placement (includes interprofessional student group project / presentation)
- B) OR Three Flexible IPE Learning Activities (including reflection papers).

If completing the Flexible IPE Activities (in lieu of a Structured IPE placement), the schedule for completion is described below. A project is also required during all Fieldwork courses except for Fieldwork 1, when students focus on their IPE requirements. Students may participate in a Structured IPE placement during any fieldwork course, which automatically includes a project/presentation component. No additional project is required in these cases:
<table>
<thead>
<tr>
<th>Fieldwork Course</th>
<th>Flexible IPE activity requirements</th>
<th>Project requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork 1</td>
<td>Flexible Activities #1 and #2</td>
<td>No project requirements</td>
</tr>
<tr>
<td>Fieldwork 2</td>
<td>balance of Flexible Activities #1 and #2 (if not completed during Fieldwork 1)</td>
<td>Project</td>
</tr>
<tr>
<td>Fieldwork 3 (LEAP)</td>
<td>Flexible Activity #3</td>
<td>Project</td>
</tr>
<tr>
<td>Fieldwork 4</td>
<td>Flexible Activity #3 (if not completed during Fieldwork 3)</td>
<td>Project</td>
</tr>
</tbody>
</table>

**Structured IPE Placement**

Structured IPE placements have these primary elements:

- A group of students from different professions come together in a student team while on placement,
- Students participate in a series of weekly patient-themed tutorials, and
- Students prepare and share the delivery of a joint presentation or project.

Structured IPE placements are offered by various fieldwork sites. The placement description may indicate if the placement is a structured IPE placement, or if a structured IPE placement is open for registration, based on availability.

**Flexible IPE Activities**

Flexible IPE activities can be done at almost any fieldwork site. The activity descriptions and requirements are provided in Appendix F.

Reflection papers are reviewed with the preceptor (or alternate, e.g. practice leader) and then submitted through Quercus within the Mentorship Course.

**Fieldwork Evaluation**

Throughout their fieldwork placement, students receive ongoing feedback from their preceptors regarding their performance through both regularly scheduled and spontaneous feedback sessions. Formal evaluation occurs both at midterm and at the end of the placement with the completion of the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT).

Students are required to purchase the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT) manual in term 1. This manual should be brought to each placement to be used as a resource for both the preceptor and the student. An electronic copy of the CBFE-OT will be made available to students after purchasing the manual. Students will then forward the electronic copy of the CBFE-OT to their preceptor for use during the placement. The CBFE-OT will be completed at both the midterm point of placement and at the end of placement, by inputting comments and scores for each competency. Hard

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copies of the completed CBFE-OT with necessary signatures of preceptor and student must be submitted to the Fieldwork office at the completion of placement. The mailing address is:

Fieldwork Administrative Assistant
Department of Occupational Science & Occupational Therapy
University of Toronto, Rehabilitation Sciences Building
160-500 University Avenue
Toronto, ON M5G 1V7

OR

Fieldwork Administrative Assistant
Department of Occupational Science & Occupational Therapy,
Terrance Donnelly Health Sciences Complex, 2nd Floor
University of Toronto Mississauga,
3359 Mississauga Road
Mississauga, ON L5L 1C6

Alternately, evaluations can be brought in by the student. In this case, the evaluation must be in a sealed envelope that is signed over the seal by the preceptor or facility fieldwork coordinator. Electronic copies of evaluations are permitted for the Introductory Fieldwork Experience only. See further information in the section ‘Returning Evaluations to the University’.

Students must ensure that all required preceptor and student signatures are present on pages 1 and 16 of the CBFE-OT form after the completion of each fieldwork placement before submission to the Fieldwork office.

Students should make copies of completed CBFE-OT forms for their own personal use and reference.

**Evaluation for the Introductory Fieldwork Experience**
The evaluation for Introduction to Fieldwork has been adapted specifically for this placement based on the CBFE-OT. For the purposes of this placement, only certain components of key competencies will be evaluated: This specialized evaluation form will be provided by the university fieldwork office. Students are not required to develop their own learning objectives within this evaluation.

