OCT 1283Y: FIELDWORK 4
July 2 – August 23, 2019

COURSE OUTLINE

Course Instructors
Shone Joos, MSc, BSc(OT), OT Reg. (Ont.)
Lecturer, Fieldwork 4 Instructor
Email: s.joos@utoronto.ca
Phone: (416) 978-2679
Office Hours: Room 912 - Office hours by appointment

Andrea Duncan, OT Reg.(Ont.)
Lecturer, LEAP, Role Emerging and Role Enhancing Fieldwork Coordinator
Email: a.duncan@utoronto.ca
Phone: (416) 568-2492
Office Location: Room 932- Office hours by appointment

Debra Cameron, Ph.D., M.Ed., MSPH, OT Reg.(Ont), OT(C)
International Fieldwork Coordinator
Phone: (416) 946-8568
Email: deb.cameron@utoronto.ca,
Office Hours: By appointment

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

Course Description
This course is an eight-week full time fieldwork learning opportunity during which students will be
placed in approved fieldwork sites within the Greater Toronto Area and beyond. There are opportunities
for northern Ontario, national and international placements. Students will be placed in a variety of
setting including, but not limited to hospitals, rehabilitation centres, schools and community agencies.
Students also have an opportunity to engage in LEAP placements, role emerging placements and role
enhancing placements, and in placements within private practice settings. LEAP is an acronym for
Leadership, Emerging Roles, Advocacy and Program Planning. Students will be exposed to a range of
client issues (physical, affective/cognitive) and will experience a variety of opportunities for intervention
(assessment, treatment, consultation, program planning, evaluation, etc.). Fieldwork teaching during the
placement will be provided by registered occupational therapists. In this final fieldwork learning
opportunity, the focus for the student will be on managing a significant portion of the preceptor’s
caseload, maximal independence and consolidation of all previous academic and fieldwork learning. Students will begin to use a consultation approach with their supervising occupational therapists.

This placement will typically be conducted from Monday to Friday during regular business hours for a minimum of 37.5 hours a week. Any variations of days or hours will be outlined within the facility description of placement offer.

**Course Learning Objectives**

Students will continue to develop professional competencies, building on knowledge and skills that were developed during Fieldwork I, Fieldwork 2 and Fieldwork 3. Upon completion of OCT 1283Y, students should meet the following learning objectives as listed under each competency below.

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

2. **Clinical Reasoning**
   - Independently and effectively use the Canadian Model of Occupational Performance and Engagement to support clinical reasoning (Experts in Enabling Occupation; Scholarly Practitioner)
   - Without assistance, clearly articulate clinical reasoning when developing intervention plans. (Experts in Enabling Occupation; Scholarly Practitioner)
   - Demonstrate effective analytical thinking and problem-solving skills and engage in creative solutions to clinical problems (Experts in Enabling Occupation; Scholarly Practitioner)
   - Independently develop ideas and insights to assist in decision making concerning the most viable course of action (Change Agent; Scholarly Practitioner)

3. **Facilitation of Change with a Practice Process**
   - Assume responsibility for a significant portion of the supervising therapist caseload (Experts in Enabling Occupation; Practice Manager)
   - Demonstrate proficiency in the use of relevant assessment tools to identify the person, environment, and occupational factors/issues that help or hinder the occupational performance of clients (Experts in Enabling Occupation; Change Agent)
   - Independently identify therapeutic goals with client (Experts in Enabling Occupation; Scholarly Practitioner). NB. The client may also represent the entire organization.
   - Consistently apply a client-centered approach to occupational therapy (Experts in Enabling Occupation)
   - Independently carry out intervention plans developed in consultation with preceptor(s) (Experts in Enabling Occupation)
   - Perform discharge planning in consultation with preceptor (Experts in Enabling Occupation)
4. Professional Interactions and Responsibility
• Adhere to ethical and legal practice standards set by CAOT and COTO (Professional)
• Make meaningful contributions as members of the health care team (Collaborator; Scholarly Practitioner)
• Independently initiate ‘feedback sharing sessions’ with preceptor(s) and demonstrate ability to appropriately give and receive feedback (Communicator)
• Handle conflict and difficult situations effectively and professionally (Collaborator; Professional)
• Demonstrate leadership knowledge and skills, where appropriate

