OCT 1281Y: FIELDWORK II
October 28 – December 13, 2019

COURSE OUTLINE

Course Instructors

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Course Description and Format

This course is comprised of a seven-week full time fieldwork opportunity. Students will be placed in approved fieldwork sites, in a variety of settings including hospitals, rehabilitation centres, schools, community agencies, private practice agencies, etc. There are opportunities to consider local, Northern Ontario, national, and international fieldwork placements for this course. Students will be exposed to selected client issues (physical, affective/cognitive) and will experience a variety of intervention opportunities (assessment, treatment, consultation, program planning, evaluation, etc.). Clinical teaching during this placement will be provided by registered occupational therapists. Students will focus on consolidating academic learning with clinical learning, developing skills related to conducting advanced level assessments, and working with clients independently.

This placement will primarily be conducted from Monday to Friday during regular business hours for a minimum of 37.5 hours a week for a total of 262.5 hours. Variation of placement days or hours will be outlined on the placement offering and/or facility description. Placement absences must be noted on the Competency Based Fieldwork Evaluation (CBFE) and may be made up at the discretion of the
fieldwork preceptor/site coordinator. No more than 3 days of absence are permitted across the entire fieldwork program.

**Course Learning Objectives**

Students will build upon skills that were developed during Fieldwork I (OCT1183Y). By the end of the placement, students are expected to demonstrate the following competencies:

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

2. **Clinical Reasoning**
   - Exhibit emerging analytical thinking skills (Experts in Enabling Occupation; Scholarly Practitioner)
   - Demonstrate the use of the Canadian Practice Process Framework and/or the Occupational Performance Process Model to support clinical reasoning (Experts in Enabling Occupation; Scholarly Practitioner)
   - With minimal assistance, demonstrate good problem-solving skills (Experts in Enabling Occupation; Scholarly Practitioner)
   - With moderate assistance, articulate clinical reasoning when developing intervention plans (Change Agent; Scholarly Practitioner)

3. **Facilitation of Change with a Practice Process**
   - Independently use 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)
   - Consistently apply a client-centered approach to occupational therapy assessment and intervention (Experts in Enabling Occupation)
   - Collaboratively identify therapeutic goals with client (Experts in Enabling Occupation; Scholarly Practitioner)
   - With moderate supervision, carry out intervention plans developed in conjunction with preceptor (Experts in Enabling Occupation)
   - With moderate assistance, participate in discharge planning (Experts in Enabling Occupation)

4. **Professional Interactions and Responsibility**
   - Adhere to ethical and legal practice standards set by CAOT and COTO (Professional)
   - With moderate assistance, work effectively with a team and make meaningful contributions as a team member (Collaborator; Scholarly Practitioner)
   - Demonstrate a respectful attitude towards team members and support positive team dynamics (Collaborator)
   - Independently initiate ‘feedback sharing sessions’ with preceptor and demonstrate ability to appropriately give and receive feedback (Communicator)
   - With minimal assistance, manage and resolve conflict and difficult situations effectively and professionally (Collaborator; Professional)
• Demonstrate how to contribute to effective interprofessional team function (Communicator; Collaborator; Professional; Scholarly Practitioner)

5. Communication
• Demonstrate awareness of own non-verbal communication and respond appropriately to other’s non-verbal cues (Communicator)
• Demonstrate active listening (Communicator)
• With minimal assistance, modify written and spoken language effectively for the intended recipient (Communicator)
• With moderate assistance, maintain clear, accurate, and appropriate records using correct terminology and an occupation-based framework (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 along with feedback from preceptor and other team members into practice (Practice Manager; Professional; Scholarly Practitioner)
• Demonstrate skills of self-appraisal and identify areas for future growth (Practice Manager; Professional; Scholarly Practitioner)
• Contribute effectively to own learning by adequately preparing for activities of the day (Practice Manager)
• Complete a project/presentation that is mutually beneficial for the facility and student learning (Experts in Enabling Occupation; Practice Manager; Scholarly Practitioner)

7. Performance Management
• With moderate guidance, efficiently use facility’s resources (Practice Manager)
• With minimal to moderate assistance, organize time efficiently and set priorities (Practice Manager)
• With minimal to moderate assistance, use quality management and workload measurement tools / resources available at the facility to guide practice and decision making (Practice Manager)

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

Mandatory Meetings
It is expected that all students will attend the following meetings. If you are unable to attend a meeting, you must notify Anne Hunt/Rhona Anderson ahead of time.

Pre-placement Meeting: Tuesday, September 10 from 11 to 12 p.m.: Room 140
• Objectives for the placement, policies, etc. are reviewed and general placement issues are discussed.

Post-Placement Meeting: Thursday January 9, 2019 from 12 noon to 1 p.m.: Room 235
• This meeting is an opportunity to discuss learning experiences, issues or concerns arising from this placement. Information about Fieldwork 3 (OCT1282Y) will also be included in this meeting.

