

**Western**  
UNIVERSITY • CANADA



**School of Occupational Therapy**

**Preceptor Fieldwork Guide**

**2024 Placements**



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## Welcome to Our Fieldwork Handbook

Thank you for being a preceptor! The time and energy that you dedicate to providing learning opportunities for our students are invaluable. By being a preceptor, you are not only helping individual students with their learning objectives and development, but you are also contributing to the future of our profession. We could not run our program without your contributions to student learning.

### The Fieldwork Team



**Mary Beth Bezzina – Interim Academic Fieldwork Chair**

Mary Beth oversees the fieldwork program in the School and is the course instructor for the following fieldwork courses:

Year 2: OT9680 (Level 3B)

Year 2: OT9681 (Level 3B)



**Erin Williams - Clinical Placements Coordinator**

Erin's role focuses on the recruitment and retention of sites and preceptors. She supports a team of staff who help students with pre-placement requirements, honorariums, and, communicating placement assignments, etc

### About the Fieldwork Program

Fieldwork in the School of Occupational Therapy at Western University, hereafter Western, is primarily divided into four blocks that are integrated throughout the overall curriculum (see Figure 1 and Figure 2). One placement occurs in year one, and three placements occur in year two. In year one, students complete a part-time 4-week Level 1 simulated fieldwork placement (OT9580). In year two students complete an 8-week Level 2 placement (OT9581), Level 3A placement (OT9680), and Level 3B placement (OT9681).

## Master of Science, Occupational Therapy Program Overview, Year 1

**MSc OT, Program Overview Year 1**

Fall Term				Winter Term				Summer Term			
Sept	October	November	December	Jan.	Feb.	March	April	May	June	July	Aug
Foundations of Occupational Therapy/Occupational Science	Psychosocial Determinants of Occupation & Health			Simulated Fieldwork Experience				Fieldwork Placement (8 weeks)			
	Physical Determinants of Occupation & Health			Occupational Science							
	Foundations of Practice			Interprofessional Education Critical Appraisal							
	Interprofessional Education Professional Practice			Occupational Analysis & Engagement: Person and Occupation							
	Fieldwork Preparation			Engaging in Occupation: Caring for Self and Others							
				Occupation Based Inquiry: Beginner							
Final Exam Period				Final Exam Period							
Mentorship Experience I											

*Figure 1: Year 1 of the MSc(OT)*

## Master of Science, Occupational Therapy Program Overview, Year 2

Summer Term				Fall Term				Winter Term				Summer Term			
May	June	Jul	Aug	Sept	Oct	Nov	Dec	January	February	March	April	May	June	July	
Engaging in Occupation: Leisure & Productivity (Part A)				Engaging in Occupation: Leisure & Productivity (Part B)		Fieldwork Placement OT9581 (8 weeks)		Intensives		Fieldwork Placement OT9680 (8 weeks)		Fieldwork Placement OT9681 (8 weeks)		Consolidation of Practice Knowledge	
Occupational Analysis & Engagement: Environment and Occupation (Part A)				Occupational Analysis & Engagement: Environment and Occupation (Part B)				Transformative Directions in OT							
Occupation Based Inquiry: Intermediate (Part A)				Occupation Based Inquiry: Intermediate (Part B)				Occupation Based Inquiry: Advanced							
Occupational Analysis & Engagement: Wellness, Groups & Counselling				Fieldwork Preparation OT9581				Fieldwork Preparation OT9680/OT9681							
				Engaging in Occupation: Community and Population Level Practice											
				Research in Practice											
				Mentorship Experience II											

*Figure 2: Year 2 of the MSc(OT)*

Between these four blocks and other integrated fieldwork experiences throughout the curriculum, students complete the program with over 1000 hours of fieldwork experience across a variety of practice settings. Specifically, by the time a student completes the program, each student will have had experiences in physical health and at least one mental health experience, We also try to ensure that students have experiences with clients across the lifespan through their placements - given that the goal of the program is to produce an entry-level generalist.

The overall curriculum, including fieldwork, is guided by a conceptual framework and pedagogical principles. An overview of this framework and principles can be found on the School's website <https://www.uwo.ca/fhs/ot/programs/mscot/model.html>.

For a complete guide to the School's curriculum, please contact the Fieldwork Team and visit our website <https://www.uwo.ca/fhs/ot/programs/mscot/model.html>

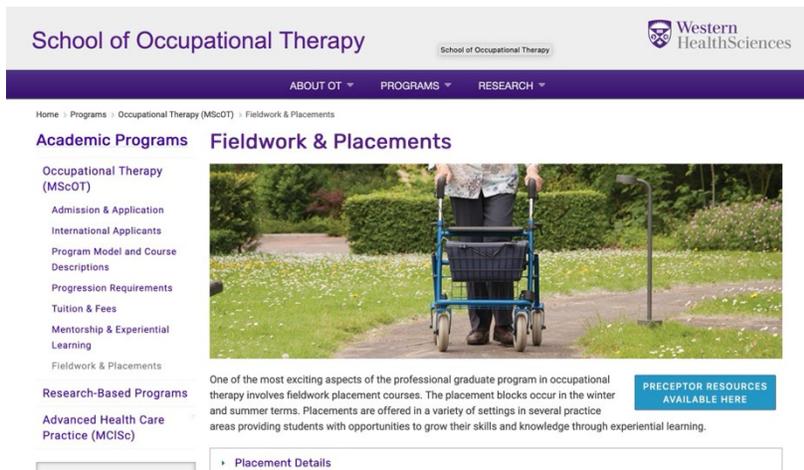
## OT Fieldwork Education Website

Please visit our fieldwork website for many resources and tips to support your role as a preceptor with our school.

On the main website page you will find the following information:

- Placement Details including placement dates
- Placement Sites (including information on Catchment areas, International Placements, and NOSM placements)
- Costs Associated with Fieldwork
- Placement Requirements
- Fieldwork Accommodations process

You can also click on the link PRECEPTOR RESOURCES AVAILABLE HERE as depicted in this screenshot.



Available resources from the PRECEPTOR RESOURCES AVAILABLE HERE link include:

- Benefits of becoming a preceptor
- Site approval including *FS-Pro (Fieldwork Site Profile)* approval process
- Preceptor Education Program modules ([www.preceptor.ca](http://www.preceptor.ca))
- Roles and Responsibilities including the document *Canadian Guidelines for Fieldwork Education in Occupational Therapy*
- Student Absence Policy
- Navigating Challenges During Placement
- Accident/Incident reporting including required forms
- Other resources e.g. Placement Coding Form, Orientation Checklist

## Principles Guiding Occupational Therapy Fieldwork Education

The World Federation of Occupational Therapists (WFOT), as well as the Canadian Association of Occupational Therapists (CAOT), state that the minimum standard:

- for fieldwork is 1000 hours to implement an occupational therapy process, or an aspect of an occupational therapy process involving human interaction with a person or persons as a client (individual, family, group or community, institution, agency or government);
- do not require placement hours to be spent in specific types of facilities or environments, recognizing that occupational therapists use an occupation-based approach when working with people, irrespective of a diagnosis or service setting.