**Evaluation for Fieldwork 1, 2, 3, and 4**
As part of the fieldwork orientation, the preceptor and student(s) should discuss the evaluation forms and timeframes and processes for completion. At both midterm and final, students must complete a self-evaluation, providing comments and examples of how they think they have demonstrated the expected behaviours under each competency area. Students do not include scores during this process. Students then forward their self-evaluation to their preceptor for review along with any additional comments and a score for each competency area.

At midterm, the completed CBFE-OT outlining the student’s performance thus far and progression on the specific learning objectives that have been identified within the competencies are reviewed.

**All of the CBFE-OT competencies** must be scored by circling/choosing whole numbers. All seven competencies on the CBFE-OT must be scored and commented on, even if a personal learning objective is not identified within that competency. In addition, an overall score must be provided where indicated on the evaluation form. The preceptor and student meet to discuss the evaluation form and the completed the online ‘Student Report on Fieldwork Placement’ (please see the following section). The reports are discussed and signed by both the fieldwork preceptor(s) and student. The CBFE-OT comment section is highly valued.
by both students and faculty. It is important that all comments be specific and objective and clearly describe the student’s performance. The comment section is beneficial to the university in monitoring each student’s progress.

The student’s performance should be considered satisfactory at midterm if the student is performing at the required level of competency for the corresponding stage of development (as per the CBFE-OT manual and the Course Outline) and the student is reasonably on their way to meeting the course learning objectives and their personal learning objectives. If, however, the student has been experiencing significant difficulty during the first half of the placement and has not achieved the required level of competency for the stage of development for that placement, performance should be rated as unsatisfactory and this should be noted. If the student’s performance has been rated as unsatisfactory at midterm, the University Fieldwork Instructor must be promptly informed and will meet with the preceptor and student to discuss strategies to help the student improve her/his performance. Please see ‘Procedures for Unsatisfactory Fieldwork Performance’ for a full explanation of the process required when a student’s fieldwork performance does not meet required standards.

If the student’s performance has been rated as unsatisfactory at midterm, the University Fieldwork Instructor must be promptly informed and will meet with the preceptor and student to discuss strategies to help the student improve her/his performance. Please see ‘Procedures for Unsatisfactory Fieldwork Performance’ for a full explanation of the process required when a student’s fieldwork performance does not meet required standards.

At the end of the placement (final evaluation), the evaluation process is repeated. Additionally, the preceptor(s) will recommend that the student passes or fails the placement. Unsatisfactory performance will be rated as a failure. Poor performance may result in course failure as determined by the University Fieldwork Instructor.

If the student's performance is rated as a failure, the University Fieldwork Instructor must be contacted by the preceptor immediately. Additionally, students and preceptors should refer to ‘Policy on Unsatisfactory Performance’ and ‘Procedures for Unsatisfactory Performance’ in this manual and to the “Policies and Regulations” section of the MScOT Graduate Student Handbook.

Students should keep copies of all fieldwork evaluations for their records. Facilities must obtain the student’s consent in order to maintain a copy of the CBFE-OT. Please note that the CBFE-OT is copyrighted and so preceptors are not permitted to keep the CBFE-OT template on their computer unless they themselves have purchased the CBFE-OT manual.

Personal Learning Objectives

Personal learning objectives are to be included in the CBFE-OT form and are developed by the student following a thorough orientation to the site/program to which she/he is assigned. The learning objectives reconcile the requirements from the University and the facility with the learner’s own goals and objectives. These should be discussed with the preceptor during the first week of placement. The preceptor reviews the learning objectives and changes are negotiated. The learning objectives outline specific skills that the student will learn, how this will be accomplished, within what time period and the specific criteria for evaluating each objective.

