

OSOT 528, 538 & 558 Fieldwork Handout

This handout provides the UBC Master of Occupational Therapy (MOT) student with information on preparing for and participating in all occupational therapy fieldwork placements. For MOT policies and procedures, including those relating to fieldwork, please refer to the **MOT Student Handbook**. The student handbook is updated regularly and can be accessed at <http://osot.ubc.ca>.

FIELDWORK CONTACTS

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CONTENTS

Stakeholders in Canada	...1
Student	...1
Fieldwork Educator	...2
Site Fieldwork Coordinator	...3
University Academic Fieldwork Coordinator	...4
Ethical Conduct	...5
Student Learning Objectives	...6
T-Res	...6
Digital Professionalism: Use of Technology on Fieldwork	...6
WorkSafeBC	...7
Communication Prior to the Beginning of Placement	...9
Evaluation	...9
UBC Evaluation Tools	...9
Student Self-Evaluation	...9
Evaluation of Fieldwork Site	...9
International Fieldwork	...10
Eligibility for International Fieldwork	...10
Application Procedures	...10
If Approved for International Fieldwork	...11
Student Safety Abroad	...11
Guiding Beliefs and Principles for Students Participating in International Fieldwork	...12
Roles for Occupational Therapy Students	...13
Desires and Objectives of International Fieldwork	...13
Time Loss	...14
Appendices	...17
Appendix A – Format of Introductory Letter	...18
Appendix B – Sample Introductory Letter	...19
Appendix C – UBC Evaluation Tools	...
Appendix D – Student Evaluation of Fieldwork Experience	...

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, fieldwork educators, site fieldwork coordinators, university academic fieldwork coordinators, and National Placement Service personnel.

The roles and responsibilities of these stakeholders as described in this manual are, in part, derived from the Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT) Revised 2011 version.

Students are expected to:

1. Take responsibility for their learning experience and the direction of that experience in partnership with fieldwork educators, onsite fieldwork coordinators, university professors and university fieldwork coordinators;
2. Set personal and professional goals before the beginning of the fieldwork experience. Review and adjust them throughout the placement;
3. Do preparatory readings before and during the fieldwork experience;
4. Uphold legal standards and the Codes of Ethics at all times (CAOT, professional regulatory body, fieldwork site, university program);
5. Comply with site and university policies and procedures;
6. Increase their understanding of and respect the roles and functions of other team members;
7. Develop competencies for the application of the occupational therapy process;
8. Increase their understanding of the systems in which occupational therapists practice;
9. Learn how occupational therapists contribute to the service delivery team;
10. Increase their understanding of and promote the roles and functions of occupational therapists;
11. Develop confidence and competence in their practice of occupational therapy;
12. Communicate with the university fieldwork professor/ coordinator any time during their fieldwork experience if they encounter challenges in developing their competency profile;
13. Provide feedback to fieldwork educator based on their fieldwork learning experience.
14. Provide feedback and an evaluation of their fieldwork experience to their university fieldwork professor/ coordinator following each placement;
15. Inform the university fieldwork coordinator when assigned to a fieldwork site where:
 - a. close friend or relative would be responsible for the student's evaluation,
 - b. a close friend or relative works or is a patient, thus interfering with the learning experience or placing the student in a conflict of interest situation, or

- c. the student has worked with the occupational therapy service and personnel as either a volunteer, employee, or client
16. Respect and follow all fieldwork site policies and procedures as directed by fieldwork site personnel;
17. Demonstrate professional behaviour that is consistent with the professional Code of Ethics;
18. Notify the university fieldwork coordinator of time loss during a placement as per university guidelines;
19. Inform the fieldwork educator and/or site fieldwork coordinator immediately in the event of any unusual incident occurring during patient treatment either to the patient or to the student;
20. Complete the Occupation Health and Safety Questionnaire for each placement within 48 hours of starting a placement.

Fieldwork Educators are expected to:

1. Act as role models for students;
2. 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;
3. Offer a welcoming environment, a comprehensive orientation and provide space for student use, as available within the site's resources;
4. Clearly inform students of what is expected of them, appropriately grade responsibilities and expectations and be available to students to offer appropriate supervision;
5. Offer regular and timely feedback based on student performance, including recommendations for improvement;
6. Offer a positive and comprehensive learning environment to enable student development within the core competencies required for occupational therapy practice;
7. 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;
8. Meet with students to discuss and evaluate their performance at the mid-term and end of the fieldwork education experience;
9. Communicate with the university fieldwork professor/coordinator at any time during the placement if the student encounters significant challenges;
10. Provide to university fieldwork coordinator a current fieldwork site profile describing learning opportunities and resources;
11. 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 university fieldwork coordinator.