In order to meet these standards, as well as our School's vision to educate innovative global leaders in occupation and its transformative power to benefit society and improve lives from local to international levels, Western University expects students to partake in a broad range of placement experiences. This may include diverse:

- Age groups, diagnostic categories and practice locations (e.g. urban, rural, international)
- Fieldwork formats including face-to-face, virtual or blended models
- Practice settings including a broad definition of clients that may include:
  - individual, family, group or community, institution, agency or government
- Up to 2 of the 3 placements will likely be more than 55 km from London, ON.

This approach to fieldwork enables students to follow their own interests while exploring the breadth of occupational therapy practice. We have the following guidelines for fieldwork, notwithstanding exceptions (e.g. pandemics, fieldwork accommodations). Students will be assigned a placement in each of the following:

1. One placement in physical health
2. One placement in psychosocial health
3. One placement in any category

We believe that a diversity of placement formats, practice settings, lifespan, and other elements are essential to developing the range of competencies that comprise contemporary occupational therapy practice. Exposure of such diversity enables a student to optimally develop to become an entry-level practitioner in the profession. As such, our approach does not support students doing placements in only one format, practice setting, or other element of practice.

## Student Placements

### Assigning Students to Placement Offers

Preceding each new placement block, the Fieldwork Team starts to collect fieldwork offers through an email sent to our clinical community email list.

The Fieldwork Chair meets with the first- and second-year students in class, and individually as needed, to discuss fieldwork options and the placement diversity requirements.

Within the Fieldwork Preparation Courses, we provide the first- and second-year students with a list of all of the offers we have received for placements using InPlace, a student data management platform. Students are given time to review the offers and then submit their top 20 preferences. InPlace then uses an algorithm to assign placements based on ranking of the offers available. In most cases, the students will be provided with a match from their ranked preferences. However, where this is not possible, the Fieldwork Team works with the student to receive a match that will still help meet their learning needs.

### What happens with placement offers that are not immediately assigned?

Generally, there are three things that could happen:

1. Any offers that have not been immediately assigned to a student who is staying in Western's catchment region may be held for a Western student who has applied for an out-of-catchment placement, i.e., a placement in another university's allocated geographic region. This helps to ensure the student will still have a placement if they are not assigned through their out-of-catchment application.
2. We may ask you to consider switching your placement level and/or time frame if you indicated your willingness to do so on the offer form, so that it can be utilized in one of the other fieldwork courses in our program.
3. We may ask you to consider assigning your placement to a placement request we received from another university if you are willing to extend your offer to a non-Western student.

If your offer was not utilized after the above options were considered, we would notify you to let you know as soon as possible. Variability across our student cohorts in terms of their geographic and practice preferences, and not knowing what requests we will receive each year from students at other universities, means that it is never possible for us to predict whether a given offer will be utilized in a given year.

### When will the student assigned to my offer contact me?

The Fieldwork Team has provided direction to the students to wait to contact you until after they have been connected with you by the School or the coordinator at your site. This means that shortly after the connecting email is sent by the School, i.e., 5-6 weeks ahead of the placement start date, the students will contact you.

As part of this contact, students will provide you with the following:

- A cover letter specific to the placement
- Student Placement Profile document
- Summary page of the CBE-OT from their previous placement.

In extenuating circumstances, the Fieldwork Team may allow a student to contact a site coordinator and/or preceptor before the connecting email is sent. This may be allowed, for example, to inform the preceptor and/or coordinator of an anticipated absence (for an approved reason) and to ask for the time off of the placement.

### What are some of the benefits of being a preceptor for our students?

#### Tangible benefits:

Free access to Western Libraries online resources, including journal subscriptions. This access needs to be renewed annually. If you are interested, or you need your access renewed, please contact the Fieldwork Team.

For preceptors working in Ontario, an honorarium is made available through funding from the Ontario Ministry of Training, Colleges and Universities. At present, for Western OT placements, this honorarium is \$50 per student per week of placement. Payment of the honorarium is arranged through the site placement coordinator and the School's Fieldwork Program Assistant.

The Faculty of Health Sciences Practice Education Committee at Western also organizes Practice Education workshops and Lunch & Learns as a way of thanking those clinicians who have made placement opportunities available for students. Details about these learning opportunities are disseminated through the School's clinical community email list.

#### Intangible benefits:

Through supervising students on placements you are helping to shape the future of our profession. You are passing on knowledge and expertise that you have gained through your practice experience that may not otherwise be accessible to students. Supervising students is also a way of giving back for the opportunities provided to you as a student by *your* preceptors. Students can also bring new ideas to your practice setting. A nationally recognized preceptor, Dr. Clark Heard, has also written an article in *OT Now* about the benefits of preceptorship entitled *20,000 hours: Why I precept*. (see Heard, 2017 - Volume 19.1, pp. 19-20).

In April 2018, Brian Beatty - who is an OT working at Grand River Hospital – was awarded one of our School's Practice Education Awards. When receiving this award, Brian shared the "*Top 8 Reasons*" why he enjoys supervising our students. With his permission, we have provided these reasons below:

1. Student OT's have challenged me to be more aware of "why" I do what I do.
2. Student OT's have shown me the power of goal setting.
3. Although somewhat selfish, later in a placement, student OT's can take over parts of my caseload, giving me more time for other professional activities.
4. I have witnessed the power of self-reflection via journaling.
5. Student OT's have helped me to identify what I call my "blind spots"
6. I've appreciated the many laughs shared with student OT's over the years.
7. Student OT's have challenged me to be more aware of how I give positive and constructive feedback.
8. Watching the students grow. Seeing students achieving their placement goals - and then some.

## **Before a Placement Starts: What needs to be completed or checked before a placement can start?**

### *Educational Affiliation Agreements*

An Educational Affiliation Agreement is a legal document. It establishes a contract between Western University and the site (or health authority) providing student placements. The agreement outlines the roles and responsibilities of each party. A placement cannot start unless a current, active, agreement is in place between Western University and your site.

Our Fieldwork Team works with the Legal Office at Western to review the status of agreements with sites that regularly offer student placements to our School. If an agreement is going to expire during the upcoming academic year, we will have the Legal Office follow up with your site to renew the agreement.

If changes occur at your site that require a new agreement to be signed, it is important to contact the Fieldwork Team as soon as possible to minimize the impact on student placements.

**If your site has not offered a placement to one of our students previously**, a new agreement will need to be established through Western's Legal Office. The Legal Office has a standard agreement that can be used for the purposes of student placements. However, Western also has active agreements with national organizations and health authorities under which your site might already be covered.

### *What is a Fieldwork Site Profile?*

As part of the Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT), produced by the Committee on Fieldwork Education (CUFE) of the Association of Canadian Occupational Therapy University Programs (ACOTUP), each site is asked to complete a Fieldwork Site Profile (FS-PRO) and to review and sign a Fieldwork Education Partnership Declaration (see Appendix B). These documents will be sent to each new site that is developed by the Fieldwork Team.