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

6. Professional Development
• Demonstrate self-directed learning (Professional; Scholarly Practitioner)
• Integrate new learning and preceptor’s feedback into practice (Practice Manager; Professional; Scholarly Practitioner)
• Demonstrate effective skills of self-appraisal and identify areas for future growth (Practice Manager; Professional; Scholarly Practitioner)
• Independently organize and prepare for the activities of the day/week (Practice Manager)
• Complete a project that contributes to student professional development and contributes to the organization’s mission/purpose (Experts in Enabling Occupation; Practice Manager; Scholarly Practitioner)

7. Performance Management
• Efficiently use facility’s resources with minimal guidance from preceptor (Practice Manager)
• Organize time efficiently and set priorities with minimal assistance from preceptor (Practice Manager)
• Effectively use quality management tools and caseload / workload monitoring programs in place at the facility (Practice Manager)

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

Optional Meeting
Thursday, April 4th from 12:00 p.m. – 1:00 p.m.: Room 235
• Students are to review the PrePlacement Materials posted on Quercus prior to Question Period to review the objectives and expectations for the placement, special and specific Fieldwork 4 learning opportunities. Shone will be available for questions and general placement issues can be discussed.
Role Emerging Placements
If you are coordinating your own Role Emerging placement, proposals need to be submitted to Andrea Duncan no later than April 2nd, 2019.

Requirements PRIOR to Fieldwork Placement

- **Students are to review PowerPoint Presentation and resources posted in Quercus** in Year 2 Fieldwork Course in the Fieldwork 4 Module

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

- **Introductory letter:** Students are required to write an introductory letter to the placement facility to which they have been assigned to (refer to Fieldwork Manual for details to be included). The letter should be sent approximately one week after placement assignment, as instructed by the Course Instructor. Students are reminded to check information provided on the Fieldwork Year 2 Quercus website prior to writing the letter to avoid asking unnecessary questions. Students should include discussion around any expected absences (pre-approved by course instructor) in their introductory letter.

Learning Resources

- OS&OT Fieldwork Resource Manual (available online at http://ot.utoronto.ca/current/fieldwork-manual-index/)
- A number of assessments are available on short-term loan (2 days) from the Short-term Loan desk at Gerstein Library and the assessment room located in the Rehabilitation Sciences building. Your class representatives have access to the assessment room.
- Online modules related to fieldwork teaching and learning for students and preceptors can be found within the Preceptor Education Program (PEP): www.preceptor.ca.
- Year 2 Fieldwork Quercus Website has links to online learning modules regarding infection control, privacy, health and safety awareness, WHMIS, emergency codes, etc.
**Student Safety and Well-being**

The vast majority of students find fieldwork placements to be a time of significant learning and value, and their experience is well-supported by the organization where they are placed. There is also a potential for students to encounter new situations (e.g. commuting to unknown parts of the GTA, living and working in a country/city where you have little social support/experience, facing conflict with people with greater perceived power, being present when a person is demonstrating acting-out behaviours) which may provoke anxiety, lead to uncertainty, or cause you to feel that your ethics are being challenged. If you ever feel uncomfortable or experience a risk to your personal safety, please contact Shone (if not available than any member of the Fieldwork team: Siobhan, or Andrea) or Debra (if on an international placement) promptly and consider also accessing one of the following resources:

- The site fieldwork coordinator at the organization that you are placed
- Your faculty advisor or the Graduate Student Coordinator, Prof. Jill Stier
- Year 2 Fieldwork Quercus Website - Placement Prep Tab has links to online resources
- University of Toronto’s Health and Wellness services (http://healthandwellness.utoronto.ca/)

**Evaluation**

Students receive ongoing verbal feedback throughout their fieldwork placement regarding their performance. Formal evaluation occurs both at the middle and end of the placement with the Competency Based Fieldwork Evaluation (CBFE-OT). At midterm and final, the student will receive written feedback from the preceptor(s) with a rating score and comments on each competency of the CBFE-OT. The student is responsible to complete the written comments portion of the CBFE-OT and provide it to their preceptor a minimum of two days prior to midterm and final as a self-critique and receive feedback from peer(s), if possible. The evaluation form is then reviewed by the preceptor(s), who adds and/or modifies the evaluation. Then the student and preceptor meet to discuss the evaluation form and ratings. For students on LEAP, Role Emerging or Role Enhancing placements, the off site OT preceptor will be responsible for collecting the additional feedback for the CBFE from the on site preceptors.

