

**THE UNIVERSITY OF BRITISH  
COLUMBIA**



Department of Occupational Science &  
Occupational Therapy

**FIELDWORK SITE MANUAL**

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Occupational Therapy

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The Department of Occupational Science & Occupational Therapy Fieldwork Site Manual has evolved over time. The first edition was a joint effort with the Division of Physical Therapy by Susan Lee and Sue (Ryan) Stanton, distributed in 1984. Subsequent major revisions were completed in:

1986	Jane O'Callahan
1988	Catherine Backman
1994	Sue Forwell
1999	Sue Forwell
2004	Donna Drynan
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# THE UNIVERSITY OF BRITISH COLUMBIA

## Department of Occupational Science & Occupational Therapy

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# THE UNIVERSITY OF BRITISH COLUMBIA

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## **COURSE OF STUDY**

The Department of Occupational Science & Occupational Therapy assumes primary responsibility for organizing and designing the occupational therapy curriculum, including fieldwork education, that enables students to acquire the competencies required of an entry level occupational therapist.

The graduate curriculum in the Department of Occupational Science & Occupational Therapy is developed by the MOT Curriculum Committee, in accordance with specific professional accreditation guidelines and consistent with the standards of the University. Students influence curriculum development through course evaluations and representation at many committee levels. Curricula are approved by the MOT Curriculum Committee, the Department Affairs Committee, and the Senate of the University.

The foundation for the curriculum is from a core of studies in the humanities; the natural, social and medical sciences; and studies in the principles of rehabilitation practice and research that are germane to the profession. There is a logical core of studies in which occupational therapy and students from other disciplines participate together, where they begin to understand each profession's unique body of knowledge. Further interprofessional experiences are integrated into the professional coursework to acquaint students with the roles of other members of the health care team who participate in the promotion, maintenance and restoration of health and well-being.

The provision of fieldwork education is a fundamental component of the Master of Occupational Therapy program. Fieldwork education facilitates the student's successful transition into the role of a competent health professional. The program is based on learning experiences in traditional and non-traditional settings that allow the student to develop, consolidate and integrate the knowledge, skills, attitudes, and judgement taught in the academic setting.

## **BENEFITS OF PARTICIPATING IN FIELDWORK**

There are numerous benefits, attributes and spin-off advantages that the experience of being a fieldwork educator can bring. A 1991 survey conducted by the Health Management Resource Group for CAOT showed many positive aspects of participating in fieldwork education, as have fieldwork educators of UBC students in their evaluation of students and the UBC fieldwork program. The following are examples of benefits from these sources:

- Students bring the profession's new ideas and current thinking into the workplace. You and your colleagues can benefit from the new information with which you may not have had the opportunity to familiarize yourselves.
- Therapists who participate in fieldwork report it to be a stimulating experience.
- Supervising a student can expand your personal skills in a way which will benefit you throughout your career and into other aspects of your life, e.g. supervisory and administrative skills, priority-setting, time management and delegation of tasks.
- A history of involvement in fieldwork education develops your skills as a teacher, thereby diversifying your skill set, strengthening your resume, and enhancing your professional marketability.

- Maintaining a teaching component in your professional life can provide both greater career satisfaction and more ways to demonstrate your capabilities, while at the same time providing better service to your clients.
- Clinician participation in fieldwork can contribute to reducing manpower shortages.
- A track record of supervision can enhance your career opportunities; as more employers understand the professional obligation, clinicians who elect not to participate will be considered less “employable” once manpower shortages have been resolved.
- Direct supervision of students is only one component of fieldwork. Other involvement in fieldwork education can include mentoring new supervisors, assisting in recruitment and education of supervisors, assisting Department Heads, participating in university project teams, promoting fieldwork to employers, and assisting with recognition of peers.
- Participation in fieldwork provides continuing education through workshops, seminars and educational materials.
- As the fieldwork program is integral to the OT curriculum, you are better connected to the university, its faculty and resources.

## **ROLES AND RESPONSIBILITIES**

### **Stakeholders in Canada**

Fieldwork is an integral component of all occupational therapy educational programs in Canada. Fieldwork requires a dynamic interchange between many people, institutions, and professional organizations. The stakeholder groups involved in fieldwork placements are: students, preceptors, site fieldwork coordinators, and university fieldwork educators/coordinators.

The roles and responsibilities of these stakeholders as described in this manual are derived in part from the Canadian Guidelines for Fieldwork Education in Occupational Therapy, prepared by the Committee on University Fieldwork Education (CUFE) of the Association of Canadian Occupational Therapy University Programs (ACOTUP) and last revised in 2011. A copy of the Canadian Guidelines for Fieldwork Education in Occupational Therapy can be found in its entirety at <http://osot.ubc.ca/fieldwork/clinicians/fieldwork-education-documents/>.

### **Students**

Occupational therapy students actively participate in assigned fieldwork placements to acquire and/or apply knowledge, therapeutic skills, and clinical reasoning pertaining to the client, client group, and/or setting. Students participate in planned learning activities and engage in self-directed learning and open communication in order to meet placement expectations and fieldwork education standards. 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 Academic 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 professor/ coordinator 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;

## **Preceptors<sup>1</sup>**

Preceptors facilitate the learning of students by creating a climate within fieldwork settings to promote the development of knowledge, skills, behaviours, and attitudes relevant to occupational therapy. Occupational therapists who become fieldwork educators must be a member of CAOT and the appropriate regulatory bodies, and must have a minimum of one year of clinical experience since graduation, before assuming primary responsibility for a student. The fieldwork educator role involves integrating a student program into the fieldwork setting, modeling professional practice behaviours, guiding student practice within the setting, and providing formal and informal feedback and evaluation on performance to the student and appropriate university personnel.

Preceptors 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;

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<sup>1</sup> This term is synonymous with fieldwork educator, clinical preceptor, supervising therapist, supervisor, and clinical educator.

- 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 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 professor/coordinator at any time during the placement if the student encounters significant challenges;
- Provide to Academic Fieldwork Coordinator 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 Academic Fieldwork Coordinator.

### **Site Fieldwork Coordinators**

Site fieldwork coordinators plan and organize fieldwork experiences that are offered within the sites in which they are based. Site fieldwork coordinators work collaboratively with university and site personnel to develop and promote fieldwork programs in the site and prepare fieldwork educators for involvement in fieldwork. There is not necessarily a Site Fieldwork Coordinator at all facilities or clinics.

Site fieldwork coordinators are expected to:

- Ensure that Fieldwork Education Site approval status for fieldwork is maintained;
- Ensure an affiliation agreement between the facility and University is completed and current;
- Ensure that the university has an up to date facility profile on file at the School,
- Identify the number of student placements available in the facility,
- Facilitate the ongoing development of occupational therapists as fieldwork educators,
- Respond to the letter of introduction (or delegates response to fieldwork educator) sent by an assigned student at least 6 weeks prior to the placement. The response should confirm starting date, time and location; area of practice; name of fieldwork educator(s); working hours; directions to the area; and any other information that will assist the student during the first week of placement,
- Guide and assist in the development of the facility fieldwork education program, (e.g. setting objectives, orientation plan),
- Documents necessary procedures regarding students' fieldwork education, (e.g. orientation, scheduling, recording statistics),
- Delegates, when appropriate, the implementation of the clinical education program and supervision of students to a fieldwork educator,
- Ensure that the fieldwork educator has a copy of all necessary forms including letter of introduction, student evaluation and site evaluation,
- Respond to student and fieldwork educator's requests for information and/or guidance,
- Advise the Academic Fieldwork Coordinator of problems that appear to be developing in the placement, and particularly, if by mid-term, there is potential for failure.

## **Academic Fieldwork Coordinator<sup>2</sup>**

Academic Fieldwork Coordinators plan, develop, and coordinate the fieldwork component of Occupational Therapy educational programs. The Academic Fieldwork Coordinator role involves the development and dissemination of fieldwork policies and procedures specific to the university program in which each coordinator is based. Academic Fieldwork Coordinators work in consultation with other university personnel and other participants in fieldwork to develop fieldwork sites, assign students to fieldwork sites, prepare students and fieldwork educators for involvement in fieldwork, and facilitate appropriate communication among all participants in fieldwork.

University Fieldwork Education Professors/Coordinators 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.

## **BECOMING A CLINICAL FACULTY MEMBER**

Clinical Faculty appointments are honorary positions offered to clinicians, administrators, and other individuals who meet specific criteria related to their contribution(s) to the Department and/or to the profession of occupational therapy. The Department of Occupational Science & Occupational Therapy values the essential and integral role that Clinical Faculty members play in our teaching program and other departmental initiatives.

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<sup>2</sup> This term is synonymous with University Fieldwork Coordinator, Director of Fieldwork Education

Clinical Faculty are not required to reside in the Vancouver area, and the criteria have been designed so that anyone who contributes to the educational programs in the Department of Occupational Science & Occupational Therapy can apply for a Clinical Faculty appointment. Clinical Faculty appointments are not associated with tenure and are not paid positions. To facilitate ongoing appointment and/or promotion, Clinical Faculty members must demonstrate sustained contribution to the Department and/or profession.

Benefits of becoming a Clinical Faculty member include access to UBC Library services, educational pricing on software through the UBC Bookstore, discounted rates to UBC-sponsored continuing medical education courses, and faculty development courses. Clinical Faculty members living on Vancouver Island, the Interior, or in Northern BC are eligible for additional privileges associated with the University of Victoria, UBCO, and the University of Northern British Columbia.

## **Appointments**

The purpose of these appointments is to recognize:

- Outstanding contributions to the profession, clinical research, innovative administration practices and the OS&OT programs.
- The centrality of teaching, both in the academic and clinical settings.
- Outstanding role models of professional and community involvement, rehabilitation research and clinical practice.
- The integration of academic material into professional practice.

Candidates are judged on their contributions to the domains of teaching, scholarly activity and/or service and are strongly encouraged to demonstrate proof of membership in professional organizations. A list of examples of relevant activities in each domain (not intended to be all-inclusive) is available from the Department upon request.

