

**THE UNIVERSITY OF
BRITISH COLUMBIA**



Department of Occupational Science &
Occupational Therapy

FIELDWORK SITE MANUAL
THE UNIVERSITY OF BRITISH COLUMBIA

Department of Occupational Science & Occupational Therapy

FIELDWORK SITE MANUAL



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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
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Department of Occupational Science & Occupational Therapy

TABLE OF CONTENTS

PREAMBLE: Introduction to the Department of Occupational Science & Occupational Therapy

Contacts	...1
Course of Study	...2
Benefits of Participating in Fieldwork	...2
Roles and Responsibilities	...3
Stakeholders in Canada	...3
Students	...3
Preceptors	...4
Site Fieldwork Coordinators	...5
Academic Fieldwork Coordinators	...6
Becoming a Clinical Faculty Member	...7
Appointments	...7
Appointment Process	...7
Definition of Terms	...9
Abbreviations	...9

SECTION #1: Master of Occupational Therapy Program

Mission	...10
Vision	...10
Goals of the Program	...10
Curriculum	...10
Program Overview	...10
Brief Course Descriptions	...12
Fieldwork Program	...15
Required Fieldwork Hours	...15
Placement Blocks	...15
Student Fieldwork Profile	...15
Program Evaluation	...16
Accreditation of the Master of Occupational Therapy Program	...16
Evaluation by Students	...16
Evaluation by Affiliated Facilities	...16

SECTION #2: Fieldwork Site Preparation and Procedures

Canadian Guidelines for Fieldwork Education in Occupational Therapy	...17
Student Placement Agreements	...17
Offering Placements	...18
Cooperative Fieldwork Placements	...18
Site Preparation for Fieldwork	...19

Fieldwork Educators Workshop	...19
Fieldwork Education Seminars	...19
Preparing for Your First Student	...20
Student Supervision	...21
Student Communication Prior to Placement	...22
Communicating With the Department of OS&OT	...22
Unavailable Placement Changes	...22
Student Orientation	...23
Fieldwork Learning Objectives	...24
OT Department Expectations & Guidelines for Placements	...26
Level 1	...26
Level 2	...27
Level 3	...29
Evaluations	...31
UBC Evaluation Tools	...31
Student Self-Evaluation	...31
Evaluation of Fieldwork Site	...31
Freedom of Information and Protection of Privacy	...32
Submission of Student Evaluations	...32
National Liaison	...32
Requests from International Students	...33

SECTION #3: Fieldwork Policies Relating to Students

Professional Behaviour	...34
Ethical Conduct	...35
Student Pre-Placement Requirements	...36
First Aid & CPR	...36
Criminal Record Check	...36
Immunizations	...36
Respiratory Mask Fit Testing	...36
Waivers	...36
Pre-Placement Procedures and Online Modules	...36
Insurance Coverage	...37
UBC General Liability Insurance	...37
UBC Student Accident Insurance	...37
WorkSafeBC Coverage	...37
Dress Code	...38
Digital Professionalism: Use of Technology	...39
Student Working Hours	...39
Student Assignments While on Fieldwork	...40
Online Recording and Reporting of Fieldwork Learning Through T-Res	...40
Guidelines for Occupational Therapy Students on Fieldwork During a Pandemic	...41
Time Loss	...42
Time Loss Due to Job Action	...42
Illness or Accident	...42
Compassionate Leave	...42

Specialist Appointments	...42
Leave for Continuing Education	...43
Leave for Competitive Sports	...43
Leaves of Absence	...43
Advancement	...44
Incomplete	...44
Pending Failure	...44
Failure	...45
Withdrawal & Failure	...45
Early Termination	...45

APPENDICES

Appendix A: MOT Curriculum Map
Appendix B: Site Profile for Fieldwork
Appendix C: Competency Based Fieldwork Evaluation for Occupational Therapists
Appendix D: Student Evaluation of Fieldwork Experience
Appendix E: Evaluation of Academic Fieldwork Coordinator by Clinicians and Managers of Affiliated Clinical Sites
Appendix F: Sample Checklist for Student Objectives
Appendix G: Student Pre-Placement Waivers
Appendix H: Elements of Learning Objectives
Appendix I: Student Learning Objectives
Appendix J: UBC Student Placement Agreement

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;

Preceptors¹

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;

¹ 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 Coordinator²

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.

² This term is synonymous with University Fieldwork Coordinator, Director of Fieldwork Education

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.

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. 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.

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

- **Enabler of Occupational.** Demonstrate knowledge, skills, and attitudes required to enable occupation in a variety of settings through use of the occupational therapy practice process.
- **Scholarly Occupational Therapists.** Demonstrate an understanding of the philosophy, theoretical concepts, models, and frames of reference of occupational therapy.
- **Researcher.** Demonstrate an understanding of the research process in order to create and disseminate evidence with the outcome having relevance and value to the occupational therapy profession and/or the field occupational science.
- **Change Agent.** Demonstrate knowledge, skills, and attitudes required for developing and delivering occupational therapy services in a complex, changing environment.
- **Professional.** Assume and enact occupational therapy professional values and attitudes.
- **Communicator.** Demonstrate effective verbal and written communication skills.
- **Advocate.** Communicate the broad purpose and scope of occupational therapy practice consistent with the needs of the audience.

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, 2012), *The Essential Competencies, 3rd Ed.* (ACOTRO, 2011), and *Enabling Occupation II: An Occupational Therapy Perspective* (Townsend, Stanton, Law et al., 2013).

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

OSOT 511, Fundamentals of Occupational Therapy: Theory, Conceptual Models and the Practice Process (3 credits) Term 1

This course introduces the foundations of occupational therapy practice, including core values and beliefs in occupational therapy, key conceptual models, client-centred principles, and practice process frameworks. Professional reasoning skills are introduced and demonstrated through case-based resolution of occupational issues. The application of critical appraisal skills fosters enriched understandings of the theoretical underpinnings, values and beliefs of occupational therapy, further developing the student's occupational perspective on participation, health and wellbeing.

OSOT 513, Health, Illness and Occupation (3 credits) Terms 1 and 2

Concepts and models of occupation, health, and illness are introduced and appraised through interactive seminars. Narratives from person with lived experience, discussion groups, film, and interactive assignments are used for acquiring biopsychosocial information on common conditions and illnesses that impact occupational performance and engagement across the lifespan and diverse life experiences.

OSOT 515, Occupation in Practice I: Foundation of Occupational Therapy Assessment and Intervention (3 credits) Term 1

Labs, simulations and tutorials provide opportunities to practice evidenced based foundational skills, techniques and approaches in preparation for occupational therapy practice in the local and regional context. Topics are congruent with theoretical concepts and the practice process and include interpersonal communication, occupational analysis, selection of assistive and rehabilitative technologies, and adaptive strategies to enable occupations of individuals across the life span.

OSOT 519, Professional Development of the Occupational Therapist I (10 credits) Terms 1-3

This course will introduce students to the roles within occupational therapy. It focuses on professionalism, reflexivity, cultural humility and interprofessional collaboration to develop the skills of a self-directed, culturally safe, lifelong learner, who consciously uses theory, evidence and critical thinking skills to maintain, evaluate and improve their practice of occupational therapy. It is comprised of small group case-based learning; clinic visits; class seminars; self-directed online study and interprofessional integrated learning activities. All instructional methods offer opportunities for and require peer-support, peer-consultation, peer-teaching, and self-reflection.

OSOT 525, Occupational in Practice II: Advancing Theory, Assessment and Intervention (3 credits) Term 2

Building on theory and foundational occupational therapy assessment and intervention knowledge developed in Term I, this course is designed to support student application of the occupational therapy practice process by building professional reasoning skills in the selection of theory, client-centred assessments, and interventions to enable occupation. Learning activities consider the diversity of clients with whom occupational therapists work and the various contexts in which occupational therapists work. Students will select, administer, and interpret assessments of occupational performance components, as well as plan, implement, and evaluate occupational therapy interventions based on psychosocial, biomechanical, and neuro-rehabilitative frames of reference.

*OSOT 527, Becoming an Evidence-informed Occupational Therapy Practitioner
(3 credits) Term 2*

This course is designed to explore the assumptions and principles of qualitative and quantitative research designs relevant for occupational therapy practice. Elements of basic research designs and methodologies for investigating and evaluating occupational performance and diverse issues relevant to occupational science and occupational therapy practice will be introduced. Critical appraisal of occupation focused research literature will be emphasized.

OSOT 528, Occupational Therapy Practice: Fieldwork I (3 credits) Term 1-2

The purpose of this fieldwork course is to provide the students with an opportunity to integrate and utilize the knowledge and skills introduced in term 1 of the MOT program, and to demonstrate basic Occupational Therapy competencies in varied settings for a total of 5 weeks of supervised fieldwork experience in affiliated agencies. Students will have opportunities to observe and work with occupational therapy clients. Students are expected to adhere to relevant Standards of Practice and professional / ethical codes of conduct at all times during the placements, and to be self-directed towards identifying and fulfilling their learning needs. Successful completion of this course will require a safe, professional, and evidence based approach to occupational therapy practice process and may include participation in the following: basic assessment, treatment planning, intervention and re-evaluation of clients and documentation in the assigned practice areas under supervision of a registered Occupational Therapist.

OSOT 538, Occupational Therapy Practice: Fieldwork II (7 credits) Term 3-4

The purpose of this fieldwork course is to provide the students with an opportunity to integrate and utilise the knowledge and skills introduced in term 1 & 2 & 3 & 4 of the MOT program, and to demonstrate Occupational Therapy competencies in clinical settings for a total of 12 weeks of supervised fieldwork experience in affiliated health agencies. Students will have opportunities to observe and work with occupational therapy clients. Students are expected to adhere to relevant Standards of Practice and professional / ethical codes of conduct at all times during the placements, and to be self-directed and reflective towards identifying and fulfilling their learning needs. Successful completion of this course will require a safe, professional, reflective and evidence based approach to occupational therapy practice process and may include participation in the following: occupational therapy assessment administration, interpretation and documentation; treatment planning based on assessment results, evidence of advanced clinical reasoning in the decision making process and participation in the complete client process (intake through to discharge)

RHSC 420, Elements of Neuroanatomy and 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.