The following guidelines are recommended for the development of the learning objectives:

- The student receives a thorough orientation to their placement prior to determining their learning objectives;
- The student identifies her/his own learning needs;
- The student develops a total of three or four learning objectives relating to the competencies outlined in the CBFE-OT. There should not be more than one learning objective under the same competency. Learning objectives should be ‘SMART’ – Specific, Measureable, Attainable, Relevant, and Timely. Students in a group model will develop both individual and shared learning objectives;
- For each objective, the student specifies their specific learning resources/strategies;
- The student specifies what the evidence will be that indicates achievement of each objective;
- The student and preceptor specify how the evidence will be evaluated;
- The student's learning is evaluated by the student, their peers and clients (if appropriate) and the preceptor.
- When in a split supervision placement, students must complete a total of three to four learning objectives between the two preceptors.
The Learning Objectives Evaluation Guide and a Learning Objectives template are included in Appendix N. Students should refer to their OCT1132H course notes to ensure that they are writing their learning objectives in the correct manner with the expected level of detail.

**Student Report on Fieldwork Placement**

At midterm and the end of the placement, students must complete the online ‘Student Report on Fieldwork Placement’ form. The completed report will give the preceptor and facility feedback on the supervisory process, orientation, student resources, learning climate, etc. and enable them to enhance their teaching and student program. The ability to give feedback effectively is a component of the Professional Interactions Competency of the CBFE-OT and students are encouraged to provide professional and constructive in their feedback, as appropriate. Students should complete the report individually and present it to their preceptor at the same meeting time as the discussion of CBFE-OT given by the preceptor (that is, at both midterm and final meeting times). Students are encouraged to bring any concerns about the process of completing the “Student Report on Fieldwork Placement” to the attention of their fieldwork instructor and site fieldwork coordinator, as appropriate.

The ‘Student Report on Fieldwork Placement’ must be completed electronically but a hard copy, with student and preceptor signatures, is submitted to the university fieldwork office at the end of placement.

**After placement is over:**

Students should use make use of the ‘Fieldwork Record’ tool to independently keep track of their placements and the coding associated with them. If the student would like to request a change in coding for any of their placement, they must send an email to the Fieldwork Course Instructor (copying their preceptor) giving details about caseload and assessments and treatments administered. This request must be submitted via email no later than one week after completion of the placement. Students must consult the descriptions of the codes (see Appendix O) prior to making the request to ensure that the placement is represented accurately by the newly suggested coding. The request must be verified by the preceptor and on-site fieldwork coordinator and a final decision regarding coding will be made by the university and communicated to the student. Electronic fieldwork records regarding the placement will be changed as indicated.

**Returning Evaluations to the University**

All evaluations and learning objectives must be returned to the university within two weeks of the last day of placement. The package containing the completed CBFE-OT form, the learning objectives, and the completed Student Report on Fieldwork Placement form can be sent to the university by the site/facility or delivered to the university by the student, in a sealed envelope with the preceptor’s/fieldwork coordinator’s signature over the seal. The envelope should include both the name / address of the sending organization or student, and the university mailing address:

**Fieldwork Administrative Assistant**

Department of Occupational Science & Occupational Therapy  
University of Toronto, Rehabilitation Sciences Building  
160-500 University Avenue  
Toronto, ON  M5G 1V7

OR

Fieldwork Administrative Assistant  
Department of Occupational Science & Occupational Therapy  
University of Toronto, Mississauga Site  
3359 Mississauga Road  
Terrance Donnelly Health Sciences Complex  
Mississauga, ON L5L 1C6
Issues or Conflicts Arising During Fieldwork Placement

Occasionally, issues or concerns may arise between the student and his/her preceptor. These issues need to be addressed in a professional and sensitive manner. Students and preceptors are advised to establish methods and times for open communication where such issues can be dealt with. If further assistance is required in solving an issue, the student and/or preceptor should speak with the on-site fieldwork coordinator. Further help can, and at times should, be obtained from the University Fieldwork Instructor. Please see Appendix M for flow charts that outline appropriate courses of action with regard to any issues or concerns arising on placement.

Policy on Unsatisfactory Fieldwork Performance

Supervised fieldwork is an integral component of the professional education of occupational therapy students. Learning in fieldwork education is viewed as a dynamic process in which learning from one placement is built upon in subsequent placements. Students’ progress through fieldwork placements in sequence and are expected to perform at progressively higher levels of competence and independence. Students will evolve from an entry-level student to an entry-level occupational therapist.