Once returned to the Fieldwork Team, the FS-PRO is sent to a reviewer who summarizes the content and makes a recommendation on approving the profile. This is then reviewed by the School's Fieldwork Advisory Committee (FAC). Once the FAC reviews and approves the summary and recommendation, this is then communicated to the site and the FS-PRO is made available to the students to help them prepare for placements at this site.

Approval is provided for a 5-year period, after which an updated profile will be requested by the Fieldwork Team and then reviewed again for subsequent approval. This process helps to support the quality of Canadian occupational therapy fieldwork education.

### *Pre-Placement Requirements*

At the beginning of their first- and second-year, each student in our program is cleared by Synergy Gateway Inc. on a number of commonly used health and safety requirements. Our students are also asked to bring

original documentation with them on their first day of each placement in the event that your site requires the documentation to be copied or verified.

In addition to the items reviewed by Student Health Services, students also complete the following modules/training prior to their first placement:

- Ontario Human Rights Commission Module (Annual)
  - Working Together: The Code and the AODA
  
- Public Health Ontario Modules (Annual)
  - 4 Moments for Hand Hygiene
  - How to Hand Rub
  - How to Hand Wash
  - Just Clean Your Hands for Professionals
  - Environmental Cleaning Toolkit: Chain of Transmission
  
- Preceptor Education Program Modules
  - Orientation - Welcoming the Student, Roles and Expectations
  - Developing Learning Objectives
  - Giving and Receiving Informal Feedback
  - Understanding and Fostering Clinical Reasoning
  - Fostering Reflective Practice
  - Dealing with Conflict
  - The Evaluation Process
  - Peer Coaching
  - Optimizing the Learning Process

In some cases, sites will have **additional requirements** that will need to be completed before a placement can start. For example, your site may require a criminal background screen current within the past 6-months, or it may require site-specific e-learning modules to be completed. **If this is the case**, it will be important to communicate this to the Fieldwork Team and student as early as possible after the student assignment has been communicated.

### How Do Students Prepare for Fieldwork Placements?

Each fieldwork block is preceded by a Fieldwork Preparation course, where students meet regularly to discuss issues and topics related to fieldwork, and also complete fieldwork preparation assignments. These assignments have been designed to encourage self-reflection and to allow students to work individually to prepare for their specific placement assignment.

*Will I know if a student requires special accommodations or has specific learning needs?*

#### *Fieldwork Accommodations*

The Fieldwork Team follows the School's process for fieldwork accommodations. Recommendations for accommodations are received by each fieldwork course instructor through Western's Accessible Education

department. Students are required to complete this process well in advance of the start of *each* placement.

Once the recommendations are received, the Fieldwork Chair will make sure that the student's consent is on file at the School for them to contact the site's student placement coordinator and preceptor to discuss the recommended accommodations.

**NOTE:** Accommodations should not diminish the expectations of a student on placement, but allow a student with a disability to achieve those expectations using the strategies being recommended.

After the student has been assigned to a placement, through the School's placement assigning process, the Fieldwork Chair will connect with the site coordinator and preceptor to discuss the accommodation recommendations. After taking time to consider the recommendations, the site's student placement coordinator and preceptor will determine whether or not the recommendations can be met.

*Where the recommendations can be met*, the placement will proceed as planned.

*Where the recommendations cannot be met*, the Fieldwork Chair will work with the student to find another suitable assignment and will repeat the process of connecting with the site coordinator and preceptor to discuss the accommodation recommendations. In the event that no site can be found to accommodate the recommendations, the student is informed that the course cannot proceed within the context of a fieldwork/clinical site and the School's Graduate Chair and Fieldwork Chair will meet with the student to problem solve further.

## Preceptor Role During Placement

First, once you have received it, take time to review your student's cover letter, placement profile, and the CBE-OT summary page from their previous placement. The cover letter will now include a section where the student has reflected on their areas of strengths and areas for improvement, which can be helpful when thinking of learning opportunities you might be able to provide, and learning objectives for the placement.

Within the cover letter, the student may have asked a number of logistical questions and practice area questions to help prepare for the upcoming placement. Feel free to connect with the student at any time after you have received the placement package to help answer his/her questions. The student will also follow-up with you after the placement package has been sent to your site.

In your communication with the student, be sure to relay information about the plan for the first day, e.g., where and when to meet, and who they are meeting. Depending on your site, this might be something you do, as the preceptor, or this might be done by the student placement coordinator at your site. If it has not been communicated to the student already by your site's student placement coordinator, make sure the student (and the School) are aware of any pre-placement requirements that need to be completed before the placement can start.

After you have had a chance to connect with your student, it will be important to seek out any resources you feel you need to review related to student preceptorship/supervision. Of particular note, before each placement, it would be important to review:

- The purposes, preceptor strategies and desired effects provided in this guide for your particular level of

student.

- The expectations and scoring information provided in this guide for your particular level of student.
- The College's standards for student supervision ([link](#)); and the
- The Fieldwork Education Partnership Declaration (see Appendix B) to understand the responsibilities of the student, the fieldwork educator (preceptor) and the university in each fieldwork experience.

Depending on how many students you have taken previously and how long it has been since your last Western student, you may also wish to review the:

- Preceptor Education Program (PEP) online modules ([www.preceptor.ca](http://www.preceptor.ca)); and the
- Video guides on how to use our School's fieldwork evaluation tool, i.e., the Competency Based Fieldwork Evaluation for Occupational Therapy (CBFE- OT).

If you have any questions about these resources or feel that you need additional resources on particular topics, please feel free to connect with the Fieldwork Team for assistance.

## During a Placement

### *What is the School's attendance policy for student placements?*

As with academic coursework, 100% attendance is expected in fieldwork placements. One hundred percent attendance is defined as full participation of the student in the assigned daily activities conducted at the facility in which the student is placed. This is consistent with the professional behaviour expected in the MSc(OT) program.

Knowledge gained from these scheduled learning experiences is generally not available from textbooks or readings, and the School of Occupational Therapy wants to enable students to achieve the required level of competence in the profession. The Canadian Association of Occupational Therapists (CAOT) sets fieldwork hour requirements. If students do not meet the required number of hours (1000 hours minimum), they cannot graduate or sit for the practice entry examination.

For each placement block, students are required to arrive on time and leave at the time designated by their fieldwork preceptor. Students are not to ask for time off during placement, nor are they to ask for shortened work days to accommodate personal needs.

Any requests for changes to the fieldwork hours must be presented to the Fieldwork Chair first. If approval is given by the Fieldwork Chair, the student can submit their request to his/her fieldwork preceptor and site coordinator for approval preferably at least one week in advance.

### *Fieldwork Absences*

Should a student have an unavoidable absence, the preceptor, the site's student placement coordinator, and the Fieldwork Chair must be notified as soon as possible. Every absence from a fieldwork placement must be explained. Absences will only be approved on medical or compassionate grounds. Where absences occur that have not been approved, the School's overall attendance policy applies.

If an absence for medical reasons is likely to become extended, i.e., greater than two days, the School will require documentation from the student's healthcare provider and the student will be required to meet with the Graduate Chair and Fieldwork Chair to develop a plan to manage the required fieldwork hours.