*OSOT 545, Occupation in Practice III: Occupational Therapy Assessment and Intervention
(5 credits) Terms 4-6*

This 3-term course builds upon prior knowledge and skills from year 1 to further develop professional reasoning skills, synthesize theory and practice approaches in occupational therapy, and provide opportunities to compare assessment and intervention skills with the competencies required to enter occupational therapy practice. Models of delivery and targeted interventions to address needs of diverse populations with an emphasis on local, regional and global contexts are

also addressed. Labs and workshops provide opportunities to develop practice skills and integrate theory, evidence and professional reasoning.

OSOT 547, Developing Evidence for Occupational Therapy Practice (6 credits) Terms 4-6

This course enhances knowledge of the research (or program evaluation) process through the use of evidence in the practice of occupational therapy. It provides a hands-on experience to create, inform, and disseminate evidence relevant to occupational science or occupational therapy. Students complete a small-scale research project under the supervision of a faculty member, often in partnership with clinicians from local or regional sites.

OSOT 549, Professional Development of the Occupational Therapy II (5 credits) Terms 4-6

This second year advanced occupational therapy professional practice course focuses on professional identity, professionalism, reflexivity, cultural humility and interprofessional collaboration to develop the skills of a self-directed, culturally safe, lifelong learner, who consciously uses theory, evidence and critical thinking skills to maintain, evaluate and improve their practice of occupational therapy. Activities are designed to support students to develop advanced skills necessary to become an evidence informed practitioner and leader in the profession of occupational therapy.

OSOT 551, Societal and Environmental Influences on Occupational Therapy Practice (3 credits) Terms 5-6

This course explores current legislative, socio-political, economic, cultural, and service delivery issues influencing occupational therapy practice. The structural, systemic, and contextual influences upon clients' health and occupations are also examined.

OSOT 553, Innovations in Occupation: Developing and Evaluating Occupational Therapy Programs (3 credits) Terms 5-6

To address the occupational needs of diverse communities, students will learn, critique and apply program development principles and strategies through engagement with local and regional contexts. Program development principles include needs assessment, occupation-based program design, budgeting and resource planning, marketing, program evaluation, and proposal writing and presentation.

OSOT 558, Occupational Therapy Practice: Fieldwork III (9 credits) Term 5-6

The purpose of this fieldwork course is to build on previous clinical experience provided in OSOT 528& OSOT 538; to incorporate the additional knowledge and skills provided in term 5 and to provide a venue for the students to demonstrate synthesis and integration of the knowledge and skills from all aspects of the MOT program. Students will be given opportunity to demonstrate entry level clinical competence in a variety of settings (including international if applicable) with both basic and more complex clients. Students will demonstrate Occupational Therapy competencies in varied clinical settings for a total of 14 weeks of supervised fieldwork experience in affiliated health/community agencies. Students will have opportunities to observe and work independently with occupational therapy clients. Students are expected to adhere to relevant Standards of Practice and professional / ethical codes of conduct at all times during the placements, and to be self-directed towards identifying and fulfilling their learning needs. Successful completion of this course will require a safe, professional, and evidence based approach to the

assessment, treatment planning, intervention and re-evaluation and documentation of complex clients in the assigned practice areas.

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.

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.

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; www.practiceeducation.ca; 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 Strategies³

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.

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

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 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.⁴

The *Competency Based Fieldwork Evaluation for Occupational Therapists* (CBFE-OT), available in Appendix C, 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 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 CBFE 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 D.

⁴ Ibid.

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

If you are an occupational therapy student studying outside of Canada and interested in a fieldwork placement in Canada, please note that you must:

- choose only one city/catchment area of Canada to inquire about a potential placement.
- arrange to have your home university fieldwork coordinator contact the Canadian university fieldwork coordinator for the catchment area in which you would like to have the placement*. – make this contact at least six months prior to the beginning of the placement.
- gather more information about the method of application, associated costs, student requirements, and placement availability from that particular Canadian university fieldwork coordinator.**
- get the contact information you need: [Canadian university catchment areas and fieldwork coordinators](#).

*Please note that students interested in fieldwork opportunities are not allowed to directly contact any Canadian fieldwork facilities or universities asking about placements. This is a strict rule throughout Canada for both Canadian and international students.

**The University of British Columbia is not involved with arranging placements for international students in British Columbia and the Yukon Territory. International students seeking placements in British Columbia or the Yukon must have their fieldwork coordinators contact the placement sites directly.

Helpful tips:

Placements for international students within Toronto and surrounding Greater Toronto area are unlikely as these placements are in high demand by Canadian OT students and Canadian students are given priority over international students.

Placement availability during the Canadian summer (Jul-Aug) is unlikely due to high demand and low capacity.

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.

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.

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 (CRRRA), 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 CRRRA 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.

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 <http://www.phsa.ca/student-practice-education-site>. 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

Expectations

- 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.

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.hspscanada.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.

Leaves of Absence

The Department supports Long-Term Leaves when a student “finds it necessary for parental, health, personal, professional or academic reasons [...] to interrupt his or her studies”. Students must appraise themselves of the following before applying for a leave:

- The leave period is not included in the time period for completion of the degree.
- Students may not exceed 12 months over the course of all requested leaves.
- Students must request a leave of absence **before** the date on which the leave will start; leaves will normally begin on the first day of September/January/May and will be granted for a period of 4/8/12 months.
- Requests must be accompanied by a memo from the student stating their reasons for requesting a leave of absence. Students with requests for medical leaves must provide the appropriate documentation from a clinician providing primary care for the health problem.

- Students must pay an on-leave fee during their absence.
- Access to the University's facilities and resources, including faculty supervision, while on a leave of absence may be limited.
- Students must inform their program of their intent to return from a leave of absence prior to recommencing their studies.
- Students choosing to return before the end date of their 4/8/12 month leave will be assessed tuition for that returning term.

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, or the inability to demonstrate the requisite competency required of the level of the placement, 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 and/or incompetency 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.
- Other examples inconsistent with professional conducts as outlined in Faculty of Medicine policy
- Evidence that the student is unable to demonstrate required competence in the seven competency domains, clinical reasoning, occupational therapy practice, or appropriate communication skills.

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

APPENDIX A

MOT Curriculum Map

TERM 1			TERM 2			TERM 3			
	Sep – Dec 15 Weeks	Dec – Jan	Jan – Feb 5 weeks	Feb – April 11.5 weeks	Apr – May	May – Jun 6 weeks	Jun – Jul 5 weeks	Jul – Aug	Aug
Introductory Workshop Prerequisite to OSOT Term 1	OSOT 511 Fundamentals of Occupational Theory: Theory, Conceptual Models and the Practice Process	Vacation	OSOT 528 Occupational Therapy Practice: Fieldwork I Fieldwork Level I (4 days per week)	OSOT 513 Health, Illness and Occupation (concludes)	OSOT 547 Developing Evidence for Occupational Therapy Practice Independent Study	OSOT 538 Occupational Therapy Practice: Fieldwork II Fieldwork Level 2 (5 days per week)	RHSC 420 Elements of Neuroanatomy and Neurophysiology	OSOT 547 Project Work Note: Capstone Conference Attendance Compulsory	Vacation
	OSOT 513 Health, Illness and Occupation			OSOT 519 Professional Development of the Occupational Therapist I (continues)			OSOT 519 Professional Development of the Occupational Therapist I (concludes)		
	OSOT 515 Occupation in Practice I: Foundation of Occupational Therapy Assessment and Intervention			OSOT 525 Occupation in Practice II: Advancing Theory, Assessment and Intervention			OSOT 547 Developing Evidence for Occupational Therapy Practice		
	OSOT 519 Professional Development of the Occupational Therapist I			OSOT 527 Becoming an Evidence-Informed Occupational Therapy Practitioner					

TERM 4			TERM 5			TERM 6	
Sep – Nov 9 weeks	Nov – Dec 6 weeks	Dec – Jan	Jan – Feb 5 weeks	Feb – Mar 7 Wks	1 wk Apr – May 7 Wks	May – Jul 9 weeks	End Jul
OSOT 545 Occupation in Practice III: Occupational Therapy Assessment and Intervention	OSOT 538 Occupational Therapy Practice: Fieldwork II (concludes) Fieldwork Level 2	Vacation	OSOT 551 Societal and Environmental Influences on Occupation and Occupational Therapy Practice	OSOT 558 Occupational Therapy Practice: Fieldwork III Fieldwork Level 3	OSOT 558 Occupational Therapy Practice: Fieldwork III (concludes) Fieldwork Level 3	OSOT 551 Societal and Environmental Influences on Occupation and Occupational Therapy Practice (concludes)	Capstone Conference – Date TBD
OSOT 547 Developing Evidence for Occupational Therapy Practice			OSOT 553 Innovations in Occupation: Developing and Evaluating Occupational Therapy Programs			OSOT 553 Innovations in Occupation: Developing and Evaluating Occupational Therapy Programs (concludes)	
			OSOT 545 Occupation in Practice III: Occupational Therapy Assessment and Intervention (continues)			OSOT 545 Occupation in Practice III: Occupational Therapy Assessment and Intervention (concludes)	
			OSOT 547 Developing Evidence for Occupational Therapy Practice (continues)			OSOT 547 Developing Evidence for Occupational Therapy Practice (concludes)	
OSOT 549 Professional Development Of the Occupational Therapist II	OSOT 549 Professional Development Of the Occupational Therapist II (continues)	OSOT 549 Professional Development Of the Occupational Therapist II (concludes)					

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

APPENDIX B

University of British Columbia
Department of Occupational Science and Occupational Therapy
SITE PROFILE FOR FIELDWORK

The following information assists the University Fieldwork Co-ordinator when assigning students. It also provides students with the necessary guidelines for the preparation and planning of their clinical experience in your facility.