Requirements PRIOR to Beginning of Fieldwork Placement
• Cardiopulmonary Resuscitation (CPR): You must have a valid certificate in CPR at the Health Care Provider (HCP) level. Please ensure that you have a copy of this certificate to take to placement on the first day.
• Police Reference Check/Vulnerable Sector Screening: It is recommended that all students obtain a Vulnerable Sector Screening by September 2019. Many facilities require that students complete a police reference check and/or vulnerable sector screening check prior to placement. It is the
student’s responsibility to identify appropriate documentation required and to pay for any fee involved. Given the delay in obtaining such documentation, students should start the process as soon as possible (if they have not already done so). For further information, please consult the OS&OT Fieldwork Manual.

- **Immunization**: Students must hand in their completed Year 2 health form to the Fieldwork office by Friday, September 13, 2019. Also, please refer to the OS&OT Fieldwork Manual for the policy on influenza immunization as this is a requirement in some facilities. Please ensure that you have a copy of your health form to take to placement on the first day. If you do not already have a copy, you must formally request one via email (ot.clined@utoronto.ca) and pay the administrative fee. It will be supplied to you within one week.

- **Introductory letter**: Students are required to write an introductory letter to the placement facility to which they have been assigned to (refer to the OS&OT Fieldwork Manual for details). The letter should be sent approximately one week after placement assignment or as instructed, and not until you have been copied on the email to the site. Students are reminded to check site-specific information provided on the Fieldwork Quercus website prior to writing the letter to avoid asking unnecessary questions.

- **Preceptor Education Program (PEP) module**: It is recommended that students complete or review the Orientation and Preparation Module which can be found at www.preceptor.ca. N.B. Students would have accessed this site previously for OCT1183Y and such would already have the (free) ‘OWL account’ to access the module. For OCT1183Y two modules were required for completion: 1) Giving and Receiving Informal Feedback and 2) Fostering Reflective Practice.

**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 on the 4th floor of the Rehabilitation Sciences building. Your class representatives have access to the assessment room.

- Online modules related to fieldwork teaching and learning for students and preceptors can be found within the Preceptor Education Program (PEP): www.preceptor.ca.
- 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**

Most 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 responsive behaviours) which
may provoke anxiety, lead to uncertainty, or cause you to feel that your personal safety or values are being challenged. **If you ever feel uncomfortable or experience a risk to your personal safety or are injured while on placement, please contact Anne Hunt/Rhona Anderson promptly** (or Deb Cameron for International Fieldwork) and the site fieldwork coordinator at the organization that you are placed.

You may also consider accessing one of the following resources:
- Jill Stier, Graduate Coordinator and/or your faculty advisor
- University of Toronto’s Health and Wellness services ([http://healthandwellness.utoronto.ca/](http://healthandwellness.utoronto.ca/))

**Evaluation**

Students receive ongoing feedback throughout their fieldwork placement regarding their performance. Formal evaluation occurs both at the mid-term and end of the placement with completion of the **Competency Based Fieldwork Evaluation (CBFE-OT)**. Students should provide the preceptor with either a hard or electronic copy of the CBFE-OT by the end of the first week. At midterm and final, the student is required to complete the CBFE-OT as a self-appraisal tool and receive feedback from peers (when possible). The evaluation form is then reviewed by the preceptor(s), who adds to and/or modifies the evaluation. Then the student and preceptor meet to discuss the evaluation form and ratings. **The student is responsible for submitting their midterm and final CBFEs on QUERCUS.**

Students develop a total of **three to four learning objectives** that relate to the competencies outlined 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. Progress toward completion of learning objectives should be reviewed and discussed at mid-term and final evaluation periods.

Students are expected to complete a **presentation or project** during Fieldwork 2. Please note that although the CBFE-OT form asks students to indicate their project “if applicable”, it is considered mandatory for Fieldwork 2. Students in a split supervision placement (i.e. with two practice areas) should only complete one project for the 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 OS&OT Fieldwork Resource Manual for further information.**

Students must complete the online **Student Report on Fieldwork Placement** ([http://app1.rehab.utoronto.ca/otclinicalevals/](http://app1.rehab.utoronto.ca/otclinicalevals/)) at mid-term and at the end of the placement and present this report to the preceptor for discussion at mid-term and for discussion and signature at final.

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 criterion. 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 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 1281Y. Failure to do so may result in a delay or inability to assign a mark for the course.
** Students must ensure that all necessary signatures are on all documents **

<table>
<thead>
<tr>
<th>DOCUMENTS</th>
<th>DUE DATE</th>
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<tr>
<td>Competency Based Fieldwork Evaluation (CBFE-OT)</td>
<td>Completed electronic evaluation is e-mailed by fieldwork preceptor(s) or handed in by student to the Fieldwork office by January 6, 2020. Note that completion of individual learning objectives must be indicated on the CBFE-OT under the appropriate competencies. Ensure the mark for the learning objectives actually prints out in the final version before submitting. <strong>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.</strong></td>
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<tr>
<td>Student Report on Fieldwork Placement</td>
<td>Electronic copy of online Report (with signatures, electronic accepted) is uploaded by student to Quercus by January 6, 2020. <strong>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.</strong></td>
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