Typically, approval for absences will NOT be granted for any of the following reasons: Travel departure /return before or after a holiday season/academic break, matters of personal convenience, and/or employment.

Absence from a placement to attend a professional conference related to occupational therapy is considered fieldwork by the School. If a student is planning to attend a professional conference that is scheduled during a fieldwork placement, the student must notify the Fieldwork Chair, their preceptor, and the site's student placement coordinator about the conference as soon as possible, and preferably before the placement begins. To ensure that learning objectives and competency development are not impacted by the absence, the student should also offer to make up the missed placement time if his/her preceptor and/or site coordinator believe it is necessary.

Daily hours of the placement, time off for working overtime, or special arrangements to make up for time lost will be handled with the preceptor and/or the site's student placement coordinator as per the site's guidelines or recommendations. Students are strongly recommended to discuss options for making up any missed time during a placement so that absences are not carried forward. Where lost time due to absence does occur, and is not made up during that placement block, this will be recorded on the student's CBE-OT and tracked by the School.

### *What should I do if I have concerns about the student?*

Once a placement starts, if at any time you have concerns about the student (attendance, punctuality, professionalism, safety, competencies, etc.), **please contact the Fieldwork Chair as soon as possible**. The sooner the School is aware that concerns have been identified, the sooner support can be provided to the site and/or student.

Further, students are required to act professionally on placement and follow the site's policies around behaviour and dress, for example. Students who fail to meet the requirements of the host site, or whose performance is judged to be unsatisfactory, or whose behaviour places the host or its patients or clients at risk, will be reported to the Grad Chair. The Grad Chair or his/her designate, on the recommendation of the Fieldwork Chair, may suspend the student's placement, withdraw the student from the placement or take such other action as may be warranted. In these cases, a grade of F (Fail) will be recorded on the student's transcript.

## The First Week of Placement: What happens during the first week of the placement?

**When the placement starts**, it is important to orientate the student to the practice environment and the team members with whom the student may be interacting. For a great overview of helping to orientate students to the fieldwork environment, please see the Preceptor Education Program module on this topic.

**During the first week**, it is important to discuss feedback preferences with the student and develop a feedback plan (e.g., how frequently, where will it be given, what will feedback be given on, etc.). For a great overview of giving and receiving feedback, please see the Preceptor Education Program module on this topic.

**By the end of the first week**, the student should have developed his/her placement learning objectives. These objectives are finalized in consultation with you, as the preceptor. Asking the students to review their preparation assignments that they completed prior to the placement can help inform a discussion around placement learning objectives. As they develop through the three levels/stages, students should take an increasing amount of ownership over the initial construction of the objectives. More support may be required with students on a Level 2 placement, compared to a student on a Level 3 placement.

## Placement Midterm: What happens at the midterm of the placement?

At the midpoint of each placement, you will need to schedule a face-to-face meeting with the student to provide his/her midterm evaluation using the CBE-OT.

Each student has been asked to complete a midterm self-evaluation prior to the formal midterm evaluation with you. If you would prefer, you can ask for the self-evaluation prior to the face-to-face meeting.

During the midterm evaluation meeting, reviewing your scores for each competency alongside the student's self-evaluation can provide fruitful discussion about the student's performance. It will also be important to discuss whether or not the learning objectives developed in week one should be revised, or if new objectives should be added for the second half of the placement. Invite the student's feedback about their placement experience, and negotiate an overall rating using student and preceptor rationale with examples and evidence. Finish by clarifying the expectations of the student for the remaining weeks.

After the midterm evaluation is completed, each student has been asked to submit his/her midterm competency marks to the Fieldwork Chair at the School.

At the midpoint of each placement, the Fieldwork Chair at the School will check-in with each student placement coordinator and/or preceptor to make sure each student's development is on-track for the given fieldwork level, and to make sure there haven't been any concerns or issues identified. Where issues or concerns have been identified, the Fieldwork Chair will work with the student placement coordinator, preceptor and student to develop strategies and a plan to help address the issues or concerns.

### *How do I know where my student should be scoring on the CBFЕ-OT at mid-term?*

Please refer to the later sections on Level Expectations and Scoring (See pages 19-27):

- Level 2
- Level 3A
- Level 3B

In any scenario where a student is scoring below the expected range for their level of placement, **it will be important to notify the student and the Fieldwork Chair as early as possible** once this determination has been made.

### **The Final Week of Placement: What happens in the final week of the placement?**

Similar to the midpoint of the placement, in the final week of the placement, you will need to schedule a face-to-face meeting with the student to provide his/her final evaluation using the CBFЕ-OT. Students have also been asked to prepare a self-evaluation prior to their final evaluation meeting with you. Again, during the evaluation meeting, reviewing your scores for each competency alongside the student's self-evaluation can provide fruitful discussion about the student's performance. Invite the student's feedback about their placement experience, and negotiate an overall rating using student and preceptor rationale with examples and evidence.

You will also need to make a final recommendation as to whether or not the student should pass or fail the placement based on his/her performance in relation to the expectations of the fieldwork level of the course and the School's passing grade for each fieldwork course.

Recommending that a student fail a placement should not come as a surprise to the student or to the Fieldwork Chair at the School. Where issues or concerns are identified that may impact the student's success with the placement, the student and the Fieldwork Chair should have been notified as early as possible.

### *How do I know where my student should be scoring on the CBFЕ-OT at the final week?*

Please refer to the later sections on Level Expectations and Scoring (see pages 19-27):

- Level 2
- Level 3A
- Level 3B

In any scenario where a student is scoring below the expected range for their level of placement, **it will be important to notify the student and the Fieldwork Chair as early as possible** once this determination has been made.

### **After a Placement Finishes: What needs to be done after a placement has finished?**

Each student will submit a placement synopsis that will be made available to other students as a way of helping them to prepare for a placement at your site in the future.

Please provide your student with a copy of his/her final CBE-OT which they will use to prepare for future placements, and to enter practice at the end of the program.

**As quickly as possible at the end of each placement**, please work with your student and your site's student placement coordinator to return the completed, signed, CBE- OT to the School.

The completed CBE-OT, signed by student and preceptor and containing both midterm and final grades, can be returned:

- Electronically (InPlace) or emailed, by you (the preceptor or student placement coordinator) to the Fieldwork Chair
- ***Instructions will be provided during the placement for this submission process***

### *What happens with the CBE-OT after it is returned to the School?*

At the end of each placement, once the CBE-OT has been received at the School, the Fieldwork Chair will review your scores and comments. Where any discrepancies are noted between comments and scores, or where comments are made that suggest the need for follow-up, the instructor may connect with you and/or your site student placement coordinator for clarification.

If difficulties have been identified, or comments suggest a problem occurred, the Fieldwork Chair will also follow-up with the student.

### *How are preceptor payments managed?*

If you are a preceptor who provided supervision to one of our students for a placement occurring in Ontario, Canada, you are eligible to receive an honorarium through funding the School has received from the Ontario Ministry of Training, Colleges and Universities.