The Department of Occupational Science and Occupational Therapy sets learning objectives for students to meet at each level of fieldwork education within the fieldwork course outline. The Department of Occupational Science and Occupational Therapy’s Fieldwork Course Instructor is contacted immediately in the event of a possible failure of a student in a fieldwork placement and at least by midterm. This ensures that the student, fieldwork preceptor, on-site fieldwork coordinator (if present at the facility) and the university are fully aware of the performance of the student and that specific teaching/learning strategies are developed to help the student to improve her/his performance.

If there is documented evidence that learning strategies have been implemented and the student's performance remains unsatisfactory (after a period deemed sufficient by the Fieldwork Course Instructor for evidence of improved performance) and/or the preceptor/fieldwork site report client safety concerns or significant disruption to team functioning the university may withdraw the student from the placement and the student may be considered to have failed the fieldwork course. Any student whose performance has been identified as unsatisfactory who is withdrawn at the mid-term of the placement or later will be considered to have failed the fieldwork course.

The Department of Occupational Science and Occupational Therapy at all times retains the ultimate decision for the pass/failure of the student in fieldwork courses. Students must successfully complete each fieldwork course prior to proceeding to subsequent fieldwork courses. For further consequences related to failure in any course, fieldwork or academic, refer to the departmental MScOT Graduate Student Handbook.

Procedures for Unsatisfactory Fieldwork Performance

When unsatisfactory performance by the student is noted by the preceptor prior to and/or at midterm, the following steps should be taken:

- The preceptor or on-site fieldwork coordinator should contact the Director of Clinical Education/University Fieldwork Course Instructor.
- The preceptor must provide the student with verbal and written documentation of performance and behaviours that indicate potential failure.
- The University Fieldwork Course Instructor will meet with the student, the preceptor and the on-site fieldwork coordinator to identify problems. Utilizing the Fieldwork Course outline learning objectives and the CBFE-OT form (with learning objectives included), objectives and specific strategies to meet the objectives are developed.
- The University Fieldwork Instructor will maintain contact as necessary with both the fieldwork preceptor and the student to monitor student performance throughout the remainder of the placement.
- The University Fieldwork Instructor will attend midterm/interim/final evaluations as necessary.
When unsatisfactory performance is noted after midterm, the same procedure is to be followed as in the preceding section. If the failure is identified by the preceptor at a time that is too late to implement remediation strategies, the preceptor must document:

- the reasons that precluded the preceptor from noting the problems earlier, and/or
- the emergence of new behaviours/problems that led to failure late in the placement.

At any stage when a student is observed to be having serious problems in fieldwork practice, the Director of Clinical Education/University Fieldwork Course Instructor must be contacted immediately.

Presentations or Projects

Students are required to complete a presentation or project during each of Fieldwork 2, Fieldwork 3 and Fieldwork 4. 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 2, 3, and 4. Students in a split supervision placement should only complete one project for that placement. Students on Fieldwork 1 initiate their IPE requirements instead of a project of presentation. If, for some reason, a student is unable to complete their IPE requirements during Fieldwork 1, they will then be required to do a project or presentation. They will also complete their IPE requirements during subsequent fieldwork courses. Students should note that the replacement of the presentation or project by IPE activities is only allowed during Fieldwork 1.

Projects / presentations are reviewed by preceptors and feedback is provided, although there is no formal marking scale required by the university.

Students in Fieldwork 2, Fieldwork 3, and Fieldwork 4 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. Examples of projects/presentations are:

- a comparison of alternate treatment approaches for a given client population;
- a comparison of individual clients within a client population and implications for treatment;
- a case presentation of an individual client (suggested guidelines on following pages);
- a project pertinent to occupational therapy and beneficial to facility.

The purpose of these presentations is to help students develop the skills to:

- Apply academic knowledge to clinical problems;
- Demonstrate an understanding of the role of Occupational Therapy in the placement context
- Present in an organized, clear and professional manner;
- Stimulate discussion and sharing of information.

Case Presentations – Guidelines

When preparing case presentations, students are expected to follow the 7 Stages of the Occupational Performance Process as outlined in Enabling Occupation (1997, 2002). The Canadian Practice Process Framework (CPPF) should also be taken into account (CAOT, 2007).