Site Fieldwork Coordinator*

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.

The site fieldwork coordinator:

1. Ensures that Fieldwork Education Site approval status for fieldwork is maintained;
2. Ensures an affiliation agreement between the facility and University is completed and current;
3. Ensures that the university has an up to date facility profile on file at the Department of OS&OT;
4. Identifies the number of student placements available in the facility;
5. Facilitates the ongoing development of occupational therapists as fieldwork educators;
6. Responds to the letter of introduction (or delegates response to fieldwork educator) sent by an assigned student at least 4 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;
7. Guides and assists in the development of the facility fieldwork education program, (e.g. setting objectives, orientation plan);
8. Documents necessary procedures regarding students' fieldwork education, (e.g. orientation, scheduling, recording statistics);
9. Delegates, when appropriate, the implementation of the clinical education program and supervision of students to a fieldwork educator;
10. Ensures that the fieldwork educator has a copy of all necessary forms including letter of introduction, student evaluation and site evaluation;
11. Responds to student and fieldwork educator's requests for information and/or guidance; and

* In some sites, site directors or other designated personnel carry out the roles described for the site fieldwork coordinator. The term is synonymous with student coordinator and clinical coordinator.

12. Advises the university fieldwork coordinator of problems that appear to be developing in the placement, and particularly, if by mid-term, there is potential for failure.

University fieldwork education professors/coordinators are expected to:

1. 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;
2. Provide fieldwork educators with orientation and educational resources related to the university academic and fieldwork education programs and the supervision process;
3. Coordinate offers and requests for placements and whenever possible match students and sites according to students’ academic and fieldwork profiles and interests;
4. Ensure students make suitable choices with regard to establishing a varied fieldwork education profile (clienteles and fieldwork settings);
5. Offer ongoing support and problem solving to students and fieldwork educators in dealing with student learning challenges;
6. Recognize fieldwork partners who contribute time and expertise in supervising students;
7. Provide sites with a fieldwork agreement, either temporary or long term, describing the liability and responsibilities of each party;
8. Ensure students are provided with appropriate liability coverage and work site insurance;
9. Regularly assess the content and quality of supervision given and provide recommendations to fieldwork sites and feedback to fieldwork educators.
10. 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.

ETHICAL CONDUCT

Ethical conduct refers to behaviour and judgments that are consistent with the values of a profession, culture and society.

Occupational therapists in British Columbia and in Canada must abide by the Code of Ethics developed by the College of Occupational Therapists of British Columbia (COTBC). Included in this 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 Code of Ethics at all times. The full Code of Ethics is available at http://www.cotbc.org/PDFs/Code_of_Ethics.aspx.

In addition, students are expected to adhere to the Faculty of Medicine's Professional Standards at all times. Information on these standards can be found at:
<http://med.ubc.ca/files/2012/02/Professional-Standards-for-the-Faculties-of-Medicine-and-Dentistry.pdf>

STUDENT LEARNING OBJECTIVES

Students are expected to have documented core learning objectives appropriate to the service area. Students are expected to meet these objectives appropriate to the level of placement they are on (level 1, 2 or 3.)

Core learning objectives should include the common areas of practice and comprise the knowledge, skills and attitude domains of learning that incorporate and exercise clinical reasoning.

Students are to review the core learning objectives and add personal objectives that would tailor and augment their development as an occupational therapist. Students take responsibility for ensuring objectives are met with the guidance of the fieldwork educator. Guidelines for the development and structure of personal learning objectives are provided during fieldwork classes.

T-RES

T-res is a web and mobile application that allows you to track and record all of your clinical experiences on the go- using smart phones, or the internet. You ***are required*** to actively record your clinical encounters, both 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. You are also ***required*** to complete and submit a determined number of reflections which you will be completing as follows: Level 1 Placement- 5 submissions (once weekly); Level 2A & 2B placements- 3 submissions; Level 3A & 3B placements- 3 to 4 submissions.

For more information on how to login and use T-RES, please view the T-RES Manual on the OSOT 528 538 & 558 Connect site.

DIGITAL PROFESSIONALISM: USE OF TECHNOLOGY WHILE ON FIELDWORK

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, the site 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.

WORKSAFEBBC

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

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 WorkSafe BC 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”.

MOT students on placement may be required to purchase WorkSafeBC coverage in the placement province; additional information will be provided once an out-of-province placement has been confirmed. MOT Students currently are covered by local provincial WorkSafe/WCB in Alberta and Ontario

MOT students on international fieldwork are **strongly encouraged** to purchase individual health/workplace injury coverage.