## **Appointment Process**

A revised appointment and promotion process was adopted in 1996. A document outlining the philosophy, purpose, criteria and the policies and procedures established by the Department for the appointment and promotion of Clinical Faculty is available upon request from the Department to anyone interested in exploring this appointment. Those interested will be required to provide:

- a) a curriculum vitae in UBC form (guidelines will be provided); and
- b) a covering letter, expressing interest in and providing a succinct rationale for the appointment.

Appointment forms and CV templates are available online at [www.osot.ubc.ca](http://www.osot.ubc.ca). The Department Head of OS&OT will receive applications and present recommendations to the Clinical Faculty Appointment, Reappointment and Promotions Committee each year in accordance with established policy. Reappointments will be reviewed every three years. An updated curriculum vitae will be required and reminders will be sent by the Department. Annual highlights of accomplishments and/or achievements will be requested using an abbreviated format.

Clinical Faculty members can apply for promotion if they meet the criteria and description of the rank outlined in the clinical faculty handbook. Promotions can also be initiated at the discretion of the Department Head in collaboration with the Committee upon review of updated curriculum vitae.

Initial appointment is at the rank of Clinical Instructor. Individuals who maintain their involvement in Department activities may be promoted through the ranks of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. Additional information about becoming a clinical faculty member is available on our website at [www.osot.ubc.ca/clinical-community/clinical-faculty](http://www.osot.ubc.ca/clinical-community/clinical-faculty).

## **DEFINITIONS OF TERMS**

### **Academic Fieldwork Coordinator**

*(alternatively University Fieldwork Coordinator, Director of Fieldwork Education)*

An individual, employed by the University of British Columbia, whose primary concern is the administration of the occupational therapy fieldwork education program.

### **Facility Fieldwork Coordinator**

*(alternatively Clinical Practice Leader, Education Coordinator, Clinical Specialist, Senior Occupational Therapy, Manager, Director)*

An individual, employed by a facility or agency, who is responsible for arranging student placements in the facility or agency, communicating with the Academic Fieldwork Coordinator, and overseeing the evaluation of the student and professional development of the supervisor.

### **Fieldwork Educator**

*(alternatively Supervising Therapist, Clinician, Supervisor, Preceptor)*

The individual(s) responsible for the direct instruction, supervision and evaluation of the occupational therapy student in the fieldwork setting.

### **Student Placement**

*(alternatively Student Fieldwork, Clinical Fieldwork)*

Any fieldwork education block that occurs prior to graduation.

## **ABBREVIATIONS**

- **CAOT** – Canadian Association of Occupational Therapists
- **CBFE-OT** – Competency Based Fieldwork Evaluation for Occupational Therapists
- **CGFEOT** – Canadian Guidelines for Fieldwork Education in Occupational Therapy
- **FS-PRO** – Fieldwork Site Profile
- **HSPnet** – Health Sciences Placement Network, a fieldwork management database used by many health authorities.
- **MOT** – Master of Occupational Therapy

- **NFPS** – National Fieldwork Placement Service
- **OS&OT** – Occupational Science and Occupational Therapy
- **RHSC** – Designation used in the UBC Calendar for cross discipline courses offered by the Department of OS&OT
- **RSOT** – Designation used in the UBC Calendar for courses offered in the Department of OS&OT
- **UBC** – The University of British Columbia

# **SECTION #1**

## **MASTER OF OCCUPATIONAL THERAPY PROGRAM**

### **MISSION**

Create, inspire and uphold an invigorating learning and scholarly community that contributes to the health of individuals and communities through innovative research on occupation and exemplary education programs for occupational therapy students, health professionals, and

scientists.

## VISION

Health and participation for all.

## GOALS OF THE PROGRAM

- Create an invigorating and sustainable learning community.
- Strengthen capacity for scholarly activity in occupation, participation, and health.
- Expand educational program offerings and student numbers.
- Invest in a culture of professional development and collegiality and launch a targeted plan to recruit and retain people of the highest caliber.
- Advance the department's visibility and reach at UBC, provincially, nationally and internationally.

## CURRICULUM

### **Program Overview**

The Master of Occupational Therapy program is accredited by the Canadian Association of Occupational Therapists (CAOT). It is designed to prepare competent, entry-level occupational therapists. The program meets national education standards for occupational therapists, and is influenced by several documents, including the *Profile of Occupational Therapy Practice in Canada* (CAOT, 2002), *The Essential Competencies* (ACOTRO, 2000), and *Enabling Occupation: An Occupational Therapy Perspective* (Townsend, Stanton, Law et al., 1997).

The purpose of the MOT program is to prepare graduates to enter occupational therapy practice in any setting in Canada, or globally. Therefore, the curriculum is designed to meet national and international accreditation standards and the essential competencies required by provincial regulatory organizations, with an emphasis on the practice expectations of graduates and employers in the province of British Columbia. The curriculum design is based upon concepts informing occupational therapy practice and professional education. Fundamental to the philosophy of the program are beliefs related to (a) client-centred practice, or collaborating with the recipients of occupational therapy services to identify and achieve their goals for engaging in the occupations most relevant to their daily lives; (b) integrating theory, skills, and evidence in to support competent practice; and (c) creating an environment that cultivates creativity, discovery, and self-reflection to support lifelong learning habits. A copy of the current curriculum map can be found in Appendix A.

The MOT program emphasizes case-based, experiential learning – the analysis of case studies informed by theory and evidence, and demonstration of practice skills in assignments, laboratory and fieldwork settings. Thirteen courses (67 credits) are organized into 6 terms of study. A course may be 1, 2 or 3 terms in duration. Although natural overlap exists, courses are designed to substantively address one of 5 learning streams: (1) theory, (2) health, illness and occupation, (3) practice skills, (4) evidence for practice, and (5) professional practice. The streams help organize

and sequence content to ensure that key competencies are addressed. The culmination of the program is the **Capstone Conference** where students present their major projects to their classmates, incoming and continuing students, faculty and the occupational therapy community. Each Capstone Conference is planned by the current student cohort to meet their learning needs as they bring their graduate studies to a close.

The MOT program is a full-time graduate program, and students are expected to attend classes as scheduled between 8:00 AM and 5:00 PM Monday through Friday. **Typically**, classes run 9:00 AM – 12:00 PM and 1:00 PM – 4:00 PM and average 21 hours per week, and fieldwork is scheduled in accordance with the assigned agency for 35 – 37.5 hours per week.

Fieldwork is organized into 5 placements in agencies throughout British Columbia, or, at the students' request, elsewhere in Canada or internationally. Students spend 1125 hours in fieldwork settings, 4 days per week in the first placement, and full-time in the remaining four placements. In addition, clinic visits and the Health Mentors program provide additional learning with clients that meets the World Federation of Occupational Therapy definition of fieldwork. Fieldwork is conducted in a variety of settings, including urban and rural placements, in public and private sectors, involving clients across the age span and with varying abilities with regard to mental and physical health status. Over 140 clinical faculty members and fieldwork educators contribute to fieldwork and classroom teaching, ensuring that content is grounded in contemporary practice.

Students who successfully demonstrate entry-level competency in class and in fieldwork should have no difficulty passing the national certification examination. This exam, offered annually by CAOT, is one of the criteria required for licensure or registration to practice in most regions of Canada.

## **Brief Course Descriptions**

### *RSOT 511, Fundamentals of Theory and Practice (3 credits) Term 1*

Interactive learning approaches are used to examine occupational therapy core concepts, values and beliefs and their application to practice. The emphasis is on the client-centred occupational therapy practice process, and generic conceptual models that guide clinical reasoning.

### *RSOT 513, Health, Illness and Occupation (3 credits) Terms 1 and 2*

Resource seminars and guest lectures from content experts present concepts of occupational science as a foundation for understanding occupation and its relationship to health. Includes critique of various models explaining illness and disability, and includes methods for acquiring biomedical information on common conditions and illnesses that impact occupational performance in clients of all ages.

### *RSOT 515, Practice Skills and Therapeutic Procedures I (3 credits) Term 1*

Labs and workshops provide opportunities to practice basic skills in preparation for introductory fieldwork. The course begins with basic search strategies and appraisal of health literature. Topics are congruent with theoretical concepts introduced in RSOT 511 and include interpersonal communication, task analysis, selection of assistive and rehabilitative technologies, and adaptive strategies to enhance occupational performance of individuals across the life span.

### *RSOT 519, Professional Practice I (10 credits) Terms 1-3*

Students apply theoretical approaches, occupational analysis, and therapeutic procedures to the client-centred practice of occupational therapy. Discussions and debates in professional issues seminars focus on professional expectations, the nature of the client-therapist relationship, legal and ethical obligations, reflective practice, and ways to foster learning in the field. Interprofessional educational opportunities provide additional insights to practice. Facilitated small group tutorials integrate knowledge across occupational therapy courses, in case-based synthesis exercises. A series of clinic site visits and 11 weeks of supervised fieldwork experience (4 days per week for 5 weeks in Term 2, 6 weeks in Term 3) in affiliated health agencies provide learning partnerships between students and practitioners, and opportunities to observe and work with occupational therapy clients.

*RSOT 521, Occupational Analysis, Activity and Participation (3 credits) Term 2*

The synthesis and use of theoretical and occupational frameworks to analyze and enhance occupational performance and participation in everyday life. Building on term one content and fieldwork experiences, students progress to cases of “intermediate” complexity. Cases consider unique client characteristics/contexts as they influence clinical reasoning, client-centredness, and selection of interventions such as culture, ethnicity, sexual orientation, language, literacy and poverty.

*RSOT 525, Practice Skills and Therapeutic Procedures II (3 credits) Term 2*

Builds on basic skills developed in RSOT 515. Topics are selected to match theories and occupational analysis frameworks discussed in RSOT 521 to assess, plan and implement occupational therapy interventions using psychosocial, biomechanical, neuro-rehabilitative and developmental theories and approaches.

*RSOT 527, Evidence for Practice I: Research Paradigms and Methods (3 credits) Term 2*

Seminars, independent study and small group discussion encourage students to explore assumptions and principles of qualitative and quantitative research designs, needs assessment, and evaluative research. Introduces principles of occupational therapy tests and measures for practice and as outcome measures for rehabilitation research, and elements of basic research designs.

*RHSC 420, Neuroanatomy & Neurophysiology (4 credits) Term 3*

An introduction to the structure and function of the human nervous system; lays the foundation for assessment and intervention skills related to sensation, perception, cognition and motor performance.