A. SITE AND ADMINISTRATION

Date: _____

1. Name of Facility: _____
Address: _____

2. Person who administers O.T. Services:

Name: _____ Title: _____
Telephone #: _____ Extension: _____
Fax #: _____ E-mail address: _____

3. Persons responsible for fieldwork education in particular programs:

(1) Name: _____	Title: _____
Telephone #: _____	Extension: _____
Fax #: _____	E-mail address: _____
(2) Name: _____	Title: _____
Telephone #: _____	Extension: _____
Fax #: _____	E-mail address: _____
(3) Name: _____	Title: _____
Telephone #: _____	Extension: _____
Fax #: _____	E-mail address: _____
(4) Name: _____	Title: _____
Telephone #: _____	Extension: _____
Fax #: _____	E-mail address: _____

4. Person to whom all clinical correspondence should be directed:

Name: _____ Title: _____

5. First day student reports to:

Name: _____ Title: _____
Place: _____ Time: _____

6. Regular working hours are: _____ a.m. to _____ p.m.

7. Can the student email his/her letter of introduction? Yes No

Can the student expect a reply to his/her letter of introduction? Yes No

If yes, the reply will be by: (choose selection from drop down box) E-mail

8. Should the student visit your facility before their placement Yes No

9. Dress Code:

10. Is a car required? Yes No

If yes, full time or part time

11. Other requirements: (NOTE: Students are required to do criminal record checks & have current First Aid and CPR)

Please State:

B. SERVICE

Please name the occupational therapy services provided in your site under the column labeled "SERVICE".

For each service you have named please fill in the adjacent columns to indicate:

- a) age range of clients in that service area,
- b) whether it is at an acute, rehab, or long term care level of service,
- c) the environment of the OT service,
- d) the number of occupational therapists assigned to that service, and
- e) the number of support personnel assigned to that service.

SERVICE (state program areas; i.e. mental health, physical dysfunction)	AGE RANGE OF CLIENTS (years)	CONTINUUM OF CARE (i.e. acute, rehab, LTC)	ENVIRONMENT (i.e. hospital, day care, community, school, home)	NUMBER OF OTS ASSIGNED TO SERVICE (part or full time)	NUMBER OF SUPPORT PERSONNEL (part or full time)
1					
2					
3					
4					
5					

C. LEARNING EXPERIENCE

1. Other Learning Opportunities Available:

- Supervision (i.e. of support personnel) Yes No
- Teaching (other than instruction of patients) Yes No
- Administration Yes No
- Research Yes No
- Professional Growth (in service/education sessions) Yes No
- Inter-departmental Meetings (rounds, conferences) Yes No
- Consultation (inter-disciplinary, family, community agencies) Yes No
- Program Design/Development Yes No
- Other:

2. Student Preparation:

If you require students to review specific references prior to the placement, list below or attach these references:

D. SUPPORT SERVICES

- 1. Library facilities available: Yes No
- 2. Accommodation: Male: Yes No Female: Yes No
(If yes, please attach details related to contact person, type of accommodation, costs, etc.)
- 3. Meals: (available at facility) Yes No

E. ADDITIONAL INFORMATION

Please attach pertinent documents and/or descriptions to expand on any of the above sections or to include essential information that is not asked above.

APPENDIX C

COMPETENCY-BASED FIELDWORK EVALUATION

Guidelines:

If you or your facility has a copy of the CBE manual, please refer to pages 6-8 for complete instructions. The student should have a copy of the manual and can share this with you whilst on placement.

1. Circle a number that you feel best describes the student's performance in each of the 7 competencies. Use your judgment based on the performance that has been displayed by the student at the student's current level of placement (Level 1, 2 or 3).
2. Do this at midterm and at final.
3. Ensure that the student and you have formulated learning objectives for the FW experience. Try to fit them in to the competency areas. Remember that the student does not have to have objectives in all of the areas.
4. The qualitative comments are very valuable to the students and the university. Please ensure that you are commenting on strengths as well as further learning that can take place. Point form is acceptable.
5. You must complete the **Addition to the CBE** form at Midterm & Final. It is crucial that the student **meet** expectations in all 5 competencies. If they are not successful by final, they do not pass the placement. Ensure that this is discussed & completed at midterm and if a student is struggling with an area that you help build in supports to assist the student in being successful, or call UBC for assistance.
6. **As of 2014, we are currently only able to accept completed evaluations by mail at the conclusion of each placement in keeping with UBC Policy #104.** Please mail all completed evaluations to:

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

Policy #104, *Acceptable Use and Security of UBC Electronic Information and Systems*, is designed to ensure the security of all information being transferred to and from the university. The full text of Policy #104 can be accessed from the Office of the University Counsel at <http://universitycounsel.ubc.ca/files/2013/06/policy104.pdf>. Information about UBC Information Security Standards is available at <http://cio.ubc.ca/securitystandards>.

Please feel free to contact Donna Drynan or Fieldwork Assistant with any questions.

Donna Drynan, Academic Fieldwork Coordinator Phone: 604-822-7415 donna.drynan@ubc.ca	MOT Fieldwork Assistant Phone: 604-827-5392 osot.fieldwork@ubc.ca
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Website: www.osot.ubc.ca

Fieldwork Blog: www.ubcfieldwork.wordpress.com

Definitions to assist with completing the Visual Analog Scale of the Competency Based Fieldwork Evaluation (CBFE) Form

Competency can be defined as *"A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully."* Competencies specify the "how" of performing job tasks, or what the person needs to do the job successfully (Shippmann et al., 2000). Competencies represent a **whole-person** approach to assessing individuals.

Competencies tend to be either general, professional behaviours, or technical (OT skills). Please pay close attention to these general competencies throughout the student placement. There should be no concerns in this area at any level of placement. General competencies reflect the cognitive and social capabilities (e.g., problem solving, interpersonal skills) required for job performance. On the other hand, technical competencies are more specific as they are tailored to the particular knowledge and skill requirements necessary for a specific OT job within a certain practice area.

Level 1

Low Stage 1 = 1 on Visual Analog Scale (VAS)- difficulty processing information presented; perhaps confuses ideas/concepts; jumps to conclusions; does not appear to analyze situations; can only follow extremely detailed instructions under high supervision

Rudimentary = 2 on VAS – beginning to understand and apply principles; not overly developed or transferred to alternate situations; concepts/understanding is represented at a concrete level; can perform routine tasks with high degree of supervision

Mastery = 3 on VAS - can transfer knowledge to a variety of situations; can provide quality care with uncomplicated clients/situation with a minimal degree of supervision

Level 2

Has a larger marking range as there are 2 placements at this level. In the second level 2 placement, the student should be able to contribute more fully earlier on in the placement.

Transition = 3 on VAS – beginning to make decisions on viable course of action though may still only see one solution; developing own ideas; demonstrates only after modeling of behaviour; needs consistent and frequent feedback/dialogue about situations

Rudimentary = 4 on VAS- applying principles more readily; making own decisions based on clinical reasoning; with practice can perform skills/tasks with minimal supervision

Intermediate = 5 on VAS- able to use cues from client and environment to shape interactions; reflecting on action (after something has occurred)

Mastery = 6 on VAS- reflecting in action is beginning; some cuing/supervision still required; may still require practice & assistance to achieve high quality in complex skills though very efficient with routine skills.

Level 3

Transition = 6 on VAS – reflecting on action (after they have done something) should be evident; providing own hypothesis about situations; showing creativity; quickly picking up on procedural activities they may have encountered before

Rudimentary = 7 on VAS – reflecting in action (during encounter); able to independently carry out tasks/assignments but may not be extremely efficient (high expenditure of time to complete activity)

Mastery = 8 on VAS - ability to perform skills/tasks in a time efficient manner; consistency is exhibited in all behaviors; can function in complex situations (client/environment). Delivers most service independently after initial consultation and some minimal guidance

***VAS= Visual Analog Scale**

ADDITION TO CBFE

Student Name:

OT Name:

Facility:

OT Name:

All OT students must meet expectations in each of these self-identified competencies by final in order to pass the placement.		(please check)	
		Not Meeting Expectations	Meeting Expectations
1. Practices in a safe manner that minimizes risk to client, self & others. Examples of behaviours: <ul style="list-style-type: none"> • Requests assistance when necessary • Uses acceptable techniques for safe handling of clients • Maintains a safe working environment • Practices health & safety regulations 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
2. Presents self in a professional manner. <ul style="list-style-type: none"> • Is punctual and dependable • Attire is consistent with expectations of the practice setting • Maintains confidentiality • Abides by policies and procedures of the setting 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates acceptable communication behaviours during interactions with others. <ul style="list-style-type: none"> • Uses non-verbal communication appropriately and effectively in a consistent manner • Speaks clearly and appropriately • Listens and speaks respectfully • Accepts feedback in an appropriate manner 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
4. Adheres to ethical practice standards. <ul style="list-style-type: none"> • Understands and abides by relevant ethical codes and practice standards guidelines • Adheres to institutional policy and procedures • Reports violations of ethical practice 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates professional responsibility. <ul style="list-style-type: none"> • Accepts responsibility for own actions • Is able to establish a therapeutic relationship • Demonstrates self-direction/initiative • Acts with integrity 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>

FINAL: Pass:

Fail:

COMPETENCY BASED FIELDWORK EVALUATION For Occupational Therapists

Bossers, A., Miller, L.T., Polatajko, H.J.,
Hartley, M.