Shortly after the placement has ended, the School's Fieldwork Program Assistant will send you and/or your site's placement coordinator an invoice to complete and send back to the School for processing so that the honorarium can be paid.

Given the volume of payments that are made, it can take several months to process the payments. However, we endeavor to have the payments as quickly as possible.

## Fieldwork Evaluation

This section details the evaluation process using the CBFE-OT.

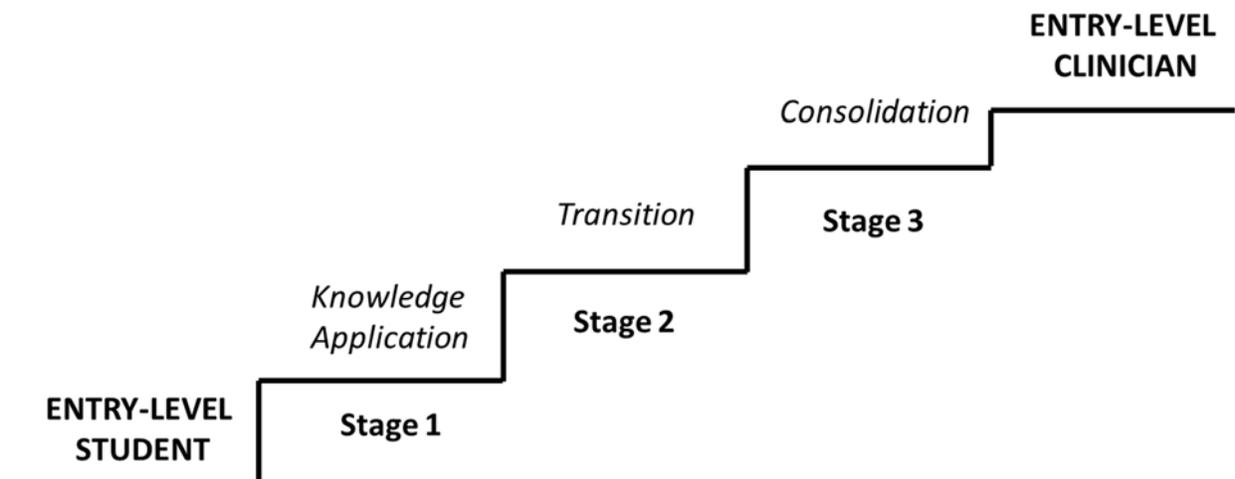
### Note on LEAP Placements:

Students who participate in a LEAP placement (Leadership, role-Emerging/Enhanced, Advocacy, Program Development) will participate in CBFE-OT evaluation process with some slight variations to account for the diversity these placements offers. Given the nature of a LEAP placement, students should take the lead in completing the CBFE-OT evaluation. Students, in consultation with preceptors:

- Will complete the CBFE-OT with preceptor sign-off
- Can be completed in small groups if more than one student is working on a project
- Can omit some competencies or combine some e.g. professionalism combined with communication when completing the CBFE-OT to better reflect the projects and tasks students have been working on

### What Are The Different Fieldwork Levels?

Occupational therapy fieldwork placements in Canada are organized across three levels or stages of development, between entering the program and working to become an entry-level clinician (see Figure 3).



*Figure 3: Stages or Levels of Student Development*

Each of these levels is described in the Competency Based Fieldwork Evaluation for Occupational Therapy (CBFE-OT) manuals (Bossers et al., 1998; Bossers et al., 2007), and elaborated on in a separate article (Sullivan & Bossers, 1998). These stages are seen as being fluid, as depending on the fieldwork environment and the knowledge and experience of the student, the student can move forward and backward, and can progress at different rates (Sullivan & Bossers, 1998). A summary of the purposes, preceptor strategies, and desired outcomes for each level is provided in Table 1.

**Table 1: Purposes, Strategies and Desired Effects by Fieldwork Level**

<b>Level</b>	<b>Purposes</b>	<b>Preceptor Strategies</b>	<b>Desired Effects</b>
<i>Level 1</i> <i>Simulated Fieldwork Experience</i>	<ul style="list-style-type: none"> <li>Start to 'apply' knowledge developed in initial coursework to the practice setting.</li> <li>Take an active role in working with clients, family members and other health care personnel</li> <li>Observe and practice interaction skills, assessment skills, intervention skills and professional reasoning skills</li> <li>Receive and respond to constructive feedback</li> <li>Become familiar with the roles of an OT in that setting</li> <li>Engage in professional activities and learn about the realities of practice</li> </ul>	<ul style="list-style-type: none"> <li>Role Model - Demonstrate/teach professional behaviours and skills (specific skill instruction - focus on "how to do" specific things)</li> <li>Emphasize learning and applying current knowledge base to practice (ask questions)</li> <li>Allow 'hands-on' opportunities to practice with direct evaluation and feedback</li> <li>Feedback should be consistent, concrete and frequent</li> <li>Direct students to additional readings, resources, and observations</li> </ul>	<ul style="list-style-type: none"> <li>Acquisition of new knowledge and skills</li> <li>Confidence increases</li> <li>Perspective on profession broadens</li> <li>Autonomy increases</li> <li>Early problem-solving develops</li> </ul>
<i>Level 2</i>	<ul style="list-style-type: none"> <li>Continue to develop professional knowledge, skills, and attitudes</li> <li>Develop and integrate independent work skills (e.g., time management, setting priorities)</li> <li>Share responsibility for all components therapeutic process (referral analysis and assessment, planning, implementation and evaluation of intervention, discharge planning, and follow-up)</li> <li>Integrate constructive feedback into performance</li> <li>Integrate previous academic and fieldwork experiences with current experiences</li> </ul>	<ul style="list-style-type: none"> <li>Have students identify clients' occupational performance goals in that setting</li> <li>"Coach" the students by: <ul style="list-style-type: none"> <li>Prompting with appropriate questions to grow their clinical reasoning</li> <li>Encouraging them to look at different treatment options and engage in discussion of viable options (articulate your clinical reasoning)</li> <li>Coaching students to see not all solutions are equally good</li> <li>Providing positive reinforcement for creative solutions</li> <li>Exposing to increasingly more complex situations/cases</li> <li>Facilitating self-analysis and encourage reflection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Acquisition of adaptable skills</li> <li>Self-analytical skills emerge</li> <li>Clinical reasoning grows</li> <li>Increased independence</li> <li>Concept of 'self' as a health professional</li> <li>"Art" begins to complement the science</li> </ul>
<i>Level 3</i>	<ul style="list-style-type: none"> <li>Continue to develop professional knowledge, skills, and attitudes</li> <li>Continue to develop clinical reasoning and problem-solving (and linking academic theory to practice)</li> <li>Engage in professional development activities</li> <li>Prepare to enter professional practice (at end of level 3)</li> </ul>	<ul style="list-style-type: none"> <li>Allow the student to work independently where possible (and as much as possible)</li> <li>Provide the student with opportunities to do things on their own</li> <li>Encourage the student to be self-directed and to demonstrate initiative</li> <li>Encourage the student to identify and pursue his/her professional learning needs</li> <li>Encourage the student to perform self-analysis and reflection (self-initiated)</li> <li>Emphasize the student's long-term development and contribution to the profession</li> <li>Work 'collegially' with the student where the relationship shifts from being more of a coach (Level 2) to a being more of a mentor/consultant</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out new challenges and development on their own</li> <li>Preceptor might learn new ideas from the student</li> <li>Strong relationships with team members</li> <li>Healthy, realistic confidence in abilities</li> </ul>

## Level 1 – Simulated Fieldwork Experience (at Western)

### What are the Competency Expectations of a Level 1 Student?

Table 2 outlines what would be expected of a student by the end of Level 1, organized according to each of the competencies of the CBFÉ-OT. These expectations have been adapted with permission from Lorie Shimmell on behalf of Lorie Shimmell and Shaminder Dhillon of McMaster University.