*RSOT 545, Theory, Practice Skills & Therapeutic Procedures III (5 credits) Terms 4-6*

Workshops and lab modules encourage synthesis of theory and practice approaches, and provide opportunities to demonstrate assessment and intervention skills consistent with the competencies required to enter practice. Psychosocial, developmental, neuro-rehabilitative, and biomechanical approaches are used individually and in combination to resolve complex 16 occupational performance issues. Includes targeted interventions to address the needs of special populations, based on developmental stage, health status, and/or environmental circumstances (for example, the frail elderly).

*RSOT 547, Evidence for Practice II: Project (6 credits) Terms 4-6*

Lectures, online discussion and supported independent study will be used to provide students with experience in conducting occupational therapy research. Participation in a limited-scope research process will facilitate development of knowledge and skills necessary for conducting a research project or program evaluation. Under the supervision of academic and clinical faculty students will pose a research question relevant to occupational therapy theory or practice, identify a design, collect and analyze data and present the data in a research forum and report.

*RSOT 549, Professional Practice II (18 credits) Terms 4-6*

Professional issues seminars focus on professional expectations, the nature of the client-therapist relationship, legal and ethical obligations, and ways to develop the skills of a reflective practitioner. Facilitated small group tutorials integrate knowledge across occupational therapy courses, in case-based synthesis exercises, progressing to more complex societal or population health issues in terms 5 and 6. Selected modules organized in collaboration with other health professional programs where possible. Includes 20 weeks of fieldwork in affiliated agencies (one, 6-week placement in term 4, and two, 7-week placements in Term 5). Opportunities for interdisciplinary, role-emerging, and international fieldwork placements are available.

*RSOT 551, Societal and Environmental Influences on Practice (3 credits) Terms 5-6*

A seminar addressing current legislative, socio-political, cultural and service delivery issues influencing occupational therapy practice and clients' experiences. Participation in activities of daily living is not only influenced by the individual's skills and resources, but also the policies, actions, and attitudes imposed upon them by the broader institutional, social, and cultural environments. Considers contemporary service delivery environments and trends, such as chronic illness and primary health care opportunities.

*RSOT 553, Developing Effective Rehabilitation Programs (3 credits) Terms 5, 6*

The application of approaches to effective design, marketing and evaluation of occupational therapy services and writing and responding to Requests for Proposals (RFPs).

## **FIELDWORK PROGRAM**

### **Required Fieldwork Hours**

The Canadian Association of Occupational Therapists stipulates that the minimum number of total fieldwork hours to be completed by OT students in Canada is 1000 hours. At this time, students in the Master of Occupational Therapy program complete 1125 hours of fieldwork over 31 weeks.

### **Placement Blocks**

Students from UBC complete their fieldwork experiences in full-time "block" placements. These placements are organized to introduce, practice, reinforce, and integrate OT knowledge, skills and attitudes in the fieldwork setting. There are two placements in the first year of the MOT program, and three placements in the second year of the MOT program.

- **Level 1** (first year of program): Five weeks, 4 days per week, following Term 1 course work.
- **Level 2A** (first year of program): Six weeks, 5 days per week, following the completion of Term 2.

- **Level 2B** (second year of program): Six weeks, 5 days per week, following the completion of Term 3. This placement facilitates integration of the assessment and treatment skills covered in coursework.
- **Level 3A** (second year of program): Seven weeks, 5 days per week, following the completion of Term 4.
- **Level 3B** (second year of program): Seven weeks, 5 days per week.

Following the successful completion of all five placement blocks and other course work, the student becomes a graduate entry-level occupational therapist.

### **Student Fieldwork Profile**

The Master of Occupational Therapy program strives to ensure diversity in students' fieldwork experiences. Currently, the fieldwork program encourages a balance of experience in physical dysfunction and mental health areas of practice, with clients throughout the life span. Students receive their fieldwork experiences in five unique environments across a variety of settings including acute care hospitals, rehabilitation centres, school boards, intermediate and long term care agencies, regional health units, private practices, community outreach teams and home program services. All students must complete a minimum of one placement in a mental health setting. Students do not normally complete more than one placement in any one site during the two year program. Students receive a balance of fieldwork experience across the care continuum with a diversity of cultural experiences.

## **PROGRAM EVALUATION**

### **Accreditation of the Master of Occupational Therapy Program**

In 2012, the UBC Master of Occupational Therapy program was granted seven-year academic accreditation from the CAOT Academic Credentialing Council. A component of the academic accreditation process is the fieldwork program. As with the other aspects of the UBC MOT program, the fieldwork program was reviewed very favourably and among the best nationally.

### **Evaluation by Students**

Students anonymously evaluate the MOT fieldwork program as part of their annual electronic course evaluation system. The results of these evaluations are collated and used in the future development of the fieldwork program.

### **Evaluation by Affiliated Facilities**

Annually, affiliated sites are forwarded a form (Appendix E) to evaluate the work of the Academic Fieldwork Coordinator from their perspective. These forms are anonymously collated and are used in the future development of the fieldwork program.

## **SECTION #2 FIELDWORK SITES**

### **CANADIAN GUIDELINES FOR FIELDWORK EDUCATION IN OCCUPATIONAL THERAPY**

All sites wishing to offer fieldwork placements to MOT students must contact the Academic Fieldwork Coordinator to receive a site approval package. Sites are approved based on the standards established in the *Canadian Guidelines for Fieldwork Education in Occupational Therapy* (CGFEOT) Examples of standards for which evidence is requested in the application include student learning objectives, available learning opportunities, description of OT services, and standards of professional accountability (ACOTUP, 2003).

Once the CGFEOT has been completed in its entirety, the site approval package must be forwarded to the Academic Fieldwork Coordinator or the MOT Program Assistant for review. The AFC may also conduct a site visit to observe the learning environment and discuss the placement procedures with site staff. The Fieldwork Management Committee determines approval status and correspondence is sent to the fieldwork site. Fieldwork site approval is granted for 7 years.

## **STUDENT PLACEMENT AGREEMENTS**

UBC Master of Occupational Therapy students are generally only assigned to facilities that have signed a Student Placement Agreement (SPA, also known as an affiliation agreement) with the University of British Columbia. Students may be assigned to out-of-province sites participating in the National Fieldwork Placement Service, or to international sites pending approval by the UBC Academic Fieldwork Coordinator.

The Department of Occupational Science & Occupational Therapy generally uses UBC's standard Student Placement Agreement, which is executed through the Office of the University Counsel. The standard agreement is for a five-year term, although shorter agreements are possible. Specialized Student Placement Agreements, or amendments to the standard agreement, must be approved by both the site and University Counsel. A sample agreement can be found in Appendix J.

Fieldwork education sites in British Columbia providing placements for out-of-province students may request, or be required, to sign an affiliation agreement with the individual university from which the student is enrolled. The practice varies with each university and fieldwork site.

## **OFFERING PLACEMENTS**

The Department of Occupational Science & Occupational Therapy distributes two annual Call for Offers, via email and through HSPnet. The first Call for Offers is released in late June, requesting offers for the following calendar year. The second Call for Offers is released in mid-April, requesting offers for the six-week level 2B placement.

This request is timed to coincide with the National Fieldwork Placement Service (NFPS) request for placements. By sending these requests at the same time, it is believed that sites can make all fieldwork offers concurrently and therefore streamline offers and workload. This time frame is essential for the coordination of placements across Canada, to allow sites to plan, and for students to make transportation, and accommodation arrangements.

NFPS is involved in matching UBC students for out of province placements. The NFPS match system allows students the opportunity to complete some of their fieldwork requirements in locations elsewhere in Canada.

In many health facilities/agencies in BC, a standard has been established that all occupational therapists eligible to supervise students offer a minimum of four weeks of OT fieldwork supervision per year.

## **COOPERATIVE FIELDWORK PLACEMENTS**

### **What are OT co-operative fieldwork placements?**

Co-operative (co-op) education is a method of achieving practical experience that mimics the “real world” of the employer/employee. Characteristics of OT co-op fieldwork placements include:

- University faculty discusses with potential employer issues related to the co-op placement, such as type of job, expectations for student, supervisory structure, and evaluation process
- Employer submits job advertisement, and interviews, hires, and pays student
- Student works full time learning about and providing OT services under supervision of OT
- Student, supervisor(s), and educational program ensure performance is satisfactory

### **Who offers OT co-operative fieldwork placements?**

The most common employers are those that understand the services that occupational therapy can provide. This includes both established and OT role-emerging fieldwork sites. There may or may not be an occupational therapists on site, although there is an OT available for supervision. Types of co-op fieldwork expectations are diverse and have included developing OT services; participating in program design and development; clinical consultation; pilot testing and screening services; and client assessment and intervention.

### **Who is eligible for OT co-operative fieldwork placements?**

Senior Master of Occupational Therapy students from UBC are eligible to seek level 3 OT co-op fieldwork placements in the term 5 fieldwork blocks.

### **How long is an OT co-op fieldwork placement?**

Co-op fieldwork placements are generally fourteen weeks in length, beginning in the first or second week of term 5 and concluding in the last or second-to-last week of term 5.

### **What are the advantages of OT co-op fieldwork placements?**

For students, benefits include the opportunity to consolidate skill and professional reasoning by having 14 weeks at one site; financial compensation for fieldwork; and closer resemblance to the “real world” of professional employment.

For employers, benefits include having highly skilled personnel at very reasonable cost; in the face of permanent employees’ time constraints priority projects not being addressed can be developed; enhanced potential for recruitment; finite cost; and a student for up to 14 weeks can be very productive.

Co-operative fieldwork placements have been a great success story, and they are offered at the same time as the other placements, by September of the previous year.

## **SITE PREPARATION FOR FIELDWORK**

The Academic Fieldwork Coordinator works with affiliated sites and potential fieldwork sites in planning and implementing the optimum educational fieldwork program for the students. This includes site visits; assistance in writing learning objectives for specific practice areas;

communication before, during and following student placements; ongoing problem solving; and the provision of inservices seminars and workshops. The inservices are usually upon request and arranged by fieldwork site personnel. They are normally held at an affiliated site.