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Student Evaluation

Placement History

The Competencies

1. Practice Knowledge
2. Clinical Reasoning
3. Facilitating Change with a Practice Process
4. Professional Interactions and Responsibility
5. Communication
6. Professional Development
7. Performance Management

**COMPETENCY BASED FIELDWORK EVALUATION
For Occupational Therapists**

Placement History

UNIVERSITY NAME:

AGENCY NAME:

DATE OF PLACEMENT:

LENGTH OF PLACEMENT:

NUMBER OF PREVIOUS FIELDWORK HOURS:

DESCRIPTION OF PLACEMENT:

DESCRIPTION OF PROJECT (if applicable):

Degree Granted:

Times Absent:

Times Late:

Placement Sequence: of
(i.e. placement 3 of 4)

MIDTERM EVALUATION

Fieldwork Educator -

Name:

Registration#:

Signature:

Student -

Name:

Signature:

I accept this evaluation

I do not accept this evaluation

FINAL EVALUATION

Fieldwork Educator

Name:

Registration#

Signature:

Student

Name:

Signature:

I accept this evaluation

I do not accept this evaluation

COMPETENCY BASED FIELDWORK EVALUATION FOR OCCUPATIONAL THERAPISTS

1. PRACTICE KNOWLEDGE

- Has the theoretical knowledge and technical expertise to serve clients/client groups, colleagues, the agency, and the profession
- Utilizes evidence based knowledge
- Knows the parameters of the profession and its role within the agency
- Understands the core values and vision of the profession

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable	Developing								Exceptional	Grade
Midterm	U	1	2	3	4	5	6	7	8	E	
Final	U	1	2	3	4	5	6	7	8	E	

↑
Entry-Level
Student

↑
Entry-Level
Clinician

Please indicate the level of performance

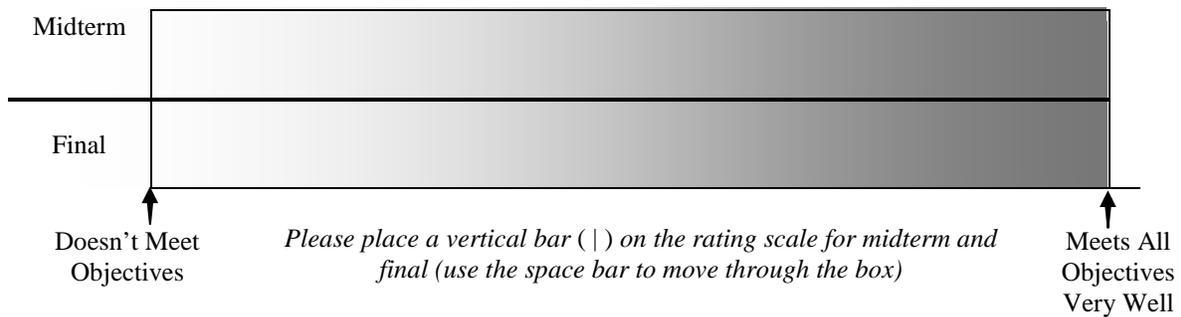
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student's Learning Objective(s) - Practice Knowledge

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

2. CLINICAL REASONING

- Demonstrates analytical thinking
- Demonstrates conceptual thinking
- Demonstrates good judgment and sound decision making
- Utilizes good problem solving
- Demonstrates reasoning based on evidence

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable		Developing					Exceptional		Grade
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

↑
Entry-Level Student
↑
Entry-Level Clinician

Please indicate the level of performance

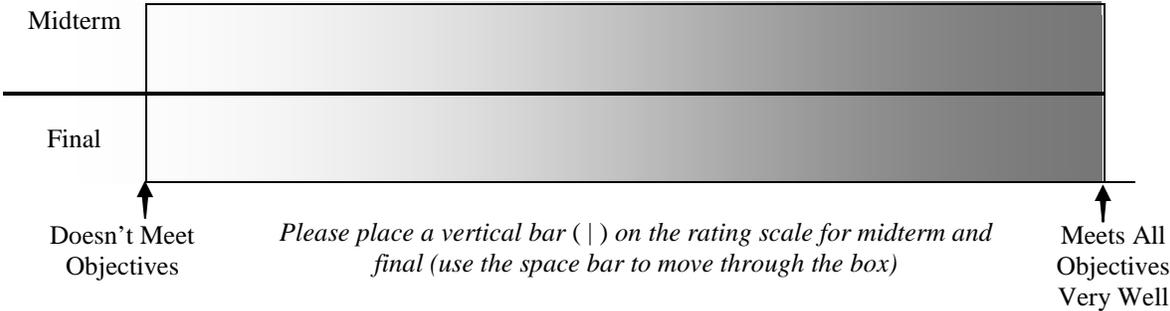
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) – Clinical Reasoning

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

3. FACILITATING CHANGE WITH A PRACTICE PROCESS

- Facilitates and manages change in others
- Establishes a therapeutic relationship
- Practices in a safe manner
- Collaboratively identifies goals
- Advocates and consults
- Practices in a client-centered manner
- Based on sound theory and good evidence, appropriately:
 - assesses needs
 - reports assessment results
 - makes referrals and plans intervention that are outcome based
 - carries out the intervention plan
 - monitors and modifies the intervention
 - plans and enacts the closure of the intervention
 - plans discharge and follow up

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable	Developing						Exceptional	Grade	
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

↑
Entry-Level
Student

↑
Entry-Level
Clinician

Please indicate the level of performance

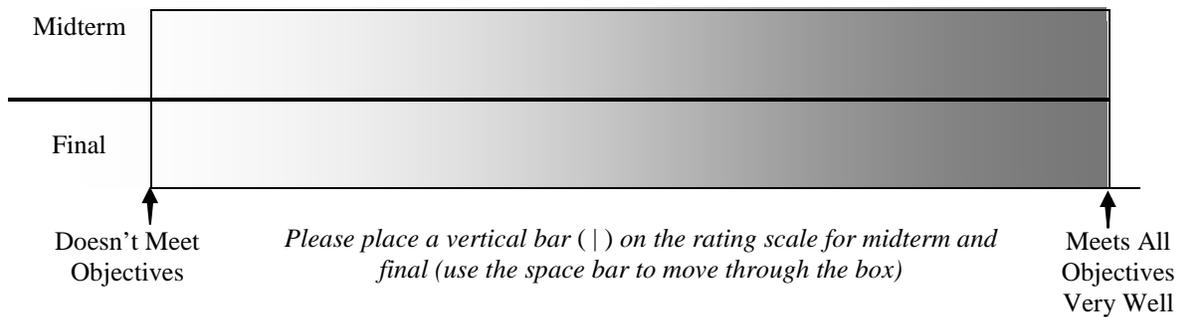
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student's Learning Objective(s) – Facilitating Change with a Practice Process

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

4. PROFESSIONAL INTERACTIONS AND RESPONSIBILITY

- Adheres to ethical and legal practice standards
- Centers on client/client group needs, always
- Follows through on commitments; shows respect for clients, colleagues, and the profession
- Contributes effectively as a team player
- Motivates others
- Fosters trust and respect as a professional
- Builds collaborative working relationships
- Deals effectively with obstacles and opposition
- Acts with professional integrity
- Gives and receives feedback effectively

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable		Developing					Exceptional		Grade
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E
		↑							↑	
		Entry-Level Student							Entry-Level Clinician	

Please indicate the level of performance

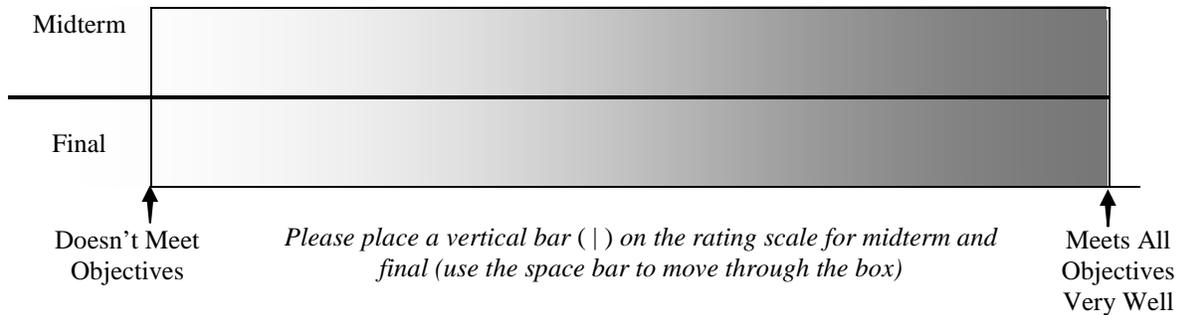
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student's Learning Objective(s) – Professional Interactions and Responsibility

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

5. COMMUNICATION

- Fosters open communication
- Listens actively
- Speaks clearly and appropriately
- Listens and speaks respectfully
- Manages conflict with diplomacy
- Provides explanations and/or education that is at an appropriate level for the client
- Writes clearly and appropriately
- Modifies language for the listener
- Uses non-verbal communication appropriately and effectively

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable		Developing					Exceptional		Grade
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

↑ Entry-Level Student
 ↑ Entry-Level Clinician

Please indicate the level of performance

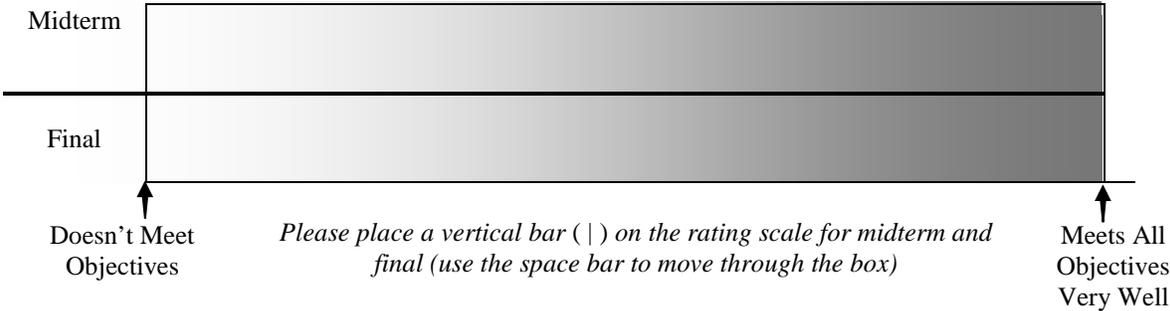
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student's Learning Objective(s) - Communication