1. Name, Validate and Prioritize Occupational Performance Issues (Screening):

Pertinent information about occupational performance is gathered with the client and others, e.g., family, community, etc. This may include an interview, use of the Canadian Occupational Performance Measure (COPM), community visits, environmental assessments, etc. Occupational Performance issues are confirmed with the client, then prioritized. If there are no occupational performance issues, the process ends.

2. Select a Theoretical Approach(es):

A conceptual system is selected which will guide decision-making throughout the process. Approach is a general term used here to include models, tested theories, frameworks, etc. McColl, Law and Stewart (1993) provide annotated bibliographies for
six categories of specific theoretical approaches which are consistent with the Canadian model of occupational performance. The theoretical approaches within the categories can be selected to guide practice with clients.

The six categories, with examples of theoretical approaches that fall within these categories are as follows:

- Physical rehabilitative: anatomy, physiology, kinesiology, biomechanics, orthopedics
- Neurointegrative: NDT, sensory integration, sensory stimulation, perceptual motor, PNF, neuro rehabilitation
- Psycho-emotional: behavioural, psychoanalytical, cognitive, social learning
- Socioadaptive: role theory, feminist theory, group theory, anthropology, sociology
- Developmental: cognitive development (Piaget), social development (Erikson), moral development (Kohlberg)
- Environmental: architecture and planning, general systems theory, economics, ecology, socio-political theory

3. Identify Occupational Performance and Environmental Conditions:
Occupational performance components and environmental conditions that are relevant to the occupational performance issue(s) are assessed. Decisions about what one assesses and how one does it are guided by the theoretical approach that has been selected. Methods used to assess occupational performance components and environmental conditions can include: observations, a review of documents, standardized tools, etc. Findings are analyzed as they relate to occupational performance.

4. Identify Strengths and Resources:
Personal strengths and environmental resources are identified. Personal strengths lie within any one of the three performance components: physical, cognitive or affective, while resources lie within any one of the four environmental conditions: physical, social, cultural, or institutional.

5. Negotiate Targeted Outcomes, Develop Action Plan:
Priorities are determined in conjunction with the client, then targeted outcomes defined. The targeted outcomes should specify behaviours that can be observed and/or measured, and be realistic, understandable and achievable. Interim or short-term goals/objectives are developed, enabling the client to progress through graded steps. They should include the same features as the targeted outcome.

Action plans are then developed to meet the targeted outcomes. Changes to the theoretical approach can be reviewed at this time, and changed if necessary. Action plans may include strategies to: develop, restore, maintain or promote occupational performance, or prevent occupational performance dysfunction. Action plans can be designed to enhance occupational performance components e.g., increase knowledge about safety, increase muscle strength through meaningful occupations, enhance communication skills or overcome environmental barriers e.g., provide adaptations, purchase devices, seek funding for environmental changes, provide education to a corporation or system.

Finally, action plans are finalized including determining location, schedule, frequency, materials, and estimated duration of implementation.

6. Implement Plans Through Occupation:
Actions are implemented in accordance with the plan. The occupational therapist continually adapts and grades occupations to enable progress towards the targeted outcomes. Throughout implementation of the plan, the occupational therapist monitors the client’s satisfaction with the process and outcomes, and makes changes to enhance satisfaction when needed.

The extent to which all occupational performance issues are resolved, relative to the targeted outcomes, is assessed on an ongoing basis with each client. Even though a targeted outcome may remain the same, the methods for reaching the target may vary from day to day as conditions change. When changes are made, they are communicated to team members and others. The occupational therapist strives to ensure that the best methods available for resolving or minimizing the occupational performance issue(s) are used.
7. Evaluate Occupational Performance Outcomes:
The occupational therapist determines whether targeted outcomes have been met by comparing targeted outcomes with actual outcomes. Evaluation may also measure the degree of change in occupational performance over time, or in different settings. Evaluation methods can include any or all of the methods used in Stage 3.

