

**OCCTH 527**  
**Level 3A Fieldwork: Learning in a Practice Context**  
**\*4**

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**Course Description:**

Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy. (University of Alberta Calendar)

**Timetabling:**

7wks full-time equivalent (Minimum 37.5 hrs/wk or 262.5 hrs total) 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.

**PCourse Content/Caseload:**

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

*\*Questions regarding the student's involvement and management of the therapist's caseload in relation to entry-level expectations should be directed to the course instructor.*

*\*\*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 their rating of the student's performance in each of the 7 practice competencies (listed above) and overall. The course instructor reviews the evaluation (performance ratings and comments) and assigns a grade of Credit or Non-Credit.

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 all relevant Year 1 & 2 textbooks and resources.

#### **Student Accommodation/Illness:**

Any request for accommodation must be submitted in writing at the beginning of the course with a letter from the academic success centre (ASC) 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 ASC, medical or other documentation must be provided at the beginning of the course. Refer to the [Faculty of Rehabilitation Medicine Accommodation document](#) for specific information.

**Protection of Privacy** - Personal information is collected under the authority of Section 33 (c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that Act and in accordance with applicable University policies (UAPPOL). It will be used for the purpose of ensuring fair and equitable access to course content for students in both the Calgary and Edmonton sites within the Occupational Therapy program of the University of Alberta. Direct any questions about this collection to: contact position, 2-64 Corbett Hall at 780-492-2499.

### **Department of Occupational Therapy: Audio and Video Recording Policy**

"Audio or video recording of lectures, labs, seminars or any other teaching environments by students is allowed only with the prior written consent of the instructor, or as 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 Calgary and Edmonton sites. This is to ensure fair and equitable access to course content at both sites. Students should note: Lectures are not automatically recorded. In the event of a sudden illness, emergency, or leave for professional development events students may request a missed lecture be recorded for their personal use only. Any requests for recording must be received in writing to the Associate Chair, or Academic Advisor 24 hour prior to the scheduled class time. Approval of lecture recordings is at the discretion of the Associate Chair and or Academic Advisor. Official documentation may be requested to verify requests.

### **Copyright and Use of Materials**

Course content and materials provided during class or uploaded on eClass page are in pursuant to the University of Alberta Fair Dealing Guidelines for use by students enrolled in the course. Any reproduction or other use of course material is strictly prohibited.

### **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 of 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."

### **If applicable:**

#### **Late Assignments, Make-up Assignments and Extension Requests:**

Assignments are due by the date and time listed in the course outline. If not specified, all assignments are due by 4:00 pm on the date assigned. Ten percent will be deducted for each 24-hour period (or portion thereof late) that an assignment is late, including weekends. Extensions will be granted at the discretion of the Instructor with documented extenuating circumstances PRIOR to the deadline. Assignments without extensions will not be accepted three weeks after the deadline. Student MUST complete and submit all assignments in order to receive a passing grade for the course.

### **Group Work**

Group work- is an essential part of the course and students are expected to fully participate in each group activity. How you participate is one indicator of your professional conduct and therefore assignments requiring group work incorporate peer evaluation and academic consequences for not participating fully as outlined in the [OT student handbook](#), group work policy. Please read carefully. DO NOT wait until an

assignment is due to take action as outlined in the policy. DO contact your course instructor about concerns as soon as possible.

### **Examination**

The midterm and final exam may be in an on-line format. Students are expected to complete individual assessments on their own and behave with integrity and in accordance with all academic regulations. Students should also know that eClass allows live observation of remote exams and all activities online will be monitored. IP addresses also assist in assessing the location of exam completion. Any anomalies noticed during exams may result in an instructor contacting a student for an explanation.

### **Practical examinations and OSCE**

Students with disabilities entitled to accommodations must meet all professional competencies within the reasonable limits of accommodation and at the skill level of an entry level independent practitioner or as specified by course content performed in a safe and effective manner.

### **Grade Adjustments:**

Students requesting a reassessment of assignments and/or examinations must do so in writing to the course coordinator/instructor. A detailed explanation as to the reasons for the request for a re-evaluation must be provided. If the rationale is accepted a one-time re-evaluation of the exam or assignment [in its entirety] will be completed. The mark on the reassessment will replace the original mark.

### **Assignment and Exam Review**

Students wishing to review an examination or assignment for professional development must do so within 3 weeks after assignments and/or exams have been returned.

**The Professional Behaviour Rubric** (PBR copyright DalU) may be used if, at any point in this course, a member of the OT department community (e.g, faculty, staff, tutors, students) wants to formally document either a student occupational therapist's excellent professional behaviours or behaviours demonstrated by a student occupational therapist that are not deemed professional or appropriate for the situation. This documentation may be used to assess the student occupational therapist's professional suitability and progress within the program. See Professional Behaviour policy and procedure in the [OT Student Handbook](#).