*Table 2: Level 1 Competency Expectations (OT9580)*

Competency	Expectations
1. Practice Knowledge	<ul style="list-style-type: none"> <li>Students are able to <b>apply occupational therapy theories and models</b> learned in class to the placement setting.</li> <li>During placement, students begin to <b>develop and apply content knowledge</b> about the placement setting including scope of the OT role.</li> </ul>
2. Clinical Reasoning	<ul style="list-style-type: none"> <li>Students are able to provide a <b>hypothesis</b> for client presentation and <b>potential</b> next steps.</li> </ul>
3. Facilitating Change	<ul style="list-style-type: none"> <li>Students are able to establish <b>therapeutic relationships</b>, practice in a <b>client-centered</b> way and begin to engage in different parts of the practice process, as <b>negotiated with preceptors</b>.</li> </ul>
4. Professional Interactions & Responsibility	<ul style="list-style-type: none"> <li>Students are respectful, present with integrity and follow through on commitments. Students <b>identify</b> challenges and conflicts.</li> <li>Students <b>explore</b> the ethical and legal practice standards for the placement setting. Students are able to give, receive and integrate general feedback.</li> </ul>
5. Communication	<ul style="list-style-type: none"> <li>Students <b>listen actively</b> with <b>openness and non-judgment</b>. Students are able to <b>engage</b> clients, families and team members appropriately. Students are <b>beginning to document basic</b> interactions with clarity and accuracy.</li> </ul>
6. Professional Development	<ul style="list-style-type: none"> <li>Students are able to not only <b>initiate</b> identification of some strengths and weaknesses in personal performance but also be <b>self-directed</b> in hypothesizing how those weaknesses will be addressed in placement. Preceptors will need to provide input.</li> <li>Students are <b>exploring</b> the scope of the profession.</li> </ul>
7. Performance Management	<ul style="list-style-type: none"> <li>Students demonstrate responsibility for <b>scheduling their own time</b> with input from the preceptor and <b>efficiency</b> with this time.</li> <li>Students identify <b>learning priorities</b> and <b>potential resources/approaches</b> with preceptors' assistance.</li> <li>Students are beginning to <b>understand</b> the organization/system.</li> </ul>

## Level 2

### *What are the Competency Expectations of a Level 2 Student?*

Table 3 outlines what would be expected of a student by the end of Level 2, organized according to each of the competencies of the CBE-OT. These expectations have been adapted with permission from Lorie Shimmell on behalf of Lorie Shimmell and Shaminder Dhillon of McMaster University.

*Table 3: Level 2 Competency Expectations (OT9581)*

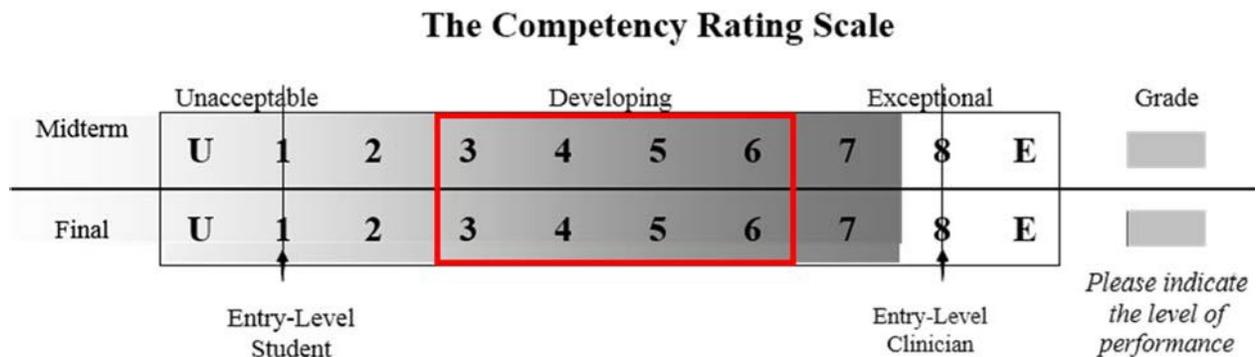
Competency	Expectations
1. Practice Knowledge	<ul style="list-style-type: none"> <li>Based on preparatory work, students begin placement with <b>some</b> practice knowledge, which builds during the placement.</li> <li>During placement, students continue to <b>develop and apply content knowledge</b>.</li> </ul>
2. Clinical Reasoning	<ul style="list-style-type: none"> <li>Students are able to provide an <b>explanation</b> for client presentation and offer <b>potential</b> assessment, intervention and outcome measurement strategies.</li> </ul>
3. Facilitating Change	<ul style="list-style-type: none"> <li>Students are able to participate in <b>all parts of the practice process</b>, but not necessarily with the same client from beginning to end.</li> </ul>
4. Professional Interactions & Responsibility	<ul style="list-style-type: none"> <li>Students demonstrate <b>openness to explore</b> challenges and conflicts.</li> <li>Students <b>find relevant information/resources</b> regarding the ethical and legal practice standards for the placement setting.</li> <li>Students are able to give, receive and integrate <b>general feedback relating to all parts of practice</b>.</li> </ul>
5. Communication	<ul style="list-style-type: none"> <li>Students engage clients and families in <b>all parts of the practice process</b>.</li> <li>Students initiate communication with team members about their <b>respective contributions</b> to client services.</li> <li>Students are <b>documenting all parts of practice</b> with clarity and accuracy.</li> </ul>
6. Professional Development	<ul style="list-style-type: none"> <li>Students are able to not only initiate identification of a <b>number</b> of strengths and weaknesses in personal performance but also be self-directed in <b>planning</b> to address the identified weaknesses. Preceptors may need to provide input.</li> <li>Students have a <b>good</b> understanding of the profession and are able to represent the profession appropriately.</li> </ul>
7. Performance Management	<ul style="list-style-type: none"> <li>Students demonstrate responsibility for <b>time management</b> with input from the preceptor and <b>efficiency/accountability</b> with this time.</li> <li>Students identify <b>learning/clinical</b> priorities, resources/approaches and <b>seek input</b> from preceptors.</li> <li>Students are able to <b>articulate</b> the operational and organizational context of practice in this setting.</li> </ul>

*How do I know where a Level 2 student should be scoring along the CBFE-OT competency rating scale?*

The scoring for each competency for a student on a Level 2 placement should range between 3 and 6 (see figure 5).