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

6. PROFESSIONAL DEVELOPMENT

- Demonstrates self-directed learning
- Integrates new learning into practice
- Student tries to identify areas for future growth and sets new levels for personal best
- Adapts to change
- Demonstrates commitment to the profession
- Upholds the core values of the profession
- Demonstrates skills of self-appraisal

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable	Developing						Exceptional	Grade	
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

↑
Entry-Level
Student

↑
Entry-Level
Clinician

Please indicate the level of performance

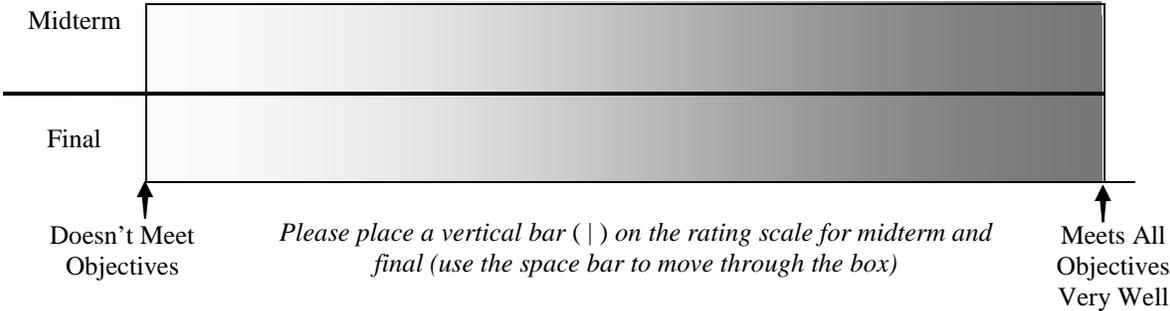
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) – Professional Development

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

7. PERFORMANCE MANAGEMENT

- Self starter
- Completes tasks in a time efficient manner, setting priorities effectively
- Demonstrates effective resource utilization
- Demonstrates quality management
- Is accountable and responsible
- Teaches/Coaches
- Demonstrates operational and organizational awareness
- Demonstrates leadership (delegates appropriately)
- Seeks assistance and feedback appropriately (responds positively to constructive feedback)
- Demonstrates self-monitoring
- Organizes time and sets priorities effectively

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable	Developing						Exceptional	Grade	
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

↑
Entry-Level Student

↑
Entry-Level Clinician

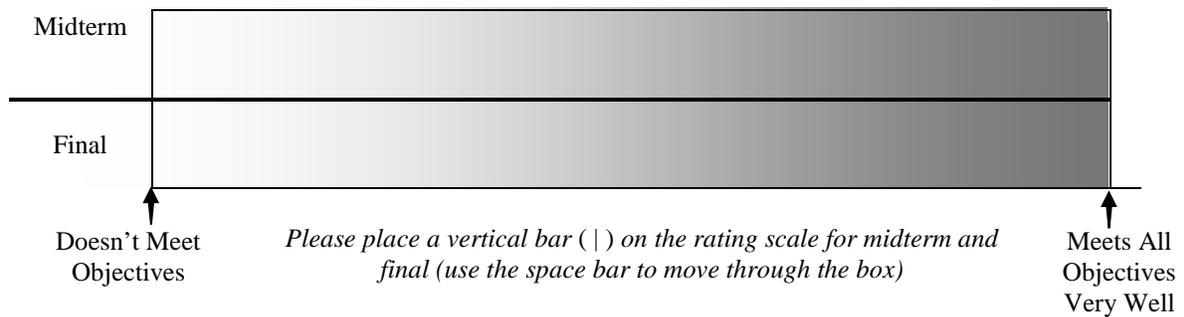
Please indicate the level of performance

COMMENTS:	Midterm	Final
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Student's Learning Objective(s) – Performance Management

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



APPENDIX D

STUDENT EVALUATION OF FIELDWORK EXPERIENCE

The purpose of this evaluation is to facilitate and organize communication between the student and supervisor at the midterm and end point of the fieldwork experience, as well as provide the university program with the students' perspective about the placement.

FACILITY: _____

SUPERVISOR'S NAME: _____

STUDENT'S NAME: _____ START DATE: _____

STUDENT'S LEVEL: _____ END DATE: _____

Check the boxes that describe your fieldwork experience.

- | | | | |
|------------------------------------|---|---|--------------------------------|
| <input type="checkbox"/> acute | <input type="checkbox"/> physical dysfunction | <input type="checkbox"/> hospital-based | <input type="checkbox"/> urban |
| <input type="checkbox"/> rehab | <input type="checkbox"/> mental health | <input type="checkbox"/> community-based | <input type="checkbox"/> rural |
| <input type="checkbox"/> long term | <input type="checkbox"/> combined | <input type="checkbox"/> day centre-based | <input type="checkbox"/> other |

Indicate age span of clients: _____

state: _____

ORIENTATION	MIDTERM			FINAL		
	Y	N	N/A	Y	N	N/A
Were you oriented to the following:						
a) physical layout (including: library, cafeteria)						
b) philosophy and mandate of the facility, general policies (ex: emergency procedures)						
c) the staff, other team members						
d) physical layout (including: supplies, equipment ...)						
e) departmental policies & procedures (ex: charting, home visit, reservations, other ...)						

Comments:

LEARNING EXPECTATIONS, GOALS & OBJECTIVES	MIDTERM			FINAL		
	Y	N	N/A	Y	N	N/A
a) Were learning objectives clearly stated at the beginning of placement?						
b) Were learning objectives negotiated based on resources and your previous experience?						

Comments:

SUPERVISION	MIDTERM			FINAL		
	Y	N	N/A	Y	N	N/A
Did the supervisor:						
a) communicate in an effective manner despite possible differences in communication style?						
b) provide you with timely and appropriate feedback (both positive and negative) in a constructive and appropriately discrete manner?						
c) serve as role model or mentor?						
d) use effective demonstration and teaching skills?						
e) consistently clarify expectations?						
f) make themselves available and accessible to questions?						
g) encourage you to develop self-directed learning skills?						
h) encourage you to critically evaluate your own performance?						

Comments regarding the supervision process:

Suggestions to further your learning experience through the second half of this placement:

WAS THERE OPPORTUNITY TO PRACTICE?	MIDTERM			FINAL		
	Y	N	N/A	Y	N	N/A
a) interviews						
b) assessments, tests, measures						
c) develop problem/asset lists						
d) plan intervention, target outcomes						
e) implement intervention plans/therapeutic modalities						
f) documentation						
g) evaluation of effects of intervention/outcome						
h) from a client-centred model of practice						
i) opportunity to exchange with members of the team, department or program and with other students						
j) opportunity to participate in various meetings:						
- in-services, visits to other department						
- unit or program meetings						
- case discussions						

Comments:

LEARNING EXPECTATIONS, GOALS & OBJECTIVES	FINAL		
	Y	N	N/A
a) Was progress towards achieving objectives discussed & re-evaluated regularly?			
b) Do you feel you achieved your learning goals and objectives?			

Comments:

What were the most positive aspects of this placement?

If you could do this placement again, what would you suggest could be done differently?

Do you have any additional comments?

Signature:

_____ Student

_____ Therapist

_____ Date

Copies to: Student
Site / Program
UBC (with student evaluation)

APPENDIX E - Evaluation of University Fieldwork Coordinator

Clinical Evaluation - Fieldwork Educators Workshop/Seminar

Date of workshop:

Topic(s) of workshop:

Presenter(s):

Default Question Block

	Appropriate	Too Long	Too Short
Length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Appropriate	Too Basic	Too Complicated
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Disagree	Neither Agree nor Disagree
Presented in an interesting and clear manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Relevant	Irrelevant	N/A
Audio Visual Aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on what you found the most worthwhile:

Please comment on what you found the least worthwhile:

Suggestions for improvements on Topic(s) presented:

Would you recommend this _____ to other clinicians:

	Yes	Maybe	No
Topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Excellent	Above Average	Satisfactory	Below Average	Poor
Overall rating for the session	<input type="radio"/>				

	Yes	No
As a result of this workshop do you feel prepared to supervise students in the next 12 months?	<input type="radio"/>	<input type="radio"/>

APPENDIX F

STUDENT ORIENTATION CHECKLIST

(Suggestions for areas to possibly include in your orientation)

General Orientation (Centre Clinical Coordinator or designate)	Check When Completed
Mission Statement	_____
Occupational Therapy Service Organization	_____
Introductions	
- Physical Therapy Director	_____
- Occupational Therapy Director	_____
- Senior Occupational Therapists	_____
- Secretarial Staff	_____
- Occupational Therapy Aides/Assistants	_____
Occupational Therapy services offered by facility	_____
Workload Measurement System Requirements	_____
Charting Guidelines and expectations	_____
Dress Code Guidelines (if differ from those established by O.T. Department)	_____
Department Tour	
- Lockers/Showers	_____
- Security	_____
- Toilets	_____
- Phone Policies	_____
- Fridge/Coffee arrangements	_____
- Work space	_____
- Resources materials	_____
Fieldwork Site Tour	
- Library	_____
- Cafeteria	_____
- Entrances	_____
- Bike racks/parking	_____
- Other relevant departments	_____
- Medical Records	_____
I.D. Badge policy	_____
Reporting Patient Incidences	_____
Inservice Education opportunities	_____
Infection Control Policies	_____
Emergencies	
- Codes	_____
- Fire	_____
- Others (as appropriate)	_____