Every incident or accident involving a UBC student on fieldwork must be reported within **24 hours** to:

- 1) **The Department of Occupational Science & Occupational Therapy;**
 - Incidents must be reported to the Academic Fieldwork Coordinator, Donna Drynan, via email (donna.drynan@ubc.ca), by phone (604-822-7415) or in-person.
- 2) **UBC Risk Management; and**
 - Incidents can be reported online at <http://rms.ubc.ca>. Click on the blue box labelled “Report Accidents or Incidents”.
- 3) **WorkSafeBC**

All students are required to complete a *Student Health & Safety Orientation Checklist* within **48 hours of arrival** at a placement site, indicating that they are aware of non-site safety procedures and regulations. Forms must be signed by both student and preceptor, and completed forms must be scanned and returned to the MOT Program Assistant by email. Digital photographs of completed forms will not be permitted.

Incident Reports

WorkSafeBC coverage is provided through the University, and not through the “work site” (placement location) where the incident occurred. In the event of an incident, the following steps must be completed by the **student**:

Access the Incident/Accident Reporting Form at https://www.cairs.ubc.ca/public_page.php and complete the relevant steps.

Steps 1 and 2 apply to ALL incidents where there is injury, actual or anticipated time loss, or a potential for future time loss due to the incident. Examples are slips, trips, falls, musculoskeletal injury such as back injuries, repetitive strain, etc. It also includes situations which are injurious to mental health such as bullying, harassment, or post-traumatic stress issues.

Step 3 applies only when medical treatment is required or where there is actual time loss from the placement site or from UBC classes. Tell your supervisor as soon as the incident occurs and follow their directions.

2. Report the incident online through the UBC Risk Management website (<http://rms.ubc.ca>) **within 24 hours of the incident**. Click on the orange “report an accident or incident” button on the website and go to “**2. UBC practicum/clinical placement students.**” Complete the *online “UBC Practicum/Clinical Placement Student’s Report of Occupational Injury or Disease”* form (UBC Form 6A-PS). This must be completed within 24 hours of the incident.

3. If there is a time loss or there are health issues due to the incident, the student should initiate a claim with WorkSafeBC by calling 1-888-WORKERS (1-888-967-5377).

4. Inform the Academic Fieldwork Coordinator **within 24 hours** of the incident.

COMMUNICATION PRIOR TO THE BEGINNING OF PLACEMENT

The student is required to write and forward an introductory letter to each fieldwork site to which they are assigned, six weeks prior to the commencement of the fieldwork. The site profile should indicate if email is an acceptable format for the introductory letter. This letter should summarize the student’s most relevant pre-rehabilitation experiences and previous fieldwork placements, should identify areas in which further expertise is required, and should identify specific goals and interests related to the upcoming placement. Guidelines for writing the letter of introduction are provided in Appendix A, and a sample letter is available in Appendix B.

It is the student’s responsibility to forward the introductory letter to the appropriate fieldwork site contact at least six weeks prior to the placement. If the student has not heard from the fieldwork site three (3) weeks prior to the start of the placement, the student will phone the fieldwork site contact to ensure that the letter of introduction has been received. It is the student’s responsibility to ensure that the letter has been received. Should a letter not be received, the placement may be cancelled.

It is the student’s responsibility to forward the letter to the appropriate fieldwork site contact person at least six weeks prior to the placement. If the student has not heard from the fieldwork site 3

weeks prior to the start of the placement, the student will call the contact person at the fieldwork site to ensure the letter of introduction was received. It is the student's responsibility to ensure the letter has been received. Should a letter not be received the placement may be cancelled. The fieldwork supervisor is asked to note, on the evaluation form, the fulfillment of this commitment.

EVALUATION

UBC Evaluation Tools

The Department of Occupational Science & Occupational Therapy uses the *Competency Based Fieldwork Evaluation for Occupational Therapists* (CBFE-OT) (Bossers, 2007) as a method of assessing student performance while on placement. The CBFE consists of seven unique competencies: Practice Knowledge; Clinical Reasoning; Facilitating Change; Professional Interactions; Communication; Professional Development; and Performance Management. The student should create learning objectives related to each of these seven competencies; these learning objectives may be updated as needed.

A copy of the UBC Evaluation Tools can be found in Appendix C.

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 complete a written evaluation of the fieldwork experience at mid-term and at the end of the placement on the Facility Evaluation form. These are to be signed by the student and supervising therapist and returned to the University Fieldwork Coordinator immediately following the placement.

A copy of the student evaluation can be found in Appendix D and on fieldwork course Canvas sites.