A score of 6 would mean that the Level 2 expectations, as outlined in Table 3, have been consistently achieved.

In order to pass the Level 2 placement (OT9581) within our program, the student is required to have an **average score of 4** across the competencies by the final evaluation.



**Figure 5: CBFE-OT Scoring Range for Level 2**

It is possible for students to score above this range (i.e., 7 to E) or below this range (i.e., U to 2), if their performance is more consistent with a higher level or if their performance is below that of what is expected of a Level 2 student.

**In any scenario where a student is scoring below the expected range for their level of placement, it will be important to notify the student and the Fieldwork Chair as early as possible once this determination has been made.**



**Need More Information?**  
 Check out our [YouTube Videos on the CBFE-OT](https://www.youtube.com/playlist?list=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEknG)  
<https://www.youtube.com/playlist?list=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEknG>

## Level 3A

### *What are the Competency Expectations of a Level 3A Student?*

Table 4 outlines what would be expected of a student by the end of Level 3A, organized according to each of the competencies of the CBFE-OT. These expectations have been adapted with permission from Lorie Shimmell on behalf of Lorie Shimmell and Shaminder Dhillon of McMaster University.

*Table 4: Level 3A Competency Expectations (OT9680)*

Competency	Expectations
1. Practice Knowledge	<ul style="list-style-type: none"> <li>Based on preparatory work, students begin placement with a <b>reasonable</b> understanding of the relevant practice knowledge in the assigned setting.</li> <li>This is further developed on placement and applied from beginning to end of service delivery with a <b>partial</b> caseload, as negotiated with preceptors.</li> </ul>
2. Clinical Reasoning	<ul style="list-style-type: none"> <li>Students are able to <b>explain</b> client presentation, <b>develop and implement</b> an assessment, intervention and outcome measurement plan for a <b>partial</b> caseload with <b>some complexity</b>.</li> </ul>
3. Facilitating Change	<ul style="list-style-type: none"> <li>Students are able to participate in <b>all parts of the practice process independently with a partial caseload</b>, in consultation with preceptors.</li> </ul>
4. Professional Interactions & Responsibility	<ul style="list-style-type: none"> <li>Students demonstrate <b>initiative</b> to explore challenges and conflicts and <b>collaborate</b> on solutions.</li> <li>Students find relevant information as needed and <b>adhere</b> to the ethical and legal practice standards for the placement setting.</li> <li>Students are able to give, receive and integrate <b>specific feedback</b> relating to all parts of practice.</li> </ul>
5. Communication	<ul style="list-style-type: none"> <li>Students communicate with clients and families on their <b>partial</b> caseload throughout the provision of services.</li> <li>Students provide <b>meaningful contributions to team meetings</b></li> <li>Students are completing <b>all</b> documentation with appropriate <b>depth and efficiency</b> for their <b>partial</b> caseload.</li> </ul>
6. Professional Development	<ul style="list-style-type: none"> <li>Students are able to not only initiate identification of a number of <b>specific</b> strengths and weaknesses in personal performance but also be self-directed and detailed in addressing the identified weaknesses <b>independently</b>. Preceptors' involvement is limited.</li> <li>Students have a <b>strong</b> understanding of the profession and are positive ambassadors of the profession.</li> </ul>
7. Performance Management	<ul style="list-style-type: none"> <li>Students initiate management, accountability, and responsibility of their time, based on prioritization of client needs and learning priorities. Students <b>check-in</b> with preceptors regarding their learning and clinical plans for their <b>partial</b> caseloads.</li> <li>Students are <b>engaged</b> in the operational and organizational context of practice in this setting.</li> </ul>

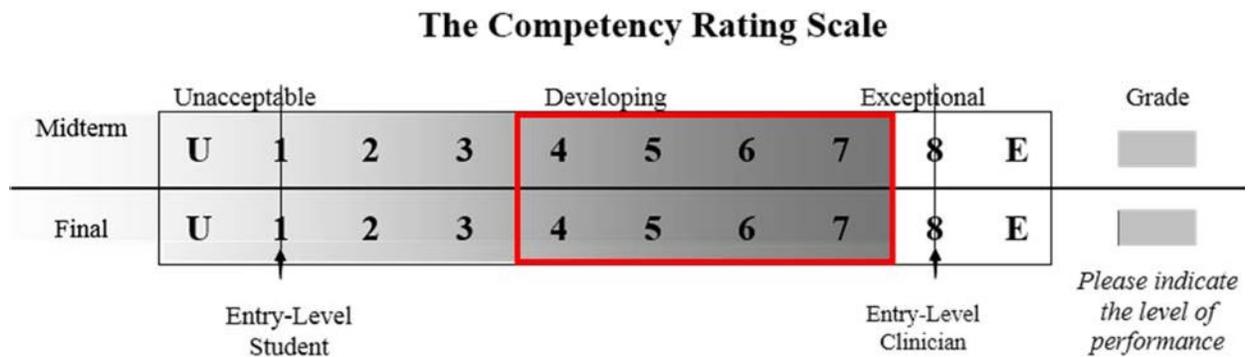
Note: A **partial caseload** is considered in relation to the expectations of an **entry-level** clinician in a particular placement setting - not of an experienced therapist in that setting. Consideration should also be given to contextual factors such as the number of clients available to work with at a given time and other nuances of a particular setting.

*How do I know where a Level 3A student should be scoring along the CBFE-OT competency rating scale?*

The scoring for each competency for a student on a Level 3A placement should range between 4 and 7 (see figure 6).

A score of 7 would mean that the Level 3A expectations, as outlined in Table 4, have been consistently achieved.

In order to pass the Level 3A placement (OT9680) within our program, the student is required to have an **average score of 6** across the competencies by the final evaluation.



**Figure 6: CBFE-OT Scoring Range for Level 3A**

It is possible for students to score above this range (i.e., 8 to E) or below this range (i.e., U to 3), if their performance is more consistent with an experienced therapist or if their performance is below that of what is expected of a Level 3A student.

**In any scenario where a student is scoring below the expected range for their level of placement, it will be important to notify the student and the Fieldwork Chair as early as possible once this determination has been made.**



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<https://www.youtube.com/playlist?list=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEknG>

## Level 3B

### *What are the Competency Expectations of a Level 3B Student?*

Table 5 outlines what would be expected of a student by the end of Level 3B, organized according to each of the competencies of the CBE-OT. These expectations have been adapted with permission from Lorie Shimmell on behalf of Lorie Shimmell and Shaminder Dhillon of McMaster University.