The occupational therapist must also evaluate the process by documenting what was and was not done, with the reasoning for decisions. This may include who was involved, what actions took place, how occupational performance issues were prioritized, how theoretical approaches were selected, how strengths and resources in occupational performance were identified, and the availability of environmental resources and support services.

If targeted outcomes have been met, the occupational performance process is complete, unless other occupational performance issues are identified. If the targeted outcomes have not been met, the process continues.

References

Interactions with Preceptor
As self-directed learners, students should ensure that they meet regularly with their preceptor to review expectations and progress toward fulfillment of placement objectives. The tip sheet and the checklist below provide suggestions for students in order to promote successful communication with their preceptors.

Tips for Successful Communication with Preceptors
This tip sheet was researched and compiled by Naomi Mitchell, MSc(OT) candidate and edited by Donna Barker , University Fieldwork Coordinator, June 2008

The first meeting:

- Come prepared with a list of topics and points you would like to discuss at the meeting and ensure that you cover them all or plan to address them at another scheduled meeting.
- Be sure to discuss the curriculum, your general objectives for learning and the evaluation process
- Inform your preceptor of any health or personal concerns that may affect performance or attendance while on placement.
- Discuss any previous experience or lack of experience specifically related to expectations for present fieldwork placement.
- Establish an agreement of the level of responsibility you will incur throughout the placement.
- Discuss your learning needs, goals and strategies for achieving these goals within your preceptor’s area of practice.
- Discuss your expectations of placement and encourage your preceptor to share their expectations as well. Collaborate to ensure that common expectations for learning are established.
- Establish a schedule of future meetings.
Communicating with your preceptor

- Present yourself as:
  - Friendly, yet professional
  - Respectful
  - Enthusiastic
  - Responsive
- Be sensitive to the needs of others
- Be honest and trustworthy
- Ask appropriate questions as they surface
- Do not become defensive; keep an open mind
- Reflect with your preceptor, whether at a scheduled meeting or on the go. Verbalize your thought process, allowing the preceptor to understand how you are learning. They can then provide you with constructive feedback from their perspective.
- Respect your preceptor’s schedule and responsibilities outside of your education and thus raise concerns at an appropriate time of day.
- Ask your preceptor how they prefer to communicate (e.g. e-mail vs. phone call) and respect their preference.
- Maintain continuous communication with your preceptor to ensure common expectations are maintained.

Meetings throughout the placement:

- Bring an agenda to the meeting; verify with your preceptor that the agenda is also appropriate for them.
- Provide your preceptor with feedback, specifying how their teaching methods affect your learning experience. Remember to give positive and constructive feedback!
- Ask your preceptor to provide you with feedback related to your learning objectives and discuss your perspective of your progress.
- Refer to your learning objectives and collaborate with your preceptor to identify areas where future learning is needed. Create a plan for the following days which will accommodate your specific learning needs.

Providing and receiving feedback:

- Take care to deliver constructive feedback in a professional and sensitive manner.
- When appropriate, provide your preceptor with constructive feedback promptly.
- Provide honest feedback to the site as this will help to ensure the quality of the placement. This is often best done by completing and discussing the ‘Student Report on Fieldwork Placement’ form with your preceptor and the site.
- Be prepared to discuss your feedback, with specific examples with your preceptor.
- If your preceptor is vague when providing you with feedback, encourage them to provide details. This will help you to better understand your performance levels and areas needing improvement.
- Listen carefully to feedback given to you and focus on areas of improvement.

Conflict:

- Be prepared with basic conflict resolution strategies prior to the beginning of your placement. This will lower potential for conflict that may hinder your learning experience.
- Ensure that your preceptor is aware of any potential for personal conflict related to the placement. Should a conflict arise due to personal issues, address this immediately to avoid negatively impacting your learning experience.
- Attend to any early indicators of conflict to prevent exacerbation of any problems. Discuss any issues regarding placement with your preceptor immediately. If issues persist, refer to the Student Concern Flowchart in Appendix M of the Fieldwork Resource Manual to address further issues appropriately.
- If you have questions around your preceptor’s practice, discuss this with the preceptor directly. Explain your concerns, giving specific examples. Listen carefully to your preceptor’s explanation. If speaking with your preceptor does not
lower your concern refer to the Student Concern Flowchart in Appendix M of your Fieldwork Resource Manual in order to address the issue appropriately.