INTERNATIONAL FIELDWORK

Eligibility for International Fieldwork

1. To be considered for fieldwork outside of Canada, students must submit a *Letter of Intent* by May 30th. This can be submitted when you return to campus. Prior to the Academic Fieldwork Coordinator (AFC) making a recommendation of approval, students are required to demonstrate the following:
 - Satisfactory academic performance, normally indicated by a minimum of a B+ average;
 - The successful completion of ALL previous fieldwork;
 - The skills to represent themselves in a highly professional manner and to act as an ambassador for the Department (i.e. strong interpersonal skills including tact and diplomacy, good coping strategies for dealing with stressful situations, and well-

developed judgment skills as demonstrated throughout coursework and past fieldwork evaluations);

- An awareness of potential cultural differences in the proposed host country; and
 - An appropriate response to a case study question.
2. Students applying for an international placement must agree to:
 - Select one of the level 3 placement sessions for the international placement; and
 - Proceed with arrangements for a Canadian placement in the event of the cancellation of the international placement.
 3. A student will be granted no more than one international placement throughout the Master of Occupational Therapy program and only for one of the Level 3 placements.

Application Procedures

1. By May 30th of the preceding year before the applicable fieldwork block, the student must request in writing to the Academic Fieldwork Coordinator his/her wish to complete an international fieldwork experience. The letter should state:
 - The country of desired destination, indicating a sensitivity to the cultural and social environment;
 - Why the student would like to complete an international placement in that country; and
 - The desired placement setting for completing the fieldwork experience.
2. The Academic Fieldwork Coordinator will assess the suitability of the request based on the above criteria, and will present the request to the Department of Occupational Science & Occupational Therapy Faculty Executive Committee for consideration. The student will be advised in writing that they may seek an international placement, or that the required criteria have not been satisfied.

If Approved for a Developed Country International Placement (eg., Australia, UK, US etc),

1. The student should contact the national occupational therapy association of the country in which they wish to complete the fieldwork, if the country is a member of WFOT, or contact facilities directly. The correspondence should be based upon the introductory letter template on page 16, and should include the following information:
 - i. The student has been granted permission from the Department of Occupational Science & Occupational Therapy to investigate the possibility of completing fieldwork in that country;
 - ii. The reasons for seeking fieldwork in that country;
 - iii. The dates and length of the fieldwork;
 - iv. A request for a list of universities or facilities to contact for fieldwork opportunities; and
2. The student must secure a placement no later than September 30th.

3. Once a “tentative” agreement has been set by the facility and the student, the student must forward all contact information to the UBC AFC so that correspondence can begin between UBC and the facility/OT in the host country to determine suitability of site and for completion of the required Affiliation agreement and formal set up of the placement.

The information must be forwarded to:

Donna Drynan, Academic Fieldwork Coordinator
Department of Occupational Science & Occupational Therapy
T325 2211 Wesbrook Mall
Email: donna.drynan@ubc.ca
Phone: (604) 822-7415
Fax: (604) 822-7624

4. The student is responsible for determining all requirements necessary for entry into the country (e.g. student visa, medical preparation and coverage, financial obligations, insurance) and for the timely fulfillment of these requirements.

Should concerns arise during the placement a representative from the fieldwork facility and/or the student are to contact the UBC Academic Fieldwork Coordinator immediately.

If after reviewing the above you are considering this option, please see the Academic Fieldwork Coordinator for possible additional guidelines.

If Approved for a Developing Country International Placement within an established UBC partnership (eg, Sri Lanka, China, Nepal, India, Africa)

Meetings with the UBC AFC will take place to determine student partners, fieldwork dates and setting up of Safety Abroad training (see below).

Important Notes: The student is responsible for determining all requirements & costs necessary for entry into the country (e.g. student visa, medical preparation and coverage, financial obligations, insurance) and for the timely fulfillment of these requirements. In most of the placements there is a placement fee that is payable directly to the facility upon arrival and preferably in cash.

Should concerns arise during the placement a representative from the fieldwork facility and/or the student are to contact the UBC Academic Fieldwork Coordinator immediately.

If after reviewing the above you are considering this option, please see the Academic Fieldwork Coordinator for possible additional guidelines.

Student Safety Abroad

All students conducting university activities outside of Canada must adhere to UBC’s Policy No. 69, *Student Safety Abroad*. The policy has been designed to enable safer experiences for students conducting university activities in regions outside of Canada. The Student Safety Abroad policy

generally applies to any student travel outside of Canada in connection with a designated university activity, and does not typically include activities sponsored by student clubs or associations as being university activities. The UBC Student Safety Abroad portal is available online at www.safetyabroad.ubc.ca.

