

**OCCTH 527**  
**Level 3A Fieldwork: Learning in a Practice Context**  
**\*3**

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**Course Description:**

*Practical experience in approved facilities and community agencies. (University of Alberta Calendar)*

**Timetabling:**

7wks full-time, 37.5hrs/wk (Minimum 262.5 hrs) as per schedule of assigned facility/agency.

**Student Time Commitment:**

Clinical Education                      262.5 hours

Self-directed learning                ~35 hours, as needed or directed by assigned facility/agency.

**Prerequisites:**

Consent of OT Department; completion of OCCTH 526 and all Year 1 and Year 2 academic courses; attendance at Year 2/Level 3 Fieldwork Seminar; and completion of AHS 'It's Your Move' Safe Client-Handling program.

**Profile of Practice of Occupational Therapists in Canada:**

All 6 of the occupational therapy roles are developed during clinical education as the students practice becoming an *expert in enabling occupation*:

- Communicator
- Collaborator
- Practice Manager
- Change Agent
- Scholarly Practitioner
- The Professional

CAOT, 2012  
Available [online](#).

**Course Content/Caseload:**

As per assigned facility/agency. By the end of the placement, student will be able to manage 50-75% of the therapist's typical caseload in a timely, competent and safe manner with minimal supervision.

*In this context, **minimal supervision** is the least amount of supervision. For example the supervising OT is not necessarily present when the task is being carried out, but is available to the student by communication technology (phone, email, etc) or has provided an alternate plan in case of doubt or perceived risk. **Maximum supervision** is when the supervising OT or designate is present within the environment when a task is being carried out. **Moderate supervision** is the continuum between these two extremes.*

## **Student Learning Objectives:**

At the end of the course students must be able to demonstrate Level 3 (Stage 3) competency in the following 7 areas:

1. Practice Knowledge
  - Has the theoretical knowledge and technical expertise to serve clients/client groups
  - 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
2. Clinical Reasoning
  - Demonstrates analytical thinking
  - Demonstrates conceptual thinking
  - Demonstrates good judgement and sound decision-making
  - Utilizes good problem-solving
  - Demonstrates reasoning based on evidence
3. Facilitating Change Within 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-centred manner
  - Based on sound theory and good evidence, appropriately:
    - Assesses needs
    - Reports assessment results
    - Makes referrals and plans interventions that are outcome-based
    - Carries out intervention plan
    - Monitors and modifies the intervention
    - Plans and enacts the closure of the intervention
    - Plans discharge and follow up
4. Professional Interactions & Responsibility
  - Adheres to ethical and legal practice standards
  - Centres on client/client group needs
  - Follows through on commitments; shows respect for clients, colleagues and the profession
  - Contributes effectively as a team player
  - Motivates others
  - Foster 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
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
6. Professional Development
- Demonstrates self-directed learning
  - Integrates new learning into practice
  - Tries to identify areas for future growth and sets new levels for personal best
  - Adapts to change
  - Demonstrates commitment to the profession
  - Demonstrates skills of self-appraisal
7. Performance Management
- Self-starter
  - Completes tasks in a time efficient manner; sets 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 to constructive feedback
  - Demonstrates self-monitoring
  - Organizes time and sets priorities effectively

*Bossers et al, 2008*

**Evaluation:**

Students are evaluated by their primary clinical educator(s) at midterm (Week 4) and final (Week 7) using the *Competency Based Fieldwork Evaluation for Occupational Therapists* (CBFE) and the *Profession Behaviour Rubric* (PBR) (© DalU). At final, the clinical educator(s) records a grade recommendation in the CBFE based on the overall rating of the student's performance in each of the 7 practice competencies (listed above).

A *Checklist for Fieldwork Evaluation & Documentation* is provided to guide the evaluation process.

**Required Textbooks/Materials/Resources:**

Bossers, A., Miller, L., Polatajko, H., & Hartley, M. (2008). **Competency Based Fieldwork Evaluation for Occupational Therapists**. Nelson Education Ltd: Toronto.

Students are also required to familiarize themselves with the **OT Fieldwork Handbook**. Available on eClass and [online](#).

**Reference Material:**

Provided by the assigned facility/agency and Year 1 and Year 2 textbooks and resources.

**Student Accommodation/Illness:**

For policies/procedures relating specifically to fieldwork courses refer to the [OT Fieldwork Handbook](#).

Any request for fieldwork accommodation must be submitted to the course instructor (Academic Coordinator of Clinical Education) upon admission, or as soon as possible once need is identified prior to

the beginning of the fieldwork course, with a letter from Accessibility Resources (AR) that identifies the student's specific accommodation needs. This information should address how this disability or need impacts the student's ability to participate in the normal requirements of the course. Where a student is not yet registered with AR, medical or other documentation must be provided at the beginning of the course. Students will be referred to AR by the course instructor for the necessary registration. Refer to the Faculty of Rehabilitation Medicine student procedures manual for specific information:

<https://cloudfront.ualberta.ca/-/media/rehabilitation/faculty-site/departments/csd/documents/studentaccommodationproceduresmay25.pdf>

"Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor." Please be aware that classes may be recorded by the instructor for potential distribution among students and instructors in both the Calgary and Edmonton sites. This is to ensure fair and equitable access to course content at both sites.

**It is important for students to note that:**

Learning is a partnership between the student and the facilitator (professor, instructor, teaching assistant, preceptor, personal advisor, etc). Learning opportunities have been designed and resource materials have been identified to help you achieve the course objectives and outcomes. Not all material will be covered in class. Reading, exercises, and other forms of directed and self-directed study will be required to achieve depth of learning. It is the student's responsibility to use these opportunities and material and ensure that (s)he can achieve the stated objectives and specific occupational therapy outcomes. This is an essential component of the accountability that is associated with becoming a professional.

"Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading System the University Calendar".

**Refer to Appendix A of the University Calendar**

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."