*Table 5: Level 3B Competency Expectations (OT9681)*

Competency	Expectations
1. Practice Knowledge	<ul style="list-style-type: none"> <li>Based on preparatory work, students begin placement with a <b>reasonable</b> understanding of the relevant practice knowledge in the assigned setting.</li> <li>This is further developed on placement and applied from beginning to end of service delivery with a <b>full</b> caseload.</li> </ul>
2. Clinical Reasoning	<ul style="list-style-type: none"> <li>Students are able to <b>explain</b> client presentation, <b>develop and implement</b> an assessment, intervention and outcome measurement plan for a <b>full</b> caseload with a <b>typical</b> level of complexity.</li> </ul>
3. Facilitating Change	<ul style="list-style-type: none"> <li>Students are able to participate in <b>all parts of the practice process independently</b> with a <b>full</b> caseload, in consultation with preceptors.</li> </ul>
4. Professional Interactions & Responsibility	<ul style="list-style-type: none"> <li>Students demonstrate <b>sophistication</b> in exploring challenges and conflict and in collaborating on solutions.</li> <li>Students find relevant information as needed and adhere to the ethical and legal practice standards for the placement setting.</li> <li>Students are able to give, receive and <b>integrate specific feedback in breadth and depth</b> that relates to all parts of practice.</li> </ul>
5. Communication	<ul style="list-style-type: none"> <li>Students communicate with clients and families on their <b>full</b> caseload throughout the provision of services. Students collaborate with team members as needed for the <b>best service provision</b>.</li> <li>Students are completing all documentation with appropriate depth and efficiency for their <b>full</b> caseload.</li> </ul>
6. Professional Development	<ul style="list-style-type: none"> <li>Students are able to not only initiate identification of a number of specific strengths and weaknesses in personal performance but also be self-directed and detailed in addressing the identified weaknesses independently. Preceptor involvement is <b>minimal</b>.</li> <li>Students demonstrate the knowledge, skills, and behaviors of a <b>colleague</b>.</li> </ul>
7. Performance Management	<ul style="list-style-type: none"> <li>Students <b>independently</b> manage their time with accountability and responsibility, prioritize client needs and learning needs, develop and implement their plans for a <b>full</b> caseload and their personal learning.</li> <li>Students <b>seek approval</b> from preceptors prior to implementation.</li> <li>Students demonstrate <b>leadership</b> within the operational and organizational context of practice.</li> </ul>

**Note:** A full caseload is considered in relation to the expectations of an **entry-level** clinician in a particular placement setting - not of an experienced therapist in that setting. Consideration should also be given to contextual factors such as the number of clients available to work with at a given time and other nuances of a particular setting.



## Site Visits & Education Sessions

On a regular basis, or as requested, the Fieldwork Team and School Director will work to schedule Site Visits or Educational Sessions with our community partners where student placements are completed.

**Site Visits** provide the opportunity for the School to learn more about a site, for reciprocal questions and answers, and for reciprocal updates to be provided. These visits may include a tour of the site and a meeting with available occupational therapists on staff at the site.

**Educational Sessions** are provided by the Fieldwork Team when requested by a site. These sessions may be around any topic related to student placements that the site and staff feel are needed or desired. Examples of sessions may include, for example, use of the CBE-OT, supervising a student with competency difficulties, or different student supervision models.

To schedule a Site Visit or an Education Session at your site, please connect with your site's student placement coordinator. If you are your site's student placement coordinator, please connect with the Fieldwork Coordinator.

### Your Feedback

As this guide is a 'living' document, we want to make sure it is meeting your needs as a preceptor for our students. Please feel free to email us directly, or provide feedback to your site's coordinator, to let us know if you feel additional sections or answers to common questions should be added to this guide.

Thank you for your support of our students. Sincerely,

The Fieldwork Team  
School of Occupational Therapy  
Faculty of Health Sciences Western University

## **Fieldwork Education Partnership Declaration**

A Vision for Canadian Occupational Therapy Fieldwork Education

As Part of the:  
Canadian Guidelines for Fieldwork Education  
in Occupational Therapy  
(CGFEOT)

Presented by the

Committee on University Fieldwork Education  
(CUFE)  
Association of Canadian Occupational Therapy University Programs  
(ACOTUP)

Approved by UFCC, ACOTUP and CAOT  
Summer 2003, Revised 2005, 2011

### **A Vision for Canadian Occupational Therapy Fieldwork Education**

The Committee on University Fieldwork Education (CUFE) of the Association of Canadian Occupational Therapy University Programs (ACOTUP) has reviewed the national guidelines for fieldwork education in response to a number of developments. Feedback from fieldwork partners, shifts in health care environments, changes in occupational therapy practice, and the new profile and core competencies of practice have highlighted the need to update the Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT) and reduce administrative procedures while continuing to promote excellence in fieldwork education.

Quality improvement is a systems process whereby identified critical indicators can be measured and monitored. The documentation process proposed in the CGFEOT aims to monitor the numerous activities which have been deemed essential to the support and development of a quality experience for all stakeholders in occupational therapy fieldwork education. The 2011 revised version of the CGFEOT is intended to guide fieldwork partners in developing an effective environment for learning, together with fieldwork education resources and student learning opportunities. In addition, the CGFEOT will guide universities in determining appropriate fieldwork education experiences that enable students to integrate academic and fieldwork learning throughout their professional development.

In updating the CGFEOT, CUFE members aim to implement a process which promotes quality and accountability and reflects current best practice in fieldwork education. The guidelines have incorporated input from a variety of sources: consultation with fieldwork partners on the challenges and benefits of providing fieldwork education, a visioning experience by university fieldwork coordinators to identify factors for effective management of fieldwork education, and a review of national and international documents. CUFE acknowledges the commitment of its fieldwork partners (fieldwork sites, fieldwork educators, on-site fieldwork coordinators, and other team members) in continuing to support a high quality fieldwork education program.

Section 1 of the guidelines includes principles to promote optimum fieldwork education. Section 2 presents the responsibilities of fieldwork education partners: students, preceptors and university programs.

## Section 1: Principles Guiding the Canadian Occupational Therapy Fieldwork Experience

These guidelines are intended to ensure that each Canadian occupational therapy fieldwork experience provides excellent learning opportunities and resources and an optimum environment for learning. Students acquire abilities and professional behaviors as well as new knowledge while engaged in fieldwork education. Students, preceptors, onsite fieldwork coordinators, university professors and university fieldwork coordinators are expected to collaborate in linking fieldwork experiences to what students have learned in class. Therefore, it is important to share a common vision for fieldwork education.

### The fieldwork experience should:

- Be a collaborative learning experience among students, clients, fieldwork educators, onsite fieldwork coordinators and university programs;
- Be mutually beneficial to students and fieldwork educators;
- Be accepted as an essential part of professional growth for both students and fieldwork educators and fieldwork site;
- Occur in a positive learning environment;
- Consider the teaching methods and learning styles of both students and fieldwork educators;
- Consider students' learning objectives in relation to their professional development within the context of the fieldwork environment;
- Support students to account for their learning;
- Enable students to link theory with practice;
- Enable students to take an active role within the site;
- Promote satisfaction for both students and fieldwork educators regarding the fieldwork experience;
- Occur anywhere the roles and functions of an occupational therapist can be developed and integrated.

## Section 2: Responsibilities of Fieldwork Education Partners

### 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 university 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 coordinator/professor 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;

**Fieldwork educators 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;
- 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 (CAOT, 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 coordinator/professor at any time during the placement if the student encounters significant challenges;
- Provide to university fieldwork coordinator/professor 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 university fieldwork coordinator.

**University fieldwork coordinators/professors 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.