International student experiences are managed by UBC's Go Global office, which works to educate student travelers about health and safety issues, facilitate student travel, and act as a resource for travelers, activity sponsors, and Departments. Go Global reserves the right to deny students permission to designate their proposed travel as a university activity if the intended destination is deemed unsafe.

Any student going on an international placement must register in UBC's **Student Safety Abroad** registry, as well as in the **Canadian Department of Foreign Affairs and International Trade (DFAIT) Registry of Canadians Abroad**. Students may also be required to complete a series of pre-departure checklists and worksheets as identified by the Go Global office prior to the scheduled departure date.

To view policy no. 69 in its entirety, visit

www.universitycounsel.ubc.ca/files/2010/08/policy69.pdf.

For more information about Go Global, visit www.students.ubc.ca/global/index.cfm.

Guiding Beliefs and Principles for Students Participating in International Fieldwork

The UBC Department of Occupational Science and Occupational Therapy is committed to the vision of the UBC community. As stated in the Trek 2010 White paper, UBC programs "... will prepare students to become exceptional global citizens..." (~ *Trek 2010: A global journey*)

A key learning goal stated in the UBC Trek initiative is: *increasing opportunities for student participation in international projects and study abroad programs.*

Thus, the Department supports students in participating in International Fieldwork opportunities. This document serves as a basis to ensure appropriate learning outcomes for students participating in international FW placements; to assist with collaboration; to help guide the students in determining their contribution to the receiving communities in a meaningful way; and to assist with learning exchange. The following are a list of beliefs and guiding principles that the Department and Students support.

- **Global Citizenship: we believe...** that UBC students have a responsibility and moral obligation to promote and strive to improve the health of all citizens around the globe
- **Duty to assist and provide care: we believe...** this concept is inherent in our code of ethics & that students will conduct themselves in such a manner whenever it is deemed necessary though within their scope of practice and within their student role.
- **Duty to share knowledge: we believe...** the student: therapist relationship is considered to be reciprocal and that students have much to share as well as learn
- **Relationships: we believe...** every student encounter is a partnership whether it be local or global. In a global context we recognize that **each** partner brings value and knowledge to the relationship
- **Empowerment of the community: we believe...** that students will include all relevant

parties in any interactions or exchanges. Students will embrace the notion of inclusiveness.

- **Improve service: we believe...**students will “do good”. They will continually evaluate their contributions and be flexible and adaptable to change at the request of the community.
- **Holistic Approach: we believe...**students will be aware of the importance of viewing the patients as whole beings within a community will know when to be humble about professional status.
- **Recognition of Internal capacity: we believe...** that many countries have an immense burden of care, large populations and severe shortages in the health care work force. We will ensure that we will not increase burden to the receiving communities by adequately preparing and supervising students working internationally
- **Building on Capacity: we believe...**students will evaluate local capacity of community and continue to build on/release the capacity that exists, using local resources. This will include training of local individuals
- **Local Relevance: we believe...** students will show evidence that they have researched and understand the local community and larger cultural context they are entering. They will abide by the rules, customs and values embraced by the community or organization
- **Sustainability: we believe...**that the community has the local capacity to begin or improve practices and that local persons are best able to identify their needs. Students will do everything in their power to deliver sustainable services based on locally defined need (through education, train the trainer models, use of local resources)
- **Utilize the ICF as a conceptual framework for guiding work in any international setting: we believe...**students will understand the ICF framework and its’ applicability for looking at people’s abilities in functional domains of health

Roles for Occupational Therapy Students:

While on fieldwork, it is expected that students will:

- Provide occupational therapy where needed as guided by a supervising health care provider;
- Transfer basic skills to community members through training, observation, and collaboration in order to create solutions;
- Research and understand local health-care resources and utilize these resources where appropriate; and
- Create and maintain positive attitudes through training.

Desired Outcomes and Objectives of International Fieldwork

It is expected that while on fieldwork, students will gain knowledge, skills, and abilities in the competencies of practice as dictated by the context in which they completed their placement. It is hypothesized that they will further develop “soft skills” including communication, clinical reasoning, professional interactions, and empathy. It is understood that students will adhere to the UBC guiding principles and the values and beliefs of the fieldwork site, and will leave behind teaching, and direct intervention as determined by the client population and community served during the placement.

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.

APPENDICES

APPENDIX A: FORMAT OF INTRODUCTORY LETTER

Date

Return Address
Phone Number

Mr./Ms./Dr. (*check site profile for preference & name*)
Title (*e.g. Manager, Occupational Therapy -- check site profile*)
Facility Name
Address

Dear Mr./Ms./Dr.

RE: Level 1, 2 or 3 fieldwork placement May 7 - June 15 (correct dates)

OR

Introductory sentence confirming placement level and dates.

