OCT 1283Y: FIELDWORK 4

8-week course occurring sometime between June 29 and November 1, 2020**

COURSE OUTLINE

Course Instructors
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**due to the impact of the COVID-19 pandemic on clinical placements, course start and end dates will be different for students. The course will run for 8 consecutive weeks for all students.
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. Placements may be virtual (i.e. on-line), on site, or a combination of both on-site and on-line. Students will be placed with organizations which may include, but not limited to hospitals, rehabilitation centres, schools and community agencies. Students also have an opportunity to engage in role emerging placements and role enhancing placements, and in placements within private practice settings. 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 competency development at the entry-to-practice level, self-directed learning, 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. During the pandemic, many organizations are requiring occupational therapists to work in different ways including different hours (e.g. weekend or evening shifts). Students will be advised of expected placement hours.

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 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)
- As applicable, 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)

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)
Pre-placement requirements

Students are expected to review pre-placement materials on Quercus and to complete any site specific preparatory prior to the start of placement.

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 within two days after placement assignment, or 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

- Online modules related to fieldwork teaching and learning for students and preceptors can be found within the Preceptor Education Program (PEP): [www.preceptor.ca](http://www.preceptor.ca).
- Year 2 Fieldwork 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 one of the course instructors 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/)

NB: Please inform a course instructor immediately if you are not being provided with the personal protective equipment that is necessary for infection control thus affecting the safety of you and the clients.

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 as a self-evaluation and provide it to their preceptor a minimum of two days prior to midterm and final 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 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.

As applicable, students should complete a presentation or project during 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 Role Emerging or Role Enhancing placements, you should complete your feedback to both on-site non-OT preceptor and off-site OT preceptors.
OPTIONAL LEARNING OPPORTUNITY: The following activity is optional for FW4 2020. Students should discuss whether it is possible and reasonable to complete this activity within their placement site. Students may 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 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 submitted 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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<td>CBFE-OT</td>
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<td>1. Preceptors: Completed original evaluation with must be sent electronically to <a href="mailto:ot.fieldworkevals@utoronto.ca">ot.fieldworkevals@utoronto.ca</a> from the preceptor’s work email address within one week of placement completion.</td>
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   In rare instances only, CBFEs will be accepted via mail. In these cases the student must advise the course instructor in advance. The evaluation should be in a sealed envelope that is signed over the seal by the preceptor or site coordinator.

   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

   2. Students: Must upload the mid-term (unsigned) and final with signatures to Quercus by the following deadlines:

   • Midterm-within one day of midterm evaluation completion.
   • Final (with signatures) within one day of final evaluation completion.
**Student Report on Fieldwork Placement**

Students must upload completed Report (with signatures) on Quercus **within one day of placement completion.**

**Interprofessional Competence Assessment (IPCA)**

Three completed IPCAs are to be added to the materials submitted by the preceptor via email **within one week of placement completion.**

**If students are not able to submit by the deadlines listed, they must advise the course instructor in advance. If deadlines are not met, it may result in an incomplete course mark which may have a negative impact on program completion requirements and/or result in addition costs for the student.**