**General Orientation
(Clinician Instructor)**

Check When Completed

Program / Area of practice Overview	_____
Occupational Therapy Responsibilities	_____
Role(s) of Team members	_____
Team Member introductions	_____
Scheduled meetings (e.g. Services, Team, Discharge Planning)	_____
Communication between clinician and student (Phone, Pager, location of clinician, scheduled meeting times)	_____
Referrals	_____
Assessment forms/O.T. service guidelines	_____
Specific charting guidelines	_____
Treatment scheduling	_____
Specific equipment – supplies	_____
Working areas	_____
Hours of work/Absences	_____
Learning Objectives	_____
Evaluation Plan	_____
Fieldwork assignment expectations	_____
<u>Follow-Up</u>	
Midterm Fieldwork Evaluation	_____
Midterm student evaluation of facility	_____
Final Fieldwork Evaluation (in pen signed by both student and clinician)	_____
Final student evaluation of facility	_____

APPENDIX G

ACKNOWLEDGEMENT FOR STANDARD DOMESTIC STUDENT PLACEMENTS

Facility: _____ (the "Facility")

Term: _____

("Facility Experience")

I, the undersigned, hereby ACKNOWLEDGE, WARRANT, AND REPRESENT THAT:

1. I am 19 years of age or older, in good health and appropriate physical condition, and I am not suffering from any physical or mental condition that might be aggravated by my participation in the Facility Experience or that might pose a danger to myself or others while I am engaged in the Facility Experience.
2. I have been informed of my obligation not to disclose any confidential information or records, including but not limited to patient information and medical records to which I may have access or learn about through attendance at the Facility, to anyone in any manner except as authorized by Facility policy.
3. I have been advised to become familiar with and observe Facility's regulations, rules, policies and procedures.
4. I have been advised that the Facility may require that I submit a current criminal record check prior to commencement of my first placement in the Facility. Further, if I have a criminal record, the Facility retains the sole right to immediately terminate my placement or place any restrictions it deems necessary on me during the term of my placement.
5. I have been advised of the risks present in the Facility setting, and the fact that the Facility is not responsible for exposures risks that occur beyond the Facility's reasonable control. Further, I have been advised that I should have the vaccinations, screenings and other as listed in Schedule A, if any, and that the Facility may require me to withdrawal from the Facility Experience if I fail to do so.
6. I have been advised to arrange for accident insurance coverage on my own account that will cover any expenses that I may incur as a result of accident during the Facility Experience.
7. UBC does not assume any liability for any injury, loss, accident or property damage which may occur because of my participation in the Facility Experience.
8. I consent to the disclosure by UBC during the period of my participation in the Facility Experience of any personal information that is in the possession of UBC, other than records of my academic performance, that may be necessary to a hospital, supervising medical personnel, provider of medical treatment or next of kin where a representative of UBC is informed that I may require medical attention or treatment.
9. I acknowledge that the Facility will be providing feedback to UBC as to my performance at the Facility Experience.
10. I acknowledge that the Facility may require me to withdrawal from participation in the Facility Experience if I fail to meet acceptable health or performance standards.

I have read and understood this form prior to signing it, and am aware that by signing this form I am waiving and releasing certain legal rights. This form may be delivered by facsimile transmission.

Date: _____

Participant
(Print Name): _____

Witness
(Print Name): _____

Participant
(Signature): _____

Witness
(Signature): _____

**This form must be complete in full, signed, dated and witnessed
before participation in the Facility Experience can begin.**

SCHEDULE A

1. Required vaccinations:
 - i. Td – Tetanus and Diphtheria
 - ii. Polio
 - iii. MMR – Measles, Mumps, Rubella
 - iv. Chickenpox
 - v. Hepatitis B
2. Required screenings:
 - (a) TB Skin Test
3. Other:
 - (a) Flu Shot

**RELEASE AND INDEMNITY
FOR HIGH RISK DOMESTIC STUDENT PLACEMENTS**

Facility: _____ (the "Facility")

Term: _____

("Facility Experience")

The Facility Experience is an exceptional educational opportunity, but it is not without certain risks, dangers, hazards and liabilities to all participants. These include, but are not limited to, personal injury, death, property damage, expense and other loss, delay or inconvenience, and course cancellation or curtailment. All students taking part in the Facility Experience are required to accept these and other risks as a condition of their participation in this venture and sign the Release of Liability set forth below, which will release The University of British Columbia, its representatives and agents ("UBC"), from any future claims which might arise as a result of the student's participation in the Facility Experience.

Placements are available in facilities that have fewer risks and students are not required to go to _____ to complete their degree.

I, the undersigned, hereby ACKNOWLEDGE, WARRANT, REPRESENT AND AGREE THAT:

1. I am 19 years of age or older, in good health and appropriate physical condition, and I am not suffering from any physical or mental condition that might be aggravated by my participation in the Facility Experience or that might pose a danger to myself or others while I am engaged in the Facility Experience.
2. I have been informed of my obligation not to disclose any confidential information or records, including but not limited to patient information and medical records to which I may have access or learn about through attendance at the Facility, to anyone in any manner except as authorized by Facility policy.
3. I have been provided with and advised to become familiar with and observe Facility's regulations, rules, policies and procedures.
4. I have been advised that the Facility may require that I submit a current criminal record check prior to commencement of my first placement in the Facility. Further, if I have a criminal record, the Facility retains the sole right to immediately terminate my placement or place any restrictions it deems necessary on me during the term of my placement.
5. I have been advised of the risks present in the Facility setting, and the fact that the Facility is not responsible for exposures risks that occur beyond the Facility's reasonable control. Further, I have been advised that I should have the vaccinations, screenings and other as listed in Schedule A, if any, and that the Facility may require me to withdrawal from the Facility Experience if I fail to do so.
6. I have been advised to arrange for accident insurance coverage on my own account that will cover any expenses that I may incur as a result of accident during the Facility Experience.
7. UBC does not assume any liability for any injury, loss, accident or property damage which may occur because of my participation in the Facility Experience.

8. In consideration of my being permitted to participate in the Facility Experience, I, the undersigned, for myself and my heirs, executors, administrators, successors and assigns, hereby waive all claims that I have or may in the future have against UBC and RELEASE AND FOREVER DISCHARGE UBC from any and all claims, rights, causes of action or demands relating to or arising out of any loss or injury to person or property arising from my participation in the Facility Experience due to any cause.

Initial Here:

9. I agree to save harmless and indemnify UBC from and against all damages, judgments, claims, fines, penalties charges, causes of actions costs or expenses incurred by UBC arising out of or in connection my participation in the Facility Experience.
10. I consent to the disclosure by UBC during the period of my participation in the Facility Experience of any personal information that is in the possession of UBC, other than records of my academic

performance, that may be necessary to a hospital, supervising medical personnel, provider of medical treatment or next of kin where a representative of UBC is informed that I may require medical attention or treatment.

11. I acknowledge that the Facility will be providing feedback to UBC as to my performance at the Facility Experience.
12. I acknowledge that the Facility may require me to withdrawal from participation in the Facility Experience if I fail to meet acceptable health or performance standards.
13. This Release and Indemnity is governed by and construed in accordance with the laws of British Columbia, and the parties will bring any and all actions relating to this Release and Indemnity in the courts of British Columbia.

I have read and understood this form prior to signing it, and am aware that by signing this form I am waiving and releasing certain legal rights. This form may be delivered by facsimile transmission.

Date: _____

Participant
(Print Name): _____

Participant
(Signature): _____

Witness
(Print Name): _____

Witness
(Signature): _____

This form must be complete in full, signed, dated and witnessed before participation in the Facility Experience can begin.

SCHEDULE A

1. Required vaccinations:
 - (a) No required vaccinations.
2. Required screenings:
 - (a) No required screenings.
3. Other:
 - (a) None.

**RELEASE AND INDEMNITY
FOR INTERNATIONAL STUDENT PLACEMENTS**

Facility: _____ (the "Facility")

Term: _____

("Facility Experience")

The Facility Experience is an exceptional educational opportunity, but it is not without certain risks, dangers, hazards and liabilities to all participants. These include, but are not limited to, personal injury, death, property damage, expense and other loss, delay or inconvenience, and course cancellation or curtailment. All students taking part in the Facility Experience are required to accept these and other risks as a condition of their participation in this venture and sign the Release of Liability set forth below, which will release The University of British Columbia, its representatives and agents ("UBC"), from any future claims which might arise as a result of the student's participation in the Facility Experience.

Placements are available in Canada and students are not required to go to _____ to complete their degree.