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

Students must complete a presentation or project during Fieldwork 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 4. Students in a split supervision placement (e.g. 2 preceptors) should only complete one project for that placement. Students should choose a subject for their presentation that is pertinent to their current fieldwork practice, is of benefit to the facility, and will aid them in their application of theory and practice. Please see the Fieldwork Resource Manual for further information.

Students are reminded that they must complete the online Student Report on Fieldwork Placement at mid-term and at the completion of the placement and present this report to the preceptor for discussion and signature. For students on LEAP, Role Emerging or Role Enhancing placements, you should complete your feedback to both on-site non-OT preceptor and off-site OT preceptors.

Students will complete the Interprofessional Competence Assessment (IPCA) during Fieldwork 4. Students identify three team members who are familiar with their work as a student clinician to provide the assessment to by week 3. Students will approach these team members to ask for feedback on their
collaborative competencies and ask them to return the completed IPCA to their preceptor. Ensuring this assessment is completed is solely the responsibility of the student. The completed IPCA documents are added to the envelope of materials to be returned to the Fieldwork Office. The forms are available on Quercus – OT Fieldwork Year 2 – Course Materials.

Students will also complete the **Fieldwork Demands Measure (FDM)**: By September 6, 2019, all students must complete the online FDM, an online tool used to collect data on the physical, cognitive, and psychosocial demands of the fieldwork experiences of each student. **The completion of the FDM by each student is mandatory.** Students will answer questions related to their Fieldwork OCT 1283Y: FIELDWORK 4 placement including questions about the practice setting, the clientele, the number of clients they interacted with, etc. and record information regarding the physical, cognitive and psychosocial demands required to complete the placement. The FDM will take approximately 15-20 minutes to complete. Most questions are multiple choice. The survey must be completed in one sitting. Please click on this link to access the online FDM: [https://www.surveymonkey.com/r/75DR6L7](https://www.surveymonkey.com/r/75DR6L7)

Students must keep a record of their completed fieldwork placements. There is a PDF matrix to be used to track fieldwork experiences. This will assist students to ensure they have met the graduation requirements. Students must complete a minimum of one placement in physical health (P) and one placement in psychosocial health (M). Two combination placements of physical health and psychosocial health (B) will also meet this criteria. Students must ensure that their placements provide a variety of experiences (e.g., not all placements in the same age group, type of facility, diagnostic group).

Students will be assigned a ‘Pass’ or ‘Fail’ mark for the course based on the marks and recommendations of the preceptor(s) on the CBFE-OT evaluation. In addition to CBFE-OT rating, the following documents MUST be completed and handed-in according to the established timelines to successfully complete the requirements of OCT 1283Y. No mark will be assigned for OCT1283Y until all documents are returned to the Department of OS&OT.

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

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<th>DOCUMENTS</th>
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<td>CBFE-OT</td>
<td>Completed original evaluation is mailed by fieldwork preceptor(s) or handed in by student to the Fieldwork office <strong>by August 30, 2019.</strong></td>
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**Mailing address:**
Attn: Fieldwork Administrative Assistant
Rehabilitation Sciences Building
Department of Occupational Science & Occupational Therapy
University of Toronto
160-500 University Avenue
Toronto, ON M5G 1V7

**NB. If handed in by the student, the evaluation must be in a sealed envelope that is signed over the seal by the preceptor or site fieldwork coordinator.**
| **Student Report on Fieldwork Placement** | Printed copy of online Report (with signatures) is mailed by fieldwork preceptor(s) or handed in by student to Fieldwork office **by August 30, 2019**  

*NB. If handed in by the student, the evaluation must be in a sealed envelope that is signed over the seal by the preceptor or facility fieldwork coordinator.* |
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<td><strong>Interprofessional Competence Assessment (IPCA)</strong></td>
<td>Three completed IPCAs are to be added to the envelope of materials and mailed by fieldwork preceptor(s) or handed in by student to Fieldwork office <strong>by August 30, 2019</strong>.</td>
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| **Fieldwork Demands Measure (FDM)** | Complete online by **September 6, 2019**.  

Link: [https://www.surveymonkey.com/r/75DR6L7](https://www.surveymonkey.com/r/75DR6L7) |