Follow with two to four paragraphs outlining relevant previous experience and two to five learning objectives for the placement. You must ask a question about the common conditions/diagnosis you will be seeing and ask them for a list so you can prepare prior to arriving on placement. It is appropriate to clarify starting time, and to ask questions about advance preparation (such as requesting a reading list) or confirm required additional preparation as noted in the facility profile. Include an alternate contact address or phone number if you plan to be out of town prior to this placement, in the event the department needs to contact you. If you cannot be contacted during a specific period, give the dates you expect to be unavailable. Make sure your letter is neatly typed, and follows a business format. Check for grammatical and spelling errors. The Academic Fieldwork Coordinator will proofread your letter(s) on request.

If you have a special request or extenuating circumstances (e.g. you have a medical condition that could affect performance of some duties, you want to request education leave to attend the annual conference), you should check with the Academic Fieldwork Coordinator before including this in your letter. After discussing this matter and it is considered appropriate for your introductory letter, use language that is respectful and tactful to make your request. As this is the first contact, you don't want to sound demanding or assuming.

Remember, your letter makes your initial impression with the fieldwork facility.

Sincerely,
Your Name
Student Occupational Therapist OR Occupational Therapy Student

University of British Columbia (*this is especially important as many fieldwork sites have out-of-province students*)

APPENDIX B: SAMPLE INTRODUCTORY LETTER

March 15, 2013

15 - 2935 Student Street
Vancouver, BC V1A 2B3
Phone: 123-456-7890

Ms. Remember Everything
Manager, Occupational Therapy
Magical Hospital
Somewhere Street
Vancouver, BC V1A 2B3

Dear Ms. Everything,

re: Level 2 fieldwork placement May 7 - June 15, 2013

I am writing to confirm my six week placement at Magical Hospital, which was coordinated through the University of British Columbia.

This will be my second experience in a mental health setting. Last summer I completed two fieldwork experiences. In my first experience, a one week shadowing in an acute care out-patient setting for persons with mental illness, I was able to participate in initial interviews with patients who had depression, and was introduced to leading therapeutic groups. The second placement experience was five weeks in a long term care setting, where I had the opportunity to conduct a few interviews with residents, lead a weekly activity group, and performed several types of transfers. I worked regularly with one resident on self care activities, and observed some specialized seating consultations done by the occupational therapists.

During the past academic year we have been introduced to several assessments used in mental health settings, and to occupational therapy interventions such as projective and relaxation techniques. I am looking forward to being able to put some of these techniques into practice, as appropriate for the clientele in your setting. My learning objectives for this placement include:

1. to become comfortable working with clients with mental illnesses;
2. to complete initial interviews with clients;
3. to develop my record keeping skills;
4. to plan and implement treatment programs; and
5. to develop skills in leading groups.

I would appreciate a detailed list of the medical conditions/diagnoses I will see during my time with you. Any other suggested readings or recommendations to assist me in preparing for this

Competency Based Fieldwork Evaluation

placement would also be appreciated. Please inform me of any relevant organizational policies which may not have been included in the information your site forwarded to UBC.

From the facility profile at the Department of OS&OT, I understand that I am to report to you on May 7, in the occupational therapy department at 8:30 a.m. Please contact me at the above email or phone number if this information is not correct.

Lastly, I have a special request. The CAOT Annual Conference is in Penticton this year. I would like to attend the conference if possible, although it means missing the last three days of the placement. If it is agreeable to yourself and/or the supervising therapist(s) who will be supervising me to complete the placement early, I will register for the conference. I will phone you to check on this request prior to the registration deadline.

I'm looking forward to this upcoming fieldwork placement.

Sincerely,

Hard Working
Occupational Therapy Student
University of British Columbia

APPENDIX C

**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

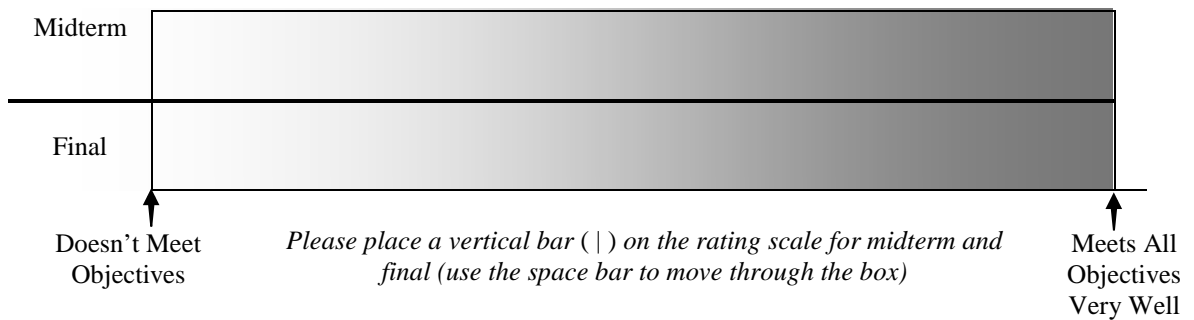
COMMENTS:	Midterm	Final
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Competency Based Fieldwork Evaluation