- Address any conflict immediately to avoid jeopardizing your learning experience.

**Placements with split supervision (1 student to 2 preceptors)**

- Early in the placement, meet with both preceptors to gain a clear understanding of how you will be supervised. Clarify each preceptor’s (as well as your) expectations of the placement. Guidelines and scheduled meetings should be determined at this point.
- Express your learning needs early in the placement and determine with your preceptors how you can best address these needs with respect to their separate areas of practice.
- Maintain clear communication with both preceptors throughout the placement and ensure that common expectations have remained or are collaboratively altered as necessary.
- Schedule separate and joint meetings with your preceptors to ensure optimum communication and ensure that your concerns and comments are heard.
- At mid-term, review any positive and negative aspects of the split preceptor experience. Encourage your preceptors to also express any concerns that they may have regarding the process. Maintain open communication in order to avoid unnecessary conflict.
- Encourage both preceptors to provide you with an equal amount of feedback throughout the placement, as well as at the final evaluation. Remind preceptors that they must agree on mid-term and final marks on the CBFE-OT evaluation, although comments can differ

**Recommended Readings**


Checklist for Students While on Placement

Following the first week of placement:
- Learning objectives should be discussed with the preceptor and modified as required.
- An agenda of scheduled meetings for the student and preceptor should be determined for the remainder of the placement.

Regularly throughout placement:
- Re-visit learning objectives.
- Engage in feedback sessions with preceptor in which you, the student, both receives and provides feedback.

At midterm:
- Complete the CBFE-OT evaluation as a self-evaluation and forward to preceptor in advance of your evaluation meeting
- Meet with preceptor to discuss
  - performance using the preceptor-completed CBFE-OT evaluation to guide discussion.
  - Student Report on Fieldwork Placement
- Ensure that all necessary signatures are on both the CBFE-OT evaluation form as well as the ‘Student Report on Fieldwork Placement’
- Meet with site fieldwork coordinator if requested to do so
- Re-visit learning objectives and modify as required
- If you have not already done so, finalize the topic of your project, presentation
- Finalize plan for completion of IPE learning activities with your preceptor (primarily during Fieldwork 1)

During the last week of placement:
- Complete project / presentation and submit to preceptor
- Complete the CBFE OT evaluation as a self-evaluation and provide to your preceptor in advance of your final evaluation meeting
- Complete the final portion of the ‘Student Report on Fieldwork Placement’
- Meet with your preceptor to discuss:
  - your performance using the preceptor-completed final CBFE-OT evaluation
  - Student Report on Fieldwork Placement
- Meet with the site fieldwork coordinator if requested to do so
- Ensure that all necessary signatures are on both the CBFE-OT evaluation form as well as the ‘Student Report on Fieldwork Placement’
- If you, the student, are delivering the evaluations/forms to the University of Toronto, ensure that all evaluations are placed in a sealed envelope and signed across the seal by the preceptor. Alternately, the forms can be mailed in to the university Fieldwork office by the facility. Forms that must be returned to U of T are:
  - The completed and signed CBFE-OT evaluation
  - The completed and signed Student Report on Fieldwork Placement
  - A copy of the student’s Learning Objectives
These forms are available online. Please see electronic version of this Fieldwork Resource Manual at http://ot.utoronto.ca/current/fieldwork-manual-index/fieldwork-forms/ for links to the following electronic documents.

A. Health Forms
B. WSIB Student Declaration of Understanding
C. Student on Unpaid Work Placements Accident Report
D. ACE INA Claims Form
E. Course Descriptions
F. Interprofessional Education
G. Fieldwork Matrix & IPE Fieldwork Tracking Sheet
H. Request for Special Consideration Form
I. Fieldwork Placement Change Request Form
J. Travel Allowance Request Form
K. International Placement Forms
L. Consent Form and Release from Liability for Department of Occupational Science & Occupational Therapy
M. Fieldwork Issues Flow Charts
N. Learning Objectives
O. Fieldwork Placement Coding Sheet