### **Fieldwork Educators Workshop**

The Department of OS&OT periodically offers a free, full-day Fieldwork Educators Workshop that is designed to provide an introduction to the principles of fieldwork education, supervision, and evaluation. The purpose of this workshop is to orient and prepare supervisors for effective fieldwork instruction. It is recommended that all fieldwork supervisors have the opportunity to attend this workshop prior to supervising their first student and then about every 5 years thereafter. These workshops are normally scheduled prior to the placement blocks and are typically held at the UBC – Point Grey campus, although alternative locations may be added based on need and interest. Workshops are advertised by email and on the “Fieldwork” section of [www.osot.ubc.ca](http://www.osot.ubc.ca).

### **Fieldwork Education Seminars**

Fieldwork Education Seminars are 2 to 3 hours in length, and are generally provided after participants have attended a one-day workshop and have supervised at least one student. They are generally provided after participants have attended the one-day workshop and have supervised at least one student. The purpose of these seminars is to provide a forum for problem-solving and discussing difficult, atypical and/or non-traditional situations that may occur while being a fieldwork educator.

The Department assumes the cost of providing inservices, seminars and workshops for occupational therapy fieldwork educators in BC.

## **PREPARING FOR YOUR FIRST STUDENT**

It has been reported that the decision to be a fieldwork educator for the first time is a “major hurdle” (Human Resource Management Group, 1991). There may be a number of questions you may be asking about becoming a fieldwork educator. To provide assistance with some of these issues, below is a list of questions with accompanying answers.

### **When can I become a fieldwork supervisor?**

You are eligible to supervise and take primary responsibility for the clinical education a student after one year of clinical practice. You may assist another therapist in student supervision prior to completing your first year of practice. Please see brochure in Fieldwork Education at [www.osot.ubc.ca](http://www.osot.ubc.ca).

### **Do I know enough to be able to answer all of a student's questions?**

Like therapists with several years’ experience, probably not. It is completely unreasonable to expect anyone to have all the answers. What is more important is that you assist the student to find the answers, serve as a role-model for professional interactions, openly communicate and continue to learn in collaboration with your student. It is most instructive for students to observe

that qualified occupational therapists do not have the knowledge to respond to all situations. This assists students to understand the life-long learning aspects of becoming a professional.

### **How do I prepare to be a fieldwork supervisor?**

There are many ways to prepare yourself to become a fieldwork supervisor. You are urged to do some or all of the following:

- a) attend the one-day fieldwork educators' workshop offered by the Department of OS&OT at UBC. (Several are normally given in the fall & in the spring of each year at various locations in BC).
- b) read this fieldwork manual.
- c) be involved in the orientation, organization, supervision and evaluation of students of other supervising therapists.
- d) understand your own learning and teaching style and consider how these may augment and/or detract from a student's fieldwork experience
- e) discuss fieldwork issues with colleagues, the manager and the UBC OT fieldwork coordinator.
- f) review literature on fieldwork.
- g) visit these useful websites for fieldwork educators: [www.preceptor.ca](http://www.preceptor.ca); [www.practiceeducation.ca](http://www.practiceeducation.ca); [www.practiceeducation.net](http://www.practiceeducation.net).

### **How do I get assigned a student for fieldwork?**

Let your manager, director or supervisor know you would like to become a student fieldwork educator. If this is not possible, contact the UBC Academic Fieldwork Coordinator, who will be able to guide you through the process.

## **STUDENT SUPERVISION**

The fieldwork supervisor designs, organizes, implements and evaluates the fieldwork education experience of the student.

This includes:

- Collaborating with the student to decide on the objectives of the placement.
- Reviewing the evaluation process with the student and establishing regular feedback times and providing opportunities for informal discussion, guided clinical reasoning and problem solving.
- Facilitating a sequential learning experience by:
  - Discussing procedures with the student.
  - Demonstrating procedures to the student.
  - Observing student practice and providing appropriate positive and negative feedback in a sensitive manner.
  - Providing guidance as necessary as the student progresses.
- Reviewing the student's record keeping and co-signing all notes in client health records.

- Evaluating the student at mid-term and final and discussing these results in an honest, sensitive manner.

### **Supervisor Strategies<sup>3</sup>**

1. Above all, relax and enjoy the supervisory experience! It is a wonderful learning opportunity for both you and the student.
2. Formal supervisory meetings should be scheduled at least weekly, in a structured format in the beginning and individually tailored as the student progresses.
3. Discuss your expectations and the student's expectations of supervision. This is a great opportunity to clear up any misconceptions. Some students have not experienced formal supervision and will need assistance in understanding the process and learning how to fully make use of supervisory meetings.
4. Supervision is a learning process for the supervisor as well. Sometimes supervisors need to learn when to give answers or encourage independent thinking, or they may struggle with how much students need to get directly from them as compared with independent acquisition.
5. Be open to modifying and adapting supervisory style to meet students' individual needs. Students may be inflexible in the early stages of learning and will require assistance to move to the next stage.
6. It is crucial that students receive feedback during the first few weeks of fieldwork. Feedback should identify both positive aspects of the student's performance as well as areas needing improvement.
7. Promote professional responsibility by encouraging the student's active involvement in setting specific goals for the fieldwork experience. Elicit the student's feedback regarding the pace, structure, assignments, etc.
8. Design learning activities prior to the student's arrival. Structure and grade the program according to each student's specific needs, but do not be afraid to demand that a student meet a challenge.
9. Practice early problem identification. The sooner problems are identified, the sooner they can be addressed. If in doubt contact the Academic Fieldwork Coordinator to discuss your concerns.

### **STUDENT COMMUNICATION PRIOR TO PLACEMENT**

The Site Fieldwork Coordinator or delegate will receive an introductory letter from the student confirming the placement, and providing a contact address and phone number, at least four weeks prior to the placement.

It is strongly recommended that a reply be sent to the student confirming starting time, working hours, parking information, directions to occupational therapy area and any other information pertinent to assist the student during the first week of placement. This reply can be done through whatever means is most convenient for the fieldwork site personnel, i.e. mail, phone, fax, or email.

Further information regarding the placement can also be forwarded to the student prior to

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<sup>3</sup> Guidelines for Establishing Non-Traditional Occupational Therapy Fieldwork Programs, 1994. New York University, NY.

commencing the placement. This reduces the anxiety that may be present when going into unfamiliar and new situations as in fieldwork.

## **COMMUNICATING WITH THE DEPARTMENT OF OS&OT**

The Site Fieldwork Coordinator and/or the fieldwork educator can at any time contact the Academic Fieldwork Coordinator for information, to discuss organization of the placement, expectations, and/or issues about a student(s).

All affiliated sites are forwarded the *Site Profile for Fieldwork* (Appendix B) in July of each year. Site personnel are responsible for completing this form and returning it to the Department. When a change to the information on the site profile occurs the Department must be contacted to update the profile.

## **UNAVOIDABLE PLACEMENT CHANGES**

When sites offer student placements, there is a professional commitment to provide these opportunities. On rare occasions, only under extenuating circumstances, confirmed placements have to be cancelled by a fieldwork site. Discussion with the Academic Fieldwork Coordinator may facilitate the provision of a suitable option at the same site. However, if this is not possible it is the responsibility of the Site Fieldwork Coordinator in conjunction with the Academic Fieldwork Coordinator to find an alternative placement. The Academic Fieldwork Coordinator will inform the student.

## **STUDENT ORIENTATION**

An effective orientation sets the stage for a planned fieldwork experience and helps the student integrate quickly into the fieldwork setting. Orientation is appreciated by the students. It is recommended that an orientation program for students be developed by those involved in fieldwork education.

Ideally, one person should be designated to implement site orientation. Orientation can be divided into four sections:

- 1) Overall fieldwork site orientation including tour, organizational chart, confidentiality policies, emergency procedures, library, cafeteria, etc.
- 2) Service orientation including staff introduction(s), work location and record-keeping processes, resources, security, and specific programs.
- 3) Specific OT policies and procedures including management, documentation, dress code (if different from the Department policy for students), client scheduling and planning, referrals, unique policies for the area to which student will be assigned, expectations for

meetings and planned visits. Policies may be written specifically for students or included in the general department policy manual.

- 4) Orientation to community services including referring agencies and agencies used in discharge planning and equipment and government resources.

Approximately four hours should be all that is necessary for orientation, although ongoing clarification and reinforcement will be needed throughout the placement. It is not necessary that the orientation is done in 4 consecutive hours, as it may be more desirable to spread over the first 3 days.

Methods by which student orientation to the fieldwork site and specific OT service is completed can be diverse. If possible, it is recommended that several complimentary methods of orientation are used. These might include:

- involving other site personnel in the orientation:
  - a secretary to describe phone, photocopying and/or sign in/out procedures,
  - activity worker or rehab assistant to describe their role, organization of area and location of equipment,
  - manager of service to give overview of fieldwork site.
- student self-directed orientation, which may be most advantageous for:
  - familiarizing with policies and procedures (i.e. give student an hour to review manual to get a sense of the contents)
  - understanding the role of other professionals on the health care team (i.e. students could arrange short appointments to meet with those health care professionals)
  - familiarizing understanding of community resources.
- 1:1 orientation by fieldwork educator, specifically beneficial for OT practice processes and issues.
- a group orientation session on common issues should more than one student arrive to the fieldwork site (these might be students from other disciplines) and/or new employees.

A check list is useful to organize the orientation and to assist the student in assuming some responsibility for orientation. Refer to Appendix F for a sample check list.

## **FIELDWORK LEARNING OBJECTIVES**

The purpose of a fieldwork experience is for the student to develop competency in the knowledge, skills, attitudes, behaviours and judgements that are relevant to a specific practice area and required of an entry level occupational therapist. Objectives assist in guiding and achieving this purpose.

### **What is a learning objective?**

A learning objective is a statement that describes in precise, measurable terms what the student will be able to do by the end of the placement. As a group, the learning objectives should reflect the most common skills, behaviors, attitudes, and judgements employed in the specific area of

practice.

### **Why are learning objectives used?**

- Assist the student and therapist to plan and direct the learning experience.
- Facilitate student orientation.
- Provide an accountability mechanism.
- Help identify the progress of the student.
- Form a basis for evaluation.
- Identify the responsibilities of the student and therapist in achieving the objectives.
- Reflect the most common knowledge, skills, attitudes and behaviours for entry level practice in a specific service area.