I, the undersigned, hereby ACKNOWLEDGE, WARRANT, REPRESENT AND AGREE THAT:

1. I am 19 years of age or older, in good health and appropriate physical condition for travel, and I am not suffering from any physical or mental condition that might be aggravated by my participation in the Facility Experience or that might pose a danger to myself or others while I am engaged in the Facility Experience.
2. I have been informed of my obligation not to disclose any confidential information or records, including but not limited to patient information and medical records to which I may have access or learn about through attendance at the Facility, to anyone in any manner except as authorized by Facility policy.
3. I have been provided with and advised to become familiar with and observe Facility's regulations, rules, policies and procedures.
4. I have been advised that the Facility may require that I submit a current criminal record check prior to commencement of my first placement in the Facility. Further, if I have a criminal record, the Facility retains the sole right to immediately terminate my placement or place any restrictions it deems necessary on me during the term of my placement.
5. I have been advised of the risks present in the Facility setting, and the fact that the Facility is not responsible for exposures risks that occur beyond the Facility's reasonable control. Further, I have been advised that I should have the vaccinations, screenings and other as listed in Schedule A, if any, and that the Facility may require me to withdrawal from the Facility Experience if I fail to do so.
6. I have been advised to arrange for accident insurance coverage on my own account that will cover any expenses that I may incur as a result of accident during the Facility Experience.
7. UBC does not assume any liability for any injury, loss, accident or property damage which may occur because of my participation in the Facility Experience.
8. I acknowledge that there are risks inherent in international travel which may result in the modification or cancellation of the Facility Experience, including weather, illness, political disturbances, transportation problems, a lack of medical personnel or medical facilities to treat injuries or illnesses, standards of criminal justice that are different than Canadian standards, problems with customs, immigration or visa requirements or other circumstances either within or beyond the control of UBC. I acknowledge that it is my responsibility to learn as much as possible about the risks associated with the Facility Experience, to weigh those risks against the advantages and decide whether or not to participate.
9. I have been advised to arrange for extended medical insurance coverage on my own account that will cover any medical or hospital expenses that I may incur during the period of the Facility Experience. I have also been advised that I am responsible for obtaining any visas or permits that may be

necessary with regard to my travel to foreign countries. Further, I am responsible for obtaining any vaccinations or inoculations that are recommended or required by the government of a foreign country in which I will be traveling or by the Canadian Government for persons entering Canada from a foreign country.

Initial Here:

10. In consideration of my being permitted to participate in the Facility Experience, I, the undersigned, for myself and my heirs, executors, administrators, successors and assigns, hereby waive all claims that I have or may in the future have against UBC and RELEASE AND FOREVER DISCHARGE UBC from any and all claims, rights, causes of action or demands relating to or arising out of any loss or injury to person or property arising from my participation in the Facility Experience due to any cause.

11. I agree to save harmless and indemnify UBC from and against all damages, judgments, claims, fines, penalties charges, causes of actions costs or expenses incurred by UBC arising out of or in connection my participation in the Facility Experience.
12. I consent to the disclosure by UBC during the period of my participation in the Facility Experience of any personal information that is in the possession of UBC, other than records of my academic performance, that may be necessary in any or all of the following circumstances: (a) to a hospital, supervising medical personnel, provider of medical treatment or next of kin where a representative of UBC is informed that I may require medical attention or treatment, or (b) to law enforcement or other government authorities where UBC is informed that the information is required to assist me.
13. I acknowledge that the Facility will be providing feedback to UBC as to my performance at the Facility Experience.
14. I acknowledge that the Facility may require me to withdrawal from participation in the Facility Experience if I fail to meet acceptable health or performance standards.
15. This Release and Indemnity is governed by and construed in accordance with the laws of British Columbia, and the parties will bring any and all actions relating to this Release and Indemnity in the courts of British Columbia.

I have read and understood this form prior to signing it, and am aware that by signing this form I am waiving and releasing certain legal rights. This form may be delivered by facsimile transmission.

Date: _____

Participant
(Print Name): _____

Participant
(Signature): _____

Witness
(Print Name): _____

Witness
(Signature): _____

This form must be complete in full, signed, dated and witnessed before participation in the Facility Experience can begin.

SCHEDULE A

1. Required vaccinations:
 - i. Td – Tetanus and Diphtheria
 - ii. Polio
 - iii. MMR – Measles, Mumps, Rubella
 - iv. Chickenpox
 - v. Hepatitis B
2. Required screenings:
 - (a) TB Skin Test
3. Other:
 - (a) Flu Shot

APPENDIX H

ELEMENTS OF LEARNING OBJECTIVES

AUDIENCE

Objectives are written to describe the outcome of the learning experience for the student – not the instructor. To determine the audience element of the objective, ask the question "who is to perform the desired behavior?"

Objectives are statements by what the audience (learner, participant, student) will do.

BEHAVIOR

The behavior element is a phrase containing an action or behavioral verb that states what the learner is to perform or exhibit. For example:

- will *make* a resting splint
- will *demonstrate* a one person assist transfer
- will *state* ways in which patient fear may be alleviated

Behavior, as an element of an objective, can be enlarged to include some actions that are not observable, such as thinking and feeling, by specifying a performance or product that would indicate the development of the intended attitude or thought process.

CONDITION

The condition element is the stipulation of any restrictions or requirements that influence attempts to meet the objective. This includes forms, information, tools, equipment, source material or time factors. For example:

- *Using the department guidelines and form* the student will complete an interview with a person experiencing depression.
- *After observing a child playing with his/her peers* the student will report his/her observations.

STANDARDS

The standard element answers the question "How well do students need to achieve an objective in order for their performance to be judged satisfactory?" Standards for acceptable performance may be stated in terms of time limitations, number of correct responses and/or level of accuracy. For example:

- Using the department guidelines and form the student will *complete* a bathroom assessment *within 30 minutes*.
- *Independently* the student will plan and lead a group with seniors.

Setting a standard (**or criterion**) for performance is called '**criterion referenced**' performance. This contrasts to 'norm-referenced' performance, which compares the student's performance to that of other students. In health care the student is usually expected to master **a competency** rather than compete with others.

It is frequently difficult to differentiate between a 'condition' and a 'standard' element. A good rule of thumb is that if you are using the restriction for evaluation purposes, it is a standard. If you are not taking it into account in evaluating, then it is a condition.

APPENDIX I

LEARNING OBJECTIVE TEMPLATE

1. Practice Knowledge	5. Communication
2. Clinical Reasoning	6. Professional Development
3. Facilitating Change with a Practice Process	7. Performance Management
4. Professional Interactions and Responsibility	

Student (print):

Learning Objective	Learning Resource(s)	Evidence	Validation

SAMPLE OF PLACEMENT OBJECTIVES (Level 3 student)

PRACTICE KNOWLEDGE:

- 1. The student will become aware of role of OT, and other team members by the end of the placement.**
- 2. The student will independently set up appointment with manager of service to get overall picture of services.**
- 3. The student will independently set up appointment with case manager to learn about role and do a medication review.**
- 4. The student will independently set up an appointment with a case manager to observe an intake assessment.**

CLINICAL REASONING:

- 5. The student will independently formulate (both written and verbal discussion with therapist) treatment goals based on assessment results and independently follow through with these treatment goals with at least three clients.**

FACILITATING CHANGE WITH A PRACTICE PROCESS:

- 6. The student will after observation of standard assessments administer the assessment independently on at least two clients by the end of the placement.**
- 7. The student will make appropriate referrals to our programs based on collaborative treatment planning with clients.**
- 8. The student will after observation of a group, co-lead one session with a recreational therapist.**

PROFESSIONAL INTERACTIONS AND RESPONSIBILITY:

- 9. The student will help co-lead gardening and landscaping groups with a horticultural therapist from the onset of the placement.**
- 10. The student will help plan activities for Young Adult Group with OT and will independently take over this group by the end of the placement.**

COMMUNICATION:

- 11. The student will independently formulate (both written and verbal discussion with therapist) treatment goals based on assessment results and independently follow through with these treatment goals with at least three clients.**
- 12. The student will report on the progress of the clients he has been working with at rehab team meeting.**
- 13. The student will write up a group protocol for specific groups and will present it by the end of the placement.**

PROFESSIONAL DEVELOPMENT:

- 14. The student will after discussion with OT and volunteer coordinator independently research outdoor volunteer opportunities in the community and potentially start to run a volunteer program with OT by the end of the placement.**

PERFORMANCE MANAGEMENT:

- 15. The student will independently prioritize time and work load responsibilities.**

**Occupational Therapy Student Objectives
(Set up in the 7 Competencies)**

By the end of this placement a level	student will:	# of time	Level of supervision
1. Practice Knowledge			
	a) demonstrate an understanding of client conditions as it relates to the development of programs		
	b) manage referrals from staff		
	c) articulate clearly the role of occupational therapy to family members		
	d) set up appointments with other team members to learn about roles		
2. Clinical Reasoning			
	a) make appropriate decisions based on sound analytical thinking		
	b) demonstrate good problem solving skills when working with clients and family members		
3. Facilitating Change with a Practice Process			
	a) become proficient in		
	b) identify one client-centred area of need and implement a program to implement that		
4. Professional Interactions and Responsibilities			
	a) respond appropriately verbally and in writing to requests from other team members		
5. Communication			
	a) maintain health care records		
	b) attend care conferences where appropriate and report		
6. Professional Development			
	a) develop a resource manual on		
	b) make appointments to meet with other local resources relevant to working with client population		
7. Performance Management			
	a) organize and set priorities for work load independently		

APPENDIX J

UBC Student Placement Agreement

**THE UNIVERSITY OF BRITISH COLUMBIA
STUDENT PLACEMENT AGREEMENT**

THIS AGREEMENT (the “**Agreement**”) is made between **THE UNIVERSITY OF BRITISH COLUMBIA** (the “**University**”) and [**LEGAL NAME OF THE OPERATOR RESPONSIBLE FOR THE FACILITY**] (the “**Operator**”) and witnesses that

WHEREAS:

A) the University conducts and operates public post-secondary educational facilities and offers the Program (defined below);

B) the Operator operates the Facility at the Facility’s Location (defined below);

C) the University has arranged for certain students of the Program (the “Students”) to attend at the Facility for the purposes of training and learning experience (the “Facility Experience”);

NOW THEREFORE in consideration of the terms, covenants and conditions hereinafter set out and mutually agreed to by the Parties hereto, the Parties agree as follows:

1. DEFINITIONS:

1.1. In this Agreement, the terms below are defined as follows:

- a. “**Program**” means [Program Name];
- b. “**Facility**” means [Name of Facility - Where multiple facilities input "See Schedule B" and enter list on that page.];
- c. “**Facility’s Location**” means [Street], [City, BC] [Postal Code];
- d. “**Operator’s Mailing Address**” means [Street], [City, BC, Postal Code], Fax: [() -], Phone: [() -]. Attn: [Contact Person, Title / Email:];
- e. “**University’s Mailing Address**” means Department of Occupational Science & Occupational Therapy, T325 - 2211 Wesbrook Mall, Vancouver, BC, V6T 2B5, Fax:(604) 822-7624, Phone: (604) 822-7415. Attn: Donna Drynan, Academic Fieldwork Coordinator / Email: donna.drynan@ubc.ca;
- f. “**Commencement Date**” means [Start date for the Agreement]; and
- g. “**Termination Date**” means [End date for the Agreement].