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	
		↑							↑		<i>Please indicate the level of performance</i>
		Entry-Level Student							Entry-Level Clinician		

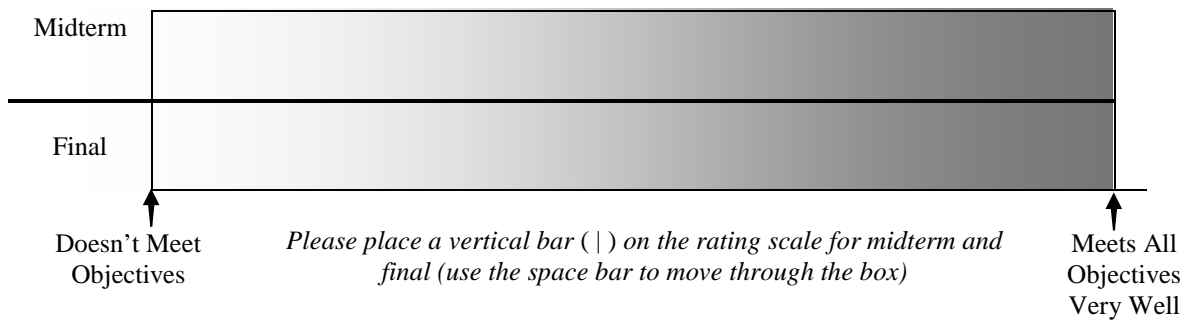
COMMENTS:	Midterm	Final

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

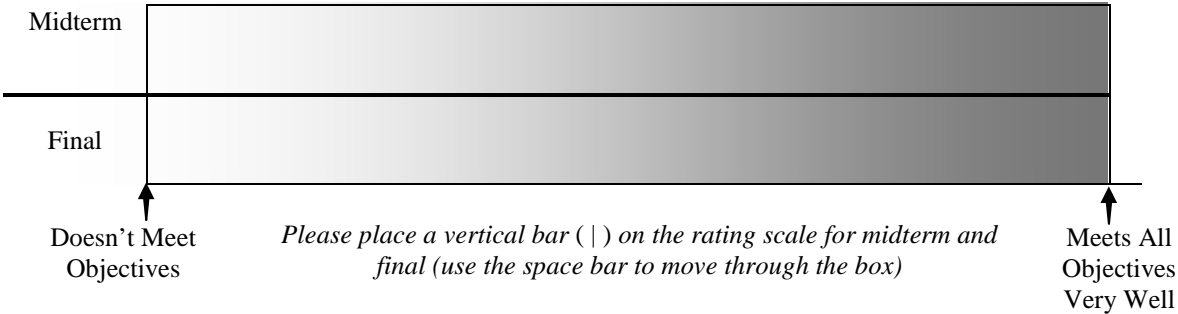
Please indicate the level of performance

COMMENTS:	Midterm	Final

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

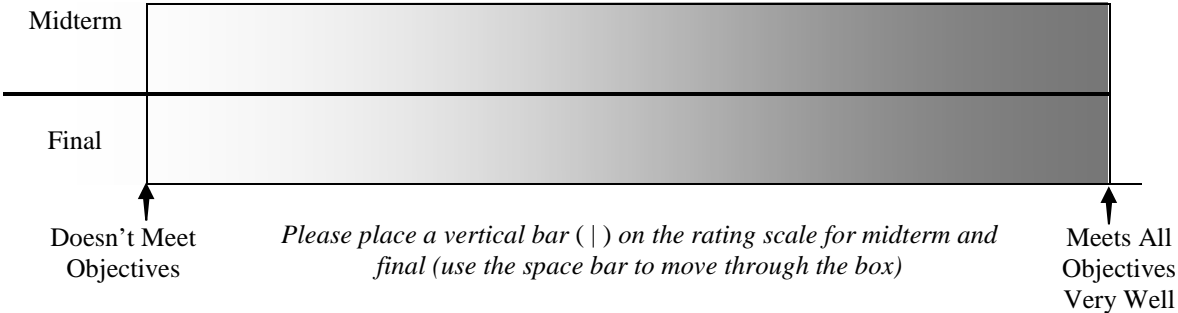
Please indicate the level of performance