### **What are the elements of learning objectives?**

For objectives to be useful and measurable they should specify the audience, behavior, condition, and standards of performance. Each of these four elements are described in *Elements of Learning Objectives* found in Appendix H.

Writing objectives to specify how a student will demonstrate knowledge, skills, and behaviours is generally much easier than writing those to demonstrate attitudes and judgements. The latter is, however, an integral component of professional practice. Upon reviewing the student objectives for the OT service, ensure that these objectives reflect the 3 domains of learning: cognitive (knowledge), psychomotor (skills & behaviour) and affective (attitude, judgement, ethics).

### **Format for writing learning objectives**

Various formats may be used in order to streamline learning objectives, depending on the needs and characteristics of a particular service area.. Regardless of format, learning objectives should include a timeline (condition), expected level of supervision (standard), and the minimum number of times the objective is to be met (standard). Appendix I provides examples of formats that could be used when writing and organizing learning objectives.

### **Are learning objectives negotiable?**

Yes. The fieldwork site personnel and fieldwork educator know best what learning experience can be offered, and this should be described in the learning objectives. However, each student has a different history, and it is appropriate to modify, add or delete objectives to best meet the needs of both student and therapist. Sudden changes in caseload may also influence modification of objectives.

### **What is a complete list of learning objectives?**

For each fieldwork placement for an occupational therapy student, one can think of learning objectives in 3 groups. These are the:

- a) core learning objectives
- b) optional learning objectives (also termed potential, possible or additional learning objectives)
- c) personal learning objectives

### **Core Learning Objectives**

These are the most common and frequent areas of practice of that particular service. These are written by site personnel working in the service area, i.e. staff OT, consultant, sole-charge OT etc. These core objectives are used for every placement though frequency, level of competency, and type of supervision will be adjusted according to the length of the placement, level of the student and student's previous experience. A copy of the core learning objectives are to be forwarded to the university annually.

### **Optional Learning Objectives**

These are potential opportunities that may be created or arise from time to time. Optional learning objectives may include areas of practice that occur infrequently, potential clinical projects or tasks to augment the service area, and/or participating with outside agencies in projects and in structured observations etc. These optional learning objectives are generally listed at the end of the core objectives by site personnel. Through discussions, the student and fieldwork educator determine the 1 or 2 optional learning objectives to be achieved during the placement. A list of optional learning opportunities/objectives should be forwarded to the university annually with the core learning objectives.

### **Personal Learning Objectives**

These are the student's personal learning objectives that through previous experience and/or interest, the student has chosen as an area for learning. These are written by student and incorporated into the CBE – evaluation document and should be included in the final list of objectives. Some of the student's objectives may not be unique and may already be included in either the core or optional list of learning objectives. No need to repeat if this is the situation. A list of the student's personal learning objectives will be forwarded to the fieldwork site in the student's letter of introduction.

The final list of learning objectives for any fieldwork placement should be the compilation of these 3 groups of objectives and be negotiated between the student and fieldwork educator. These should be determined within the first 3-4 days of the placement. It is rare that any 2 students would have the same final list of learning objectives.

## **OT DEPARTMENT EXPECTATIONS AND GUIDELINES FOR PLACEMENTS**

### **Level 1 (five weeks, 4 days/week; 150 total hours)**

The first fieldwork experience should permit the student to further develop skills introduced during the first term, for example, interviewing, assessment, program/treatment planning and intervention, and charting. The student will outline previous experiences and his/her goals for fieldwork in an introductory/confirmation letter to the facility at least one month prior to commencing fieldwork. This may influence the learning objectives developed by the facility in terms of identifying priority objectives. Please refer to OT curriculum for the academic content, including the year and term of study for coursework.

It is often assumed that the first placement is for observation only. However, such placements are usually extremely frustrating for students because they have acquired no new skills by the end of

the placement. This placement should provide opportunities for the student to observe the realities of professional practice in a health care environment; to become acquainted with occupational therapy practice; to develop communication skills with the patient/client population, and to begin to develop their professional identity. In this placement it is expected that the student participates actively in different tasks under the direct supervision of the OT Fieldwork Educator. Towards the end of the placement, elements of the day-to-day practice can be done independently by the student, with the Educator observing as deemed appropriate by the Academic Fieldwork Coordinator.

### Suggested Activities:

- With the help of the supervisor, understand the Facility/Agency and the role and scope of OT practice on a specific unit/program;
- Understand how information contained in a medical record is organized;
- With the help of the supervisor, conduct an initial interview to collect subjective patient information (reason for consultation, expectations, lives, impact and history);
- Write the summary of an initial interview; and
- Attend an interdisciplinary meeting or a discussion of cases.

Although students may have many other experiences during their placements, acquiring some skills in the above areas will assist them to relate to their term 2 academic content, and better prepare them for their level 2 placements. While fieldwork typically focuses on skill development, acquiring awareness of the rapidly changing practice environment, ethical practice and effective communication strategies are also essential to future practice.

In the OT Theory and Practice streams, students observed and interacted with clients who have physical dysfunction problems. Students have been required to analyze cases, through small Case Based Tutorials where they have investigated relevant background information (e.g. signs and symptoms of the disorder, identified Occupational Performance Issues), determined goals, and targeted outcomes with a simulated clients. An activity (occupation) analysis, and plan for grading the occupation used, has also been completed. A balance of physical dysfunction and psychiatry case histories were used for clients ranging from 6 - 72 years old. Students study one prime generic model of occupational therapy practice, the Canadian Model of occupational performance (in the Guidelines for Client-Centred Practice of O.T.). They need your assistance in fieldwork to generalize beyond the cases studied.

## **Level 2**

The Level 2 fieldwork experience should encourage the student to further develop the skills introduced in the first year of academic preparation and level 1 fieldwork. The student will outline previous fieldwork experiences and his/her goals for fieldwork in an introductory/confirmation letter to the facility at least one month prior to commencing fieldwork. This may influence the learning objectives developed by the facility in terms of identifying priority objectives. Please refer to OT curriculum for the academic content, including the year and term of study for coursework.

During the Level 2 fieldwork experiences, the student requires opportunities to **practice** interviews

and assessment, and plan, implement and document therapeutic intervention. Assistance will be required initially, but with activities routine to the setting the student will progress towards minimal supervision.

Students require more time than experienced therapists to complete the same tasks, and their work should be scheduled accordingly. At this level the student should be able to take responsibility for a portion of the therapist's direct service caseload as determined by the nature of the practice, the setting, and the therapist's discretion.

Students at the end of year one will have identified their own strengths and goals for improvement based on the level 1 fieldwork performance. This may influence the learning objectives developed by the therapist in terms of identifying appropriate skills to emphasize.

In addition to the term 1 preparation, the students have had classroom and lab exposure to tests and measures (general OT evaluation, psychosocial, biomechanical); psychiatric conditions; medical/surgical conditions; psychosocial OT theories and interventions; biomechanical OT interventions; and psychosocial and cultural aspects of disability. They should be prepared to approach any aspect of occupational therapy client-centred practice with the exception of complex neurological conditions with the assistance of the therapist. They are able to apply the occupational performance model and the model of human occupation.

Level 2 students will progress from observation to minimal supervision for the majority of skills evaluated in any one placement.

***Level 2A (six weeks, 5 days/week; 225 total hours)***

This placement should provide opportunities for the student to perform more of the OT role professional activities with minimal supervision. The emphasis for this placement is for the student to practice and demonstrate skills in areas such as collection, interpretation and analysis of subjective and objective data. This should be identifiable in the written reports which reflect the clinical reasoning leading to the intervention plan. Implementation of the plan of action may be undertaken with initial supervision and the necessary education to allow the student to move towards independently carrying out tasks. At the end of this placement, it is expected that the OT student assumes independence on different clinical tasks with coaching, though some routine tasks may be done independently.

**Suggested Activities:**

- Establish and maintain a relationship with patients/clients;
- Conduct assessments;
- Collect assessment data;
- Interpret and analyze the assessment data;
- Prepare assessment reports and propose goals and a plan of action, with supervision/assistance;
- Explore the application of different treatment modalities;
- Learn about the non-patient activities (statistics, meetings, etc.); and
- Participate as an active team member.

### ***Level 2B (six weeks, 5 days/week; 225 total hours)***

This is the first placement in year 2 of the program. During this placement, more specialized academic training has begun. Though it varies from year to year, examples include advanced hand therapy skills; advanced psychosocial rehabilitation; seminars in Autism & gerontology. The student is thus able to carry out more fully the assessment and intervention approach, from the initial interview to discharge, with varied client populations. The student is required to explain their clinical reasoning to support the decision-making needs of the client, and validate the plan with the OT Fieldwork Educator. In the early stage of the placement, supervision by the Educator of the students' interaction with clients is expected, moving towards independence and autonomy with commonly occurring tasks. At the end of the Level 2B placement, it is expected that the student be responsible for some aspects (~25-40%) of the OT workload if feasible.

#### **Suggested Activities:**

- Move towards independence in assessment and intervention activities that are applicable to the placement setting;
- Enter notes to the health care record in accordance with the expectations of the clinical environment;
- Plan and manage some aspects of the caseload and OT workload (organize day; prioritize activities/clients, etc.);
- Deliver verbal reports (case conferences, rounds, etc.);
- Perform the usual non-clinical activities (statistics, education events, etc.); and
- Participate as an active team member.

### **Level 3**

The level 3 fieldwork experiences should encourage the student to further develop the skills introduced in previous academic and fieldwork experience. The student will outline previous fieldwork experiences and his/her goals for fieldwork in an introductory/confirmation letter to the facility at least one month prior to commencing fieldwork. This may influence the learning objectives developed by the facility in terms of identifying priority objectives. Please refer to OT curriculum for the academic content, including the year and term of study for coursework.

The student requires opportunities to practice interviews, assessments, treatment planning, implementation and documentation, and may be involved in non-direct client activities such as administration, consultation, program development and research depending on the fieldwork setting. Some assistance and supervision will be required initially, but the student will progress towards independence for an entry level OT in all activities routine to that setting. In activities that are infrequent or highly sophisticated the student may require supervision.