2. TERMS AND CONDITIONS

2.1. The University and the Operator agree to be bound by the Terms and Conditions outlined in Schedule A and by any Additional Terms and Conditions attached hereto as Schedule B.

IN WITNESS WHEREOF the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

THE UNIVERSITY OF BRITISH COLUMBIA

OPERATOR

SCHEDULE A
Terms and Conditions

1. TERM AND EFFECTIVE DATE

- 1.1. Subject to earlier termination in accordance with section 7, the term of this Agreement is from the Commencement Date to the Termination Date (the “Term”).
- 1.2. Notwithstanding the date of execution, this Agreement shall take effect on the Commencement Date.

2. PLACEMENT

- 2.1. This Agreement applies to the Facility Experience of each Student who attends at the Facility’s Location.
- 2.2. The Operator and the University will set out in writing the specific terms applicable to the Facility Experience for a Student or a group of Students, including but not limited to:
 - (a) the specific dates for the Facility Experience for each student or group of students; and
 - (b) any specific experience, learning or performance objectives or expectations.

For clarity, the dates for the Facility Experience may be for a lesser period of time than the Term. The University is not obliged to continuously provide Students to the Operator for the duration of the Term or to provide any particular number of Students during the Term. However the University and the Operator may set out in writing the maximum number of Students that the Operator is willing to accept during the Term or any part thereof. The University may substitute any particular Student for another Student for a Facility Experience at any time and from time to time up to the start date of the Facility Experience.

- 2.3. The Operator will make available to the Students such facilities, space, supplies and equipment for learning experiences at the Facility of a kind and standard reasonably required by the University and as the Operator may reasonably provide.
- 2.4. The Operator acknowledges that instructors or other representatives of the University will not be present at the Facility on a regular basis during the Facility Experience. The Operator will supervise the Students’ day-to-day activities during the Facility Experience while the student is at the Facility.

3. STUDENTS

- 3.1. The University represents and warrants that the Students participating in the Facility Experience have met the admission requirements of the Program.
- 3.2. If the Students are training for a profession governed by a professional regulator, the Operator acknowledges that the students have not been admitted as registered professionals by the professional regulator and the Students may or may not have registered as students with the professional regulator. The Operator will assign to the Students tasks and responsibilities that are appropriate to the Students’ experience level and comply with the professional regulator’s rules governing students.
- 3.3. While at the Facility Experience, the Students remain students of the University and are not employees of the Operator or the Facility.

4. STUDENT ASSIGNMENTS AND EVALUATION

- 4.1. The Operator will consult with the University regarding the selection of assignments and times and days on which the Students participate in different aspects of the Facility Experience. Notwithstanding the foregoing, the Operator, acting reasonably, will make the final decision as to assignments and the days and times on which Students participate in different aspects of the Facility Experience.
- 4.2. The Operator and the University will arrange telephone conferences or e-mail consultation between the instructors of the University and the professional and ancillary staff of the Facility. Such meetings will be arranged as often as reasonably necessary for the discussion and interpretation of the educational program and learning objectives for specific Facility Experiences.

- 4.3. The Operator will provide to the University on-going evaluation of the Facility Experiences of the Students, including an assessment regarding the achievement, or lack thereof, of the specific experience, learning or performance objectives or expectations established for the Facility Experience under section 2.2(b), if any.
- 4.4. The Operator may, at any time and from time to time, give a verbal or written warning to a Student, reassign a Student to another client or task, suspend a Student's participation in the Facility Experience or otherwise intervene in those instances where a Student is performing in a manner which the Operator, acting reasonably, considers to be of potential danger to the well-being of the client or contrary to the Facility's regulations, rules, policies or procedures. The Operator will promptly provide to the University written notice of any such action. If the circumstances are not urgent, the Operator will give to the University prior notice of any such action and will consult with the University as to the most appropriate course of action.
- 4.5. If the Operator and the University are unable to resolve by consultation issues relating to any Student who fails to meet acceptable health or performance standards, as determined by the Operator acting reasonably and in accordance with commonly accepted standards in the profession, the Operator may require that such Student withdraws from the Facility Experience before the scheduled end date of the Facility Experience.

5. OBLIGATIONS OF THE OPERATOR

- 5.1. During the Term, the Operator will:
 - (a) retain overall responsibility for the care, treatment and safety of all clients in the Facility;
 - (b) retain overall responsibility for the overall safety of equipment and general working conditions for the Students;
 - (c) maintain its normal professional, paraprofessional and other staff for operation of the Facility without reliance on the Students to meet its staffing needs to perform its day to day operations including, where applicable, to provide care, treatment or safety of clients of the Facility;
 - (d) keep strictly confidential all information regarding the Students;
 - (e) be solely responsible for the employment, working conditions and any liabilities arising from an employer-employee relationship with respect to its employees involved in the Facility Experience; and
 - (f) comply with the additional obligations set out in Schedule B, if any.

6. OBLIGATIONS OF THE UNIVERSITY

- 6.1. Prior to the commencement of a Facility Experience of a Student or group of Students, the University will:
 - (a) where requested by the Operator in writing, provide such Students copies of the Operator's and/or the Facility's written regulations, rules, policies and procedures, including but not limited to the Operator's and/or the Facility's policies regarding, where applicable, confidential information, patient information and/or medical records, as provided by the Operator and/or the Facility to the University, and inform the Students of their obligation to comply with such regulations, rules, policies and procedures as a condition of continuing participation in the Facility Experience;
 - (b) take reasonable steps to ensure such Students are in suitable medical condition for participating in the Facility Experience; and
 - (c) comply with the additional obligations set out in Schedule B, if any.

7. TERMINATION

- 7.1. This Agreement may be terminated, subject to 7.2:
 - (a) by written notice to the other party, if a party, in its sole discretion, determines that the performance of the terms of this Agreement are adversely affecting the education of the Students or, where applicable, the standard of patient or client care at the Facility; or

(b) on at least 30 days written notice to the other party for any reason and without cause.

7.2 This Agreement will terminate upon the completion of the Facility Experience of the Students who commenced the Facility Experience prior to the notice being given, unless the parties agree to earlier termination.

8. INDEMNITY

8.1. The University will indemnify and hold harmless the Operator from and against all liabilities, causes of action, losses, claims, damages, judgments, fines, penalties, charges, settlement amounts, costs, expenses and reasonable legal fees arising out of or relating to;

(a) a breach of any representation, covenant or agreement in this Agreement by the University; or

(b) any wrongful or negligent act or omission of the Student while participating in the Facility Experience where the Student was acting at the direction of the University or its instructors or other representatives.

8.2. The Operator will indemnify and hold harmless the University from and against all liabilities, causes of action, losses, claims, damages, judgments, fines, penalties charges, settlement amounts, costs, expenses and reasonable legal fees arising out of or relating to:

(a) a breach of any representation, covenant or agreement in this Agreement by the Operator; or

(b) any wrongful or negligent act or omission of the Student while participating in the Facility Experience, except where the Student was acting at the direction of the University or its instructors or other representatives.

8.3. The obligations of the University under section 8.1 and of the Operator under section 8.2 shall survive the termination for any reason of this Agreement, whether such termination is effected by the University or by the Operator, or upon the expiration of the Term.

9. INSURANCE

9.1. The Operator will maintain insurance that would be carried by a prudent facility carrying on operations in similar circumstances as the Operator. Without limiting the generality of the foregoing, the Operator will obtain and maintain malpractice insurance and/or errors and omission insurance, as applicable. The Operator will provide to the University a certificate of insurance evidencing the Operator's coverage promptly upon request by the University.

9.2. The University will maintain general and professional liability insurance for a minimum of \$5,000,000.00 for any one occurrence. Where requested by the Operator in writing, the University will name the Operator as additional insured but only with respect to this Agreement, and shall include at least the following: insurance with respect to professional errors and omissions and academic services; products and completed operations; and general liability.

10. GENERAL

10.1. This Agreement is not assignable without prior consent of the other party.

10.2. This Agreement is binding on and enures to the benefit of the parties hereto and to their respective successors and permitted assigns.

10.3. This Agreement is governed by, and construed in accordance with, the laws of the Province of British Columbia and the laws of Canada applicable therein. Each of the parties agree to bring any action arising out of or related to this Agreement in a court of British Columbia and the parties hereby submit to the exclusive jurisdiction of the courts of British Columbia and any courts competent to hear appeals therefrom.

10.4. This Agreement is to be read with all changes in number of Students as is required by context. Without limiting the generality of the foregoing, if only one Student is placed with the Operator during the Term, or any part thereof, this Agreement will be read so that references to more than one Student apply to only one Student.

- 10.5. Any notice required or permitted under this Agreement must be in writing and may be given by personal delivery, overnight courier, mail or facsimile transmission to the Operator at the Operator's Mailing Address, and to the University at the University's Mailing Address, both as set out on the first page of this Agreement. Notices given by personal delivery will be deemed to have been received on the date of the delivery. Notices given by overnight courier or facsimile transmission will be deemed to have been received on the day following the date of delivery. Notices delivered by mail will be deemed to have been received on the third day following the date of mailing.
- 10.6. This Agreement may be executed in counterparts and delivered by facsimile transmission or via e-mail in Adobe Acrobat PDF format an attachment being a scanned copy of the original document.

SCHEDULE B
Additional Terms and Conditions

No additional terms and conditions