COMMENTS:	Midterm	Final

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

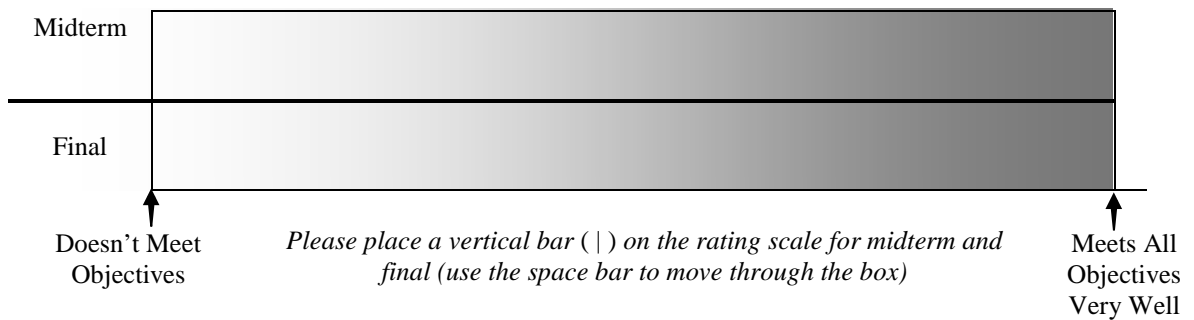
COMMENTS:	Midterm	Final

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

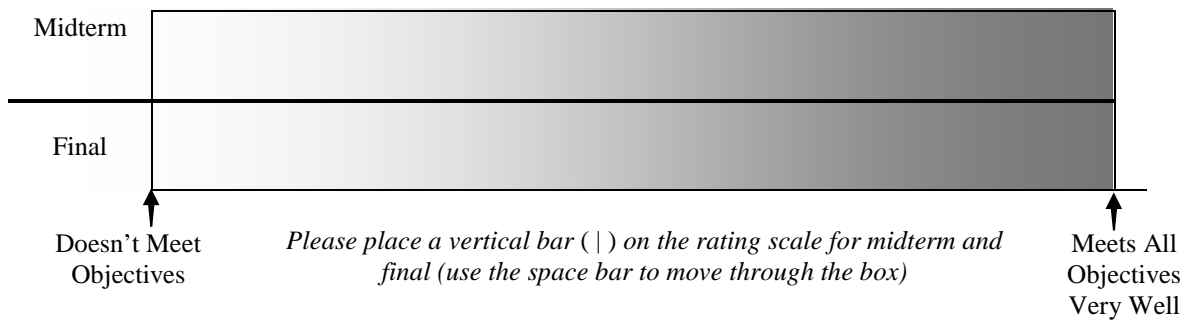
COMMENTS:	Midterm	Final

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

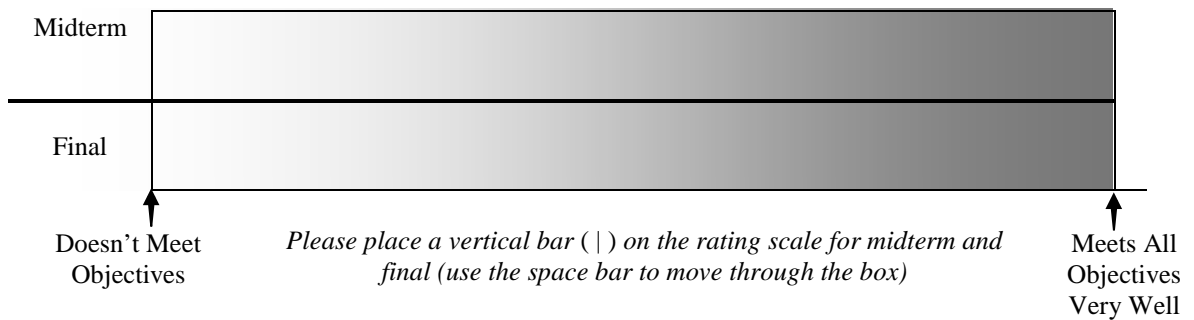
Please indicate the level of performance

COMMENTS:	Midterm	Final

Student's Learning Objective(s) – Performance Management

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

The Learning Objective Rating Scale



8. OVERALL RATING OF STUDENT'S PERFORMANCE

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

DIRECTIONS FOR FUTURE LEARNING:

Would you recommend the student pass this placement? Yes No

Student's Name

Student's Signature

Date

Fieldwork Educator' Name

Fieldwork Educator's Signature

Date

APPENDIX D: STUDENT EVALUATION OF FIELDWORK EXPERIENCE
UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY

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:
state _____ |

Indicate age span of clients: _____

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)