Students require more time than experienced therapists to complete the same tasks, and their work should be scheduled accordingly. At this level the student should be able to take responsibility for some portion of the therapists direct service caseload (this allows some time to still observe therapists, discuss progress and follow through on improving performance when provided with feedback). Students should be prepared to approach any aspect of client-centred practice. They are able to apply the occupational performance model and model of human occupation as well as the accepted frames of reference commonly utilized in OT in organizing their approach to clientele (biomechanical, neurorehabilitation, Psychosocial rehab, developmental, Rehabilitation etc.)

In addition to first-year coursework and level 1 & 2 fieldwork, students have complete neuroanatomy prior to commencing their level 3 fieldwork.

Since these are the final fieldwork experiences, students are expected to demonstrate entry-level competency by the end of their final level 3 placement (April-May). This is reflected by ratings on the Competency Based Fieldwork evaluation form consist with level 3 expectations. Few items, if any, should require supervision at this level. The exception is for highly specialized skills for which entry level therapists would also receive some initial supervision. When students complete their final fieldwork they will return to the university for the Capstone Conference, where they present the results of their research project to students, faculty and clinicians. The intent of this conference is to attempt to consolidate the learning that has taken place over the 2 years, and to provide students with an opportunity to refine their presentation skills. It is also an opportunity to allow the clinical community to take advantage of an educational opportunity and hear about what research is occurring with the practice of OT.

By the end of their final level 3 fieldwork placement students should also be skilled in managing the changing work environment in a manner that ensures optimal client service/care. Strategies for coping in a changing health care environment and its culture is to be included and fostered during the students' fieldwork experiences.

***Level 3A (seven weeks, 5 days/week; 262.5 total hours)***

At this level, the academic training is almost complete. The student should therefore be able to carry out the initial interview independently as well as the assessments and interventions used with a varied client population. The student must support their decision-making by communicating to his/her educator their clinical reasoning and supporting evidence in connection with the potential to change performance and occupational outcome of the client. The initial level of supervision is minimal supervision moving towards autonomous/independent management of the OT tasks. There should be evidence during the placement of the students' ability to support clients with increasing competence and efficiency. Towards the end of the level 3A placement, the expected level of productivity could be 50% of the workload (not only the patient caseload) of an occupational therapist. This is a guideline and estimate, and often is not feasible in many current OT settings.

**Suggested Activities:**

- Independently manage all aspects of clients care in the role of an occupational therapist;
- Independent written and verbal communications as required by the setting;
- Independently plan and manage aspects of the caseload and OT workload;
- Perform the usual non-clinical activities (statistics, etc.); and
- Participate as an active team member.

***Level 3B (seven weeks, 5 days/week; 262.5 total hours)***

At this stage, the student has completed more than 800 hours of clinical training. During this final placement, under supervision, the student should have opportunities to delegate tasks to the support personnel (if applicable) and provide education to clients and other stakeholders. During this

placement the student should demonstrate a good level of autonomy and leadership capacity in many aspects, tasks and responsibilities, both at the level of clinical activities and related OT roles. It is also expected that the student show a consolidation of professional identity as an occupational therapist. As always the student should make their clinical decision-making evident to the OT Fieldwork Educator; perform critical reflection on their practice with a demonstration the integration of evidence in their client interactions (assessment and interventions). The initial level of supervision is minimal, moving to independence early on in the placement with varied clientele. There should be evidence during the placement of the students' ability to support clients with increasing competence and efficiency. At the end of level 3B, there could be an expectation of productivity between 50% to 75% of the workload of an entry level occupational therapist.

#### Suggested Activities:

- Independently manage all aspects of client care in the role of an occupational therapist;
- Independent written and verbal communications as required by the setting;
- Independently plan and manage aspects of the caseload and OT workload;
- Perform the usual non-clinical activities (statistics, etc.); and
- Participate as an active team member

At the end of the UBC Master of Occupational Therapy Program, the student will have accumulated a total of **1125 hours** of fieldwork.

## **EVALUATIONS**

### **UBC Evaluation Tools**

Evaluation is a critical step and essential component in the fieldwork process. Sometimes the supervisor has a difficult time understanding why a student places such value and emphasis on these experiences, especially if close and ongoing communication has exemplified the relationship between the supervisor and the student. The student is in transition from academic to clinical learner. The student is not yet secure in using direct feedback from work with clients and colleagues. The time spent by the supervisor in structured feedback around the items in the evaluation helps the student gain the confidence to trust the day to day experiential feedback from work with clients.<sup>4</sup>

The *Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)*, available in Appendix D, is used for student placements. It is a competency based instrument designed to assess students attainment of the necessary competencies for effective entry level practice.

The student's progress towards attaining the learning objectives should be consistent with the expectations for the level of student. These objectives should be discussed throughout the placement. Mid-term and final evaluations are usually the only written evaluations.

However the information on these written evaluations should not be a surprise to the student. The documented evaluation should be an organized summary of the ongoing feedback given throughout the placement. Using behavioural terms and examples throughout the evaluation

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<sup>4</sup> Ibid.

provides and guides the student that best facilitates their development. This form may be and is strongly recommended to be completed by the student as a self-evaluation tool.

A student should receive a copy of the evaluation in order to maintain an ongoing personal record of their fieldwork performance as well as to have a second copy should the original be lost. The completed evaluation form is to be signed by the fieldwork educator and student and returned to the Academic Fieldwork Coordinator immediately upon the conclusion of the placement.

### **Student Self-Evaluation**

It is recommended that, throughout the placement, the student self-evaluates his/her performance. It is suggested that students use the CBFEE form to evaluate their own performance both at midterm and final evaluation points in conjunction with the fieldwork supervisor.

### **Evaluation of Fieldwork Site**

Students are required to give feedback about their placement on issues of orientation, use of learning objectives, skills observed and/or participated and the fieldwork educator. The feedback, in written form, is to be completed at midterm and final and on an ongoing collaborative basis throughout the placement. The written evaluation is to be signed by both the student and fieldwork educator and returned to the UBC OT fieldwork coordinator immediately following the placement. A copy of the student evaluation can be found in Appendix C.

### **Freedom of Information and Protection of Privacy**

According to the University's policy on Student records, student evaluations are part of the student record and the contents are confidential. This is also in keeping with the Privacy legislation on disclosure of personal information which has been in effect since January 1,2004. It may not appear that making and retaining a copy of the student's performance evaluation is a breach of confidentiality, since an employee of the health care facility completed the evaluation. The student evaluations however, are prepared for the purpose of recording the student's performance during clinical placements in the context of their program of studies. If the health care facility would like a copy of the student performance evaluation for future hiring purposes, they must obtain specific written authorization from the student authorizing the facility to make and keep a copy.

### **Submission of Student Evaluations**

In June of 2013, the UBC Board of Governors approved Policy 104, *Acceptable Use and Security of UBC Electronic Information and Systems*, to ensure the continued security of student information and evaluation. In keeping with the privacy regulations mandated by this policy, the Department of OS&OT is only able to accept mailed versions of student evaluations. Completed evaluations can be mailed to:

Attn: Academic Fieldwork Coordinator  
Department of Occupational Science & Occupational Therapy  
T-325 2211 Wesbrook Mall  
Vancouver, BC V6T 2B5

**NATIONAL LIASION**

The Academic Fieldwork Coordinator disseminates information and coordinates fieldwork placements with other occupational therapy programs across Canada. In addition to biannual meetings where all Canadian Academic Fieldwork Coordinators deal with fieldwork issues of national concern, the coordinators correspond regularly by fax, telephone and email.

Examples of issues of national concern include: ensuring continued reciprocity between provinces for Canadian occupational therapy students engaging in fieldwork, Canadian fieldwork standards, fieldwork site approval standards and processes, guidelines for international placements, the National Fieldwork Placement Service, and evaluation of fieldwork performance.

## **REQUESTS FROM INTERNATIONAL STUDENTS**

The organization of requests for placements from international students for sites in Canada is centralized through the National Fieldwork Placement Service (NFPS). Requests may be received by fieldwork sites, Academic Fieldwork Coordinators and NFPS. Those fieldwork sites in B.C. who are contacted by an international student or occupational therapy program are asked to have these parties contact NFPS who will organize the placements. This is necessary due to Canadian issues related to liability, student visas, and the need to ensure Canadian students are placed first. If as a fieldwork site you are interested in having an international student, please contact NFPS to provide specific information related to dates and service area.

### **National Fieldwork Placement Service**

Attn: Taryn Guyea, Coordinator  
Box 370, 3-247 Barr St  
Renfrew, Ontario K7V 1J6

Phone: 1-866-294-5160  
Fax: 613-432-6840  
Email: [taryn@nfps.ca](mailto:taryn@nfps.ca)  
Online: [www.nfps.ca](http://www.nfps.ca)

## **SECTION #3 FIELDWORK POLICIES RELATING TO STUDENTS**

### **PROFESSIONAL BEHAVIOUR**

The Master of Occupational Therapy program is a professional entry-level graduate degree. As such, professional standards of behaviour are expected from all students during the program and are a requirement for graduation. Inability to demonstrate the ability to act in a professional manner may lead to delayed graduation or dismissal from the program.

The requirements for professional behaviour apply at all times whilst on fieldwork. The Department is part of the Faculty of Medicine and students are expected to follow the policy “Professional standards for faculty members and learners in the Faculties of Medicine at UBC” via [www.med.ubc.ca/faculty\\_staff/policies-procedures.htm](http://www.med.ubc.ca/faculty_staff/policies-procedures.htm).

Professional behaviour also includes the responsibility to contribute to a positive learning environment which is free from harassment, and the Department expects all members to adhere to the UBC policy on Discrimination and Harassment via [www.universitycounsel.ubc.ca/policies/policy3.pdf](http://www.universitycounsel.ubc.ca/policies/policy3.pdf).

In interpreting this policy, the following guidelines may be helpful:

- All students have a responsibility to facilitate the learning of other students, and to create an atmosphere in the classroom and on fieldwork which is conducive to learning, free of harassment and cooperative in nature rather than competitive. Teamwork is an essential

part of health care and the ability to be an effective team player must be demonstrated during the program.

- Assignments or other work prepared during the program must be tasteful, professional, non-discriminatory, and respectful to academic and clinical faculty, guest lecturers, other learners, and actual or potential clients. This includes assignments presented in any form (i.e. written, verbal, video, skits, poster presentation etc).
- Behaviour and communication in public areas while on fieldwork must be professional, non-discriminatory and culturally sensitive. It is the right of every student to feel comfortable in the learning environment and be free of inappropriate humour or activities which may cause embarrassment or be construed as harassment.

Breaches of the professional behaviour standards or the policy on discrimination and harassment are taken very seriously and are dealt with under UBC policies. Consequences may include a letter on the student's file which may affect employment references or result in suspension or dismissal from the program.

## **ETHICAL CONDUCT**

Ethical conduct refers to behaviour and judgements that are consistent with the values of a profession, culture and society. All occupational therapists in BC and in Canada must abide by the Code of Ethics developed by the College of Occupational Therapists of British Columbia. Included in the Code of Ethics are the following value statements:

1. **Dignity and Worth:** Every client is unique and has intrinsic worth.
2. **Individual Autonomy:** Every client has the right and capacity for self-determination.
3. **Safe, Competent and Ethical Care:** Every client has the right to safe, competent and ethical occupational therapy services.
4. **Accountability:** Occupational therapists are fully responsible for their practice and are obligated to account for their actions.
5. **Confidentiality:** Occupational therapists safeguard the confidentiality of information acquired in the context of professional relationships, to protect their clients' rights to privacy.
6. **Fairness:** Every client has the right to quality occupational therapy services in accordance with individual needs.
7. **Honesty and Transparency:** Occupational therapists communicate openly and honestly in a clear and caring manner, and respect the client's right to comprehensive information regarding occupational therapy services.

8. **Trusting and Respectful Work Environment:** Occupational therapists perform their professional duties in a manner that promotes a trusting and respectful working environment that supports safe and competent care.

Students are expected to adhere to ethical conduct as described in these Codes of Ethics.

## **STUDENT PRE-PLACEMENT REQUIREMENTS**

### **First Aid and CPR**

All students are required to maintain current certification in Standard First Aid and CPR Level C throughout the MOT program. Students are responsible for ensuring that proof of current First Aid certification is on file in the main office at all times, and are advised to carry their proof of certification with them at all times while on fieldwork.

### **Criminal Record Check**

The University of British Columbia is subject to the requirements of the Criminal Records Review Act (CRRA), which means that all students who are enrolled in programs that include a fieldwork component involving work with children or vulnerable adults will have to undergo a criminal record check before they will be permitted to register in fieldwork. Any students found to present a risk of physical or sexual abuse to children, or physical, sexual, or financial abuse to vulnerable adults, as a result of the CRRA Check, are not permitted to register in fieldwork.

### **Immunizations**

All students are required to undergo an immunization review prior to entering the MOT program in order to participate in fieldwork. Immunization reviews can be conducted by the Student Health Service (SHS). Some sites may request additional vaccines; should a student decline the request, an alternate fieldwork arrangement may be required. Students are advised to carry their immunization card with them at all times while on fieldwork.

### **Respiratory Mask Fit Testing**

The Health Authority Practice Education Guidelines for BC state that students participating in fieldwork placements in health care must be fitted for a N95 mask on an annual basis. The cost of the mask fit testing is included in your annual MOT program fees. All students are required to attend the mask fit testing as arranged by the Department. In the event that a student misses the scheduled test date, they will be required to arrange individual testing at their own cost. Students are advised to carry their fit testing card with them at all times while on fieldwork.

***The following procedures must be completed prior to each fieldwork placement.***

### **Waivers**

Prior to the commencement of each fieldwork placement, all students must sign an *Acknowledgement for Standard Domestic Student Placements* waiver, an example of which can be found in A separate waiver, *Acknowledgement for International Student Placements*, is required for all students completing international placements. Failure to submit a waiver at least five

business days prior to the scheduled placement start date may result in fieldwork cancellation. Examples of pre-placement waivers can be found in Appendix G.

### **Pre-Placement Procedures and Online Modules**

Students may be required to complete online modules or checklists prior to beginning fieldwork. Pre-placement requirements may be discussed in RSOT 519 or RSOT 549, and additional requirements may be dictated by the fieldwork educator prior to placement. It is the student's responsibility to ensure that all of the proper pre-placement procedures have been completed and all documentation has been submitted prior to the first day of fieldwork.

Students completing fieldwork within Lower Mainland health authorities, including Provincial Health Services Authority (PHSA), Vancouver Coastal Health Authority (VCHA), Fraser Health Authority (FHA), and Providence Health Care (PHC), are required to complete an online **Student Practice Education Core Orientation** module. Information about this module is available at [www.studentpractice.vch.ca/orient.htm](http://www.studentpractice.vch.ca/orient.htm). Students completing fieldwork within Island Health may be required to complete additional online training modules.

## **INSURANCE COVERAGE**

### **UBC General Liability Insurance**

Student fees include liability insurance (malpractice insurance) effective when the student is assigned to fieldwork sites affiliated with the University of British Columbia. Sites outside of Canada are not included in this plan. The fieldwork educator, however, assumes primary responsibility for the client.

The students are aware that:

- Assessment or treatment is not to be initiated without the fieldwork educator's knowledge;
- Established fieldwork site procedures must be followed;
- All client records must be co-signed by the fieldwork educator; and
- Confidentiality of client information must be maintained.

### **UBC Student Accident Insurance**

Student Accident Insurance is an optional insurance plan offered by UBC Risk Management that provides accident (not illness) coverage for registered UBC students when engaged in course work. The plan is of benefit to those UBC students performing course work in environments where the risk of injury is greater than in a classroom (e.g., fieldwork placements). All MOT students pay for this insurance plan as part of their student fees.

### **WorkSafeBC Coverage**

MOT students on fieldwork in the province of British Columbia may be eligible for WorkSafeBC coverage provided that the fieldwork in which they are participating meets the definition of "practicum" as set out by the Ministry of Advanced Education, Innovation and Technology in the policy *WorkSafeBC Coverage for Post-Secondary Students Deemed to be Employees of the Crown*.

As per the Ministry of Advanced Education, Innovation and Technology, a practicum is defined as

- “An assigned unpaid and supervised practical work experience which takes place at the host employer’s premises or place of business; and
- A required component of a program which:
  - is included in the program description in a public post-secondary institution’s course calendar; and
  - must be successfully completed by the student as a requirement for program completion and/or graduation.”

Students completing fieldwork outside of British Columbia are not eligible for WorkSafeBC coverage, nor are students completing fieldwork in “work places created specifically for the purposes of experiential training/simulated work experience while attending a program established by an institution”.

The policy is available in its entirety at <http://universitycounsel.ubc.ca/files/2013/08/Worksafe-BC-coverage-for-student-placements.pdf>.

## **DRESS CODE**

The Department requires that while on fieldwork, students adhere to the dress code consistent with the requirement of the fieldwork site.

### **Clothing**

- Pants (NO blue jeans, faded denim of any colour, sweat pants, leggings or spandex) unless approved by fieldwork educator or it is the common dress code of the site
- Walking shorts not greater than 4” above the knee
- Tops long enough to tuck into trousers or shorts and with sleeves (short or long rolled up). No regular T-shirts and shirts with non-professional logos.
- Sweaters and cardigans, preferably removed for patient care.

### **Footwear**

- Flat shoes with an enclosed toe and heel. No sandals or clogs.
- Non-slip and non-marking soles.
- Runners, if in good condition. In some areas, runners leave marks on the floor and may not be acceptable.
- Preferably soft-heeled.
- Socks or panty-hose with shoes, particularly if shoes are removed in clinical areas
- Clean footwear in good repair.

### **Accessories**

- Minimal jewelry
- Smooth surface rings only

- No neck pendants or multiple chains or facial jewelry
- Small earrings
- Wrist watch (one with a second hand is recommended).
  - Should be removed when lifting or turning patients
- No perfume, cologne or aftershave
- Conservative make-up only.
- Clean and well-groomed hair.
- Long hair worn off the collar.
- Beards that are neat and well-trimmed.
- Short and well-trimmed nails. No brightly coloured nail polish.
- Official university name badge is mandatory while at the fieldwork site.

### **Exceptions**

- Some specialized clinical areas, e.g., Burns Unit, ICU, Emergency may have other clothing requirements. These are generally provided by the area. Students in such areas will comply with these requirements.

In some fieldwork sites the dress code is significantly different. The student is responsible for seeking guidance from the Director (or delegate) or the fieldwork educator for information about the appropriate dress code in that fieldwork site.

## **DIGITAL PROFESSIONALISM: USE OF TECHNOLOGY**

The capacity to record, store and transmit information in electronic format brings new responsibilities to those working in healthcare with respect to privacy of patient information. Significant educational benefits can be derived from this technology, but learners must be aware of potential problems and liabilities associated with its use. Material that identifies patients, institutions, health care providers, and/or colleagues, and is intentionally or unintentionally placed in the public domain, may constitute a breach of standards in professionalism and confidentiality. Respect of patient information extends to the use of the Internet at any time, whether in a public or private forum. Use of the Internet includes posting on blogs and public social media sites, mailing lists, video-sites, electronic networks, instant messaging (IM) sites, and e-mail.

Preceptors and learners are expected to discuss during the placement orientation, the appropriate use of cell phones, computers, the Internet, storage devices and networking sites, and review related site policies. Faculty, instructors and postgraduate trainees are reminded that portable devices (e.g. USB keys) are not necessarily secure, and that confidential patient information should not be removed from the site. Learners should **never** post anything about patients, fieldwork sites, or Preceptors. Please refer to UBC policy 104, *Acceptable Use and Security of UBC Electronic Information and Systems*, at <http://universitycounsel.ubc.ca/files/2013/06/policy104.pdf> for further details on Acceptable Use and Security of UBC Electronic Information and Systems.

## **STUDENT WORKING HOURS**

Fieldwork placements are generally scheduled four to five days a week for an average of 7 hours each day. Variations on typical fieldwork hours may include evening shifts, flex time, twelve-hour shifts, and weekends. Some sites may be subject to union rules of 35-hour or 37.5-hour work weeks. The Academic Fieldwork Coordinator and the student should be informed of such variations prior to the beginning of fieldwork. Any student unable to complete these varied hours must advise the Academic Fieldwork Coordinator prior to an assignment to a fieldwork site. Students will take time for lunch and coffee breaks that are consistent with the fieldwork site practice.

Fieldwork placements are required components of credit courses, and as such, students can be expected to do some studying and preparation in the evenings.

### **STUDENT ASSIGNMENTS WHILE ON FIELDWORK**

The Department of OS&OT does not expect students to complete formal written assignments or papers during a placement. Assignments that demand thorough research and a theoretical focus would be repetitious to those required in the academic program.

However, a fieldwork site may determine that a project would augment the learning experience. In such circumstances, the project should:

- a) assist the student in achieving the fieldwork objectives for the placement;
- b) complement fieldwork activities;
- c) not demand more than 5% of the student's time during working hours; and
- d) not require the student to research a theoretical area which has not yet been addressed in the academic program.

Assignments requiring the development of a treatment plan should permit application at the student's level of knowledge.

It is recognized that students take longer than therapists to plan assessments, carry out treatments, and complete documentation requirements. To maximize client contact time many students spend evenings on these written activities, and additional written assignments may inappropriately burden the student and compromise the learning experience.

### **ONLINE RECORDING AND REPORTING OF FIELDWORK LEARNING THROUGH T-RES**

T-Res is a web and mobile application that allows students to track and record all of their clinical experiences on the go using smart phones or the internet. Students actively record clinical encounters, direct and indirect care, as well as other learning experiences, and sync them to a hosted (Canadian) server. The Academic Fieldwork Coordinator can login and assess student data that will provide relevant information of the fieldwork progression of each student throughout their academic program. It allows for electronic submission of reflections; students are required to submit the following reflections:

- Level 1 Placement: 5 submissions (once weekly);
- Level 2A & 2B: 3 submissions per placement;
- Level 3A & 3B: 4 submissions per placement

For more information on how to login and use T-Res, please consult the T-Res website at [www.t-res.net](http://www.t-res.net).

## **GUIDELINES FOR OCCUPATIONAL THERAPY STUDENTS ON FIELDWORK DURING A PANDEMIC**

The Department's guidelines for students on fieldwork during a pandemic are based on the principles that student safety and the integrity of the learning experience are paramount as at any other time during the fieldwork experience. Should a pandemic occur whilst students are on fieldwork, the following guidelines will be followed:

1. Students will continue to attend the fieldwork whilst it is safe to do so, and while the fieldwork continues to be a positive learning experience. This includes the need for adequate and appropriate supervision, and the provision of an appropriate caseload. If a positive learning experience cannot be provided by the fieldwork site, students will be reassigned to other sites or clinical areas (e.g. a private clinic rather than a facility experience).
2. Students must follow the infection control policies of the facility at all times during a pandemic. If the facility requires students to be vaccinated, the student must comply with this requirement or be reassigned to an alternate site. All students will undergo N95 respiratory mask fit testing prior to commencing fieldwork.
3. Students should not be exposed to patients, clients, and/or residents with pandemic diseases unless under strictly controlled conditions and as part of their usual fieldwork activities, such as part of their regular caseload. Full protective clothing and any required training related to infection control must be provided by the fieldwork site.
4. Students attending academic classes at UBC during a pandemic will not be redeployed into the fieldwork setting as part of their studies or for credit. If students wish to act as lay-volunteers during a pandemic, this should be done on the student's own time unless otherwise directed by the Department.

These guidelines are based upon the *Health Authority Practice Education Guidelines for British Columbia*, and the Council of Ontario Universities Principles document on *The Role of Health Science Students in a Pandemic*. The full Practice Education Guidelines for BC segment on Communicable Disease Outbreaks is available at [http://www.hspanada.net/docs/peg/3\\_4\\_communicable\\_disease\\_outbreaks.pdf](http://www.hspanada.net/docs/peg/3_4_communicable_disease_outbreaks.pdf).

## TIME LOSS

While on fieldwork, students are permitted a **cumulative loss of 5 days throughout the two-year program** for medical, compassionate, or pre-approved reasons. When time loss exceeds this amount for whatever reason, or if time lost during a specific fieldwork placement exceeds 10 percent of that fieldwork, students will be required to make up the time at the end of the fieldwork, or at another time prior to graduation. Supplemental arrangements for fieldwork will be made at the discretion of the Academic Fieldwork Coordinator. Time loss exceeding 5 days must be made up to ensure that students meet academic accreditation standards and are eligible for professional registration or licensing organizations, which have minimum requirements for fieldwork hours.

### **Time Loss Due to Job Action**

Time loss due to a site job action will *not* affect the student's promotion from one year to the next. If the time lost exceeds 5 days, the student may be required to make up the learning experience. Every effort will be made to provide supplementary fieldwork prior to the student's anticipated date of graduation.

When students are on fieldwork at a site at which job action is occurring, students **may not** go into the site if:

- The fieldwork supervisor is not working;
- The fieldwork supervisor is providing essential services only;
- Fieldwork site policy or management of a fieldwork site indicates no students on site during labour action; and/or
- A union's regulation indicates that students **may not** cross picket lines even when the fieldwork educator is working a normal shift.

During job action, it is the student's responsibility to stay in close contact with their fieldwork educator, site director, and/or delegate. Students who for personal reasons choose not to cross picket lines during job action, when their fieldwork supervisor is working a normal shift and when union regulation permits, will be required to make up the time lost prior to graduation.

### **Illness or Accident**

Students must notify their fieldwork site educator about absence due to illness or accident as soon as possible. A medical certificate signed by a health care provider will be required from the student for time loss that exceeds three consecutive days.

### **Compassionate Leave**

Leave may be granted for compassionate reasons. Such requests should be directed immediately to the Academic Fieldwork Coordinator who will make the necessary decision.

### **Specialist Appointments**

All non-emergency medical appointments should be made outside of scheduled fieldwork. If unavoidable, appointments should be made early or late in the day to minimize time loss. If an appointment occurs during a fieldwork placement, the fieldwork educator should be notified of the

appointment on the first day of placement or as soon as known. Fieldwork site personnel may decide how much of the time loss, if any, should be made up during the placement.

### **Leave for Continuing Education**

Continuing education leave is not normally granted to students during fieldwork. Exceptions may be considered when:

- A course or conference (not exceeding one day) is recommended, and attended by, the fieldwork educator or fieldwork site staff and is relevant to the area of practice in which the student is doing the placement;
- The CAOT student representative is able to obtain funding to attend the national CAOT conference; or
- The student registers for the CAOT conference. In this case a request must be made to the university Academic Fieldwork Coordinator prior to registering and the decision will be made taking into consideration the student's past fieldwork experiences and previous time lost.

### **Leave for Competitive Sports**

The Department supports student participation on UBC, provincial, national, and international sports teams. Short-term leave for competitive sports may be granted to students if:

- The leave does not exceed 2 weeks in an academic term or more than 6 weeks in the program;
- The leave does not conflict with final exams and the student has attended classes regularly;
- The student has achieved academic standing of 75% or higher in the program; and
- A request for leave is received by the Department Head three months in advance, or as soon as is practical upon being named to a team.

Students anticipating selection to a UBC or national team or event must inform the Academic Fieldwork Coordinator in writing of possible conflicts with placement scheduling at the beginning of term, and collaborate in effectively planning fieldwork. Where substantial time loss is involved, the student is required to make up the time prior to graduation. Substantial time loss is generally considered to be more than 10% of one fieldwork placement, or more than 10 cumulative days across all placements.

## **ADVANCEMENT**

Fieldwork placements are considered specific evaluation components and are evaluated on a Pass/Fail basis. Each fieldwork placement has specific learning objectives established for the level of placement. Students who by the end of each placement have fulfilled the expectations for the appropriate level (1, 2, or 3) will pass the placement. Learning objectives must be developed early in the placement by the student and fieldwork educator in order to allow ample time for completing the learning objectives and demonstrating competence.

An additional placement in a similar practice area will be required if a student fails in a fieldwork placement. A competency demonstration placement is only offered once; and only one such placement can be offered throughout the program. Students who fail the competency demonstration placement will be required to withdraw from the program.

All fieldwork must be completed in sequence, and deferral of fieldwork may result in delayed graduation. Repeated or remedial placements are typically held in the September following graduation at an additional tuition cost.

### **Incomplete**

When withdrawal from fieldwork is due to **illness, accident, compassionate leave, or unforeseen fieldwork site crisis/problem that is beyond the control of the student**, the student will be required to repeat the placement. Alternative arrangements will be made by the Academic Fieldwork Coordinator (AFC).

### **Pending Failure**

If by the mid-term it appears that a student may potentially fail a placement, the fieldwork educator must inform the student and contact the Academic Fieldwork Coordinator immediately. The student has the right, and is encouraged, to contact the AFC at any time when concerns are identified on fieldwork, with the intent of developing resolutions to the problem which the student can implement. In the event of pending failure:

- The fieldwork educator calls the AFC immediately and maintains ongoing follow-up contact by phone or by email;
- The student, fieldwork educator, and AFC meet to discuss learning objectives and clarify expectations;
- The AFC monitors student progress and meets with the student and fieldwork educator at an appropriate frequency;
- The student, AFC, and fieldwork educator develop a learning contract; and
- The AFC completes site visit(s) as appropriate.
- On a case-by-case basis, the student or AFC may consult with the MOT Graduate Advisor.

### **Failure**

When a student is unable to meet the stated objectives of the placement that are considered appropriate for the level of the student (level 1, 2, and 3), the student fails the placement.

### **Withdrawal & Failure**

When withdrawal from a placement is for reasons other than **illness, accident, compassionate leave, or unforeseen fieldwork site crisis/problem that is beyond the control of the student**, the student fails the placement.

### **Early Termination**

When a student has demonstrated professionally unsuitable behaviour, the placement may be terminated prior to the scheduled end date by either the fieldwork site or the Academic Fieldwork Coordinator. Examples of professionally unsuitable behaviour may include, but are not limited, to:

- Evidence that student judgment places, or potentially places, clients, facility staff, volunteers, or others at risk;
- Evidence that student behaviour endangers clients, facility staff, volunteers, or others; and/or
- Evidence of the harassment or abuse of clients, facility staff, volunteers, or others.

When a fieldwork placement is terminated early for professionally unsuitable behaviour, the student fails the placement.