



School of Occupational Therapy

Preceptor Fieldwork Guide

2026 - 2027 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 – Academic Lead,
Clinical Education (ALCE)**

Mary Beth oversees the fieldwork program in the School and is a course instructor for several fieldwork courses.



**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, InPlace, communication around placement assignments, etc

About the Fieldwork Program

Developing Global Leaders

The overall vision and goal of Western's MScOT program is:

- To graduate practitioners who are innovative global leaders in occupation, health and well-being, value social inclusion, challenge inequities, and promote social transformation through occupation.
- To improve the lives of individuals, families and communities.

Western's MScOT program is informed by our Professional and Educational Conceptual Frameworks.

The central focus of our Professional Conceptual Framework, 'harnessing the transformative power of occupation', is congruent with the *Canadian Occupational Therapy Competencies* guiding document stating that occupational therapy is a health profession fundamentally concerned with access to, initiation of, and sustained participation in valued occupations within meaningful relationships and contexts (ACOTRO, ACOTUP, & CAOT, 2021).



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 simulated fieldwork placement. In year two, students complete three 8-week placement blocks.

Master of Science, Occupational Therapy Program Overview, Year 1

Fall Term					Winter Term			
Sept	October	November	December		Jan.	Feb.	March	April
Foundations of Occupational Therapy/ Occupational Science	Psychosocial Determinants of Occupation & Health			Final Exam Period	Simulated Fieldwork Experience OT9580			
	Physical Determinants of Occupation & Health				Occupational Science			Final Exam Period
	Foundations of Practice				Interprofessional Education: Critical Appraisal			
	Interprofessional Education: Professional Practice				Occupational Analysis & Engagement: Person and Occupation			
	Fieldwork Preparation OT9580				Engaging in Occupation: Caring for Self and Others			
					Occupation Based Inquiry: Beginner			
Mentorship Experience I								

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															

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 people of different age groups and across various practice settings through their placements. 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>

Educational Conceptual Framework Core Themes

Determinants of Occupation & Health

Equipping students with the foundational knowledge of the intersecting personal and environmental conditions that influence occupational performance & engagement.

Engaging in Occupation

Enabling students to develop the competencies required for occupation-based assessment and intervention across practice settings.

Foundations of Practice

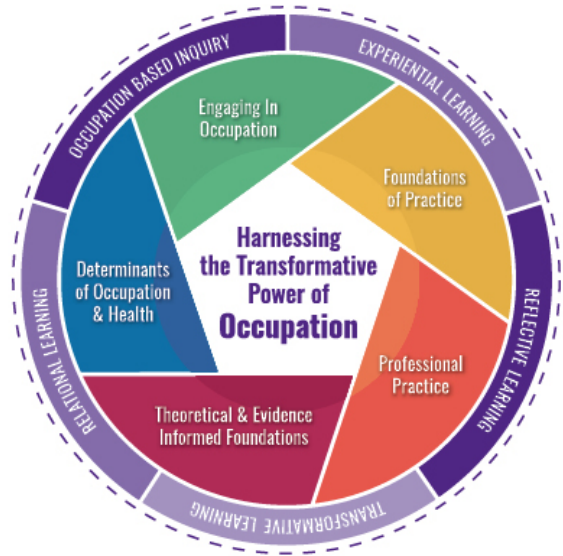
Developing occupation-based practice through the scaffolded application of fundamental occupational therapy capabilities.

Professional Practice

Advancing students' development of a range of capabilities for professional practice at micro, meso and macro levels.

Theoretical & Evidence Informed Foundations

Enabling students to develop in-depth understandings of occupation-based theoretical and evidence-informed foundations and critically apply them to transformative occupation-based practice.



OT Fieldwork Education Website

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

<https://www.uwo.ca/fhs/ot/programs/mscot/placements/index.html>

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

School of Occupational Therapy

Western HealthSciences

ABOUT OT PROGRAMS RESEARCH

Home > Programs > Occupational Therapy (MScOT) > Fieldwork & Placements

Academic Programs **Fieldwork & Placements**

Occupational Therapy (MScOT)

- Admission & Application
- International Applicants
- Program Model and Course Descriptions
- Progression Requirements
- Tuition & Fees
- Mentorship & Experiential Learning
- Fieldwork & Placements

Research-Based Programs

- Advanced Health Care Practice (MCIsc)

One of the most exciting aspects of the professional graduate program in occupational therapy involves fieldwork placement courses. The placement blocks occur in the winter and summer terms. Placements are offered in a variety of settings in several practice areas providing students with opportunities to grow their skills and knowledge through experiential learning.

PRECEPTOR RESOURCES AVAILABLE HERE

Placement Details

Preceptor resources are available here:

https://www.uwo.ca/fhs/ot/programs/mscot/placements/preceptor_resources.html

- Benefits of becoming a preceptor
- Site approval, including *FS-Pro (Fieldwork Site Profile)* approval process
- Preceptor Education Program modules (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 placements will likely be more than 55 km from London, ON.

We strive for breadth of learning across the field of Occupational Therapy. The range of student experiences must include:

- People with primary mental health needs
- People with physical health needs
- People of different age groups (for example: children, youth, adults, older adults)
- People who have recently acquired and/or long-standing health needs
- Interventions that focus on people, occupations, and the environment
- Various practice settings (community practice, hospital-based care, children's centre, etc.)
- At least 70 percent of the required 1000 hours of fieldwork is to be completed in-person and outside of the simulation context

(WFOT 2026 Minimum Standards for the Education of Occupational Therapists)

We believe that a diversity of placement formats, practice settings, lifespan, and other elements is essential to developing the range of competencies that comprise contemporary occupational therapy practice. Exposure to 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 Academic Lead, Clinical Education (ALCE), 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 the 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 meet their capacities and learning needs.

What happens with placement offers that are not immediately assigned?

Generally, there are three things that could happen:

1. We may hold your offers 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 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 introduction email is sent by the School (i.e., 5-6 weeks ahead of the placement start date), the students will contact you.

The students will provide you with the following:

- An introductory message specific to the placement
- Student Placement Profile document

In extenuating circumstances, the Fieldwork Team may allow a student to contact a site coordinator and/or preceptor before the introduction 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 from the placement.

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

Tangible benefits:

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

Honorarium - For preceptors working in Ontario, an honorarium is available for \$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.

Learning Opportunities - 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.

Adjunct Appointments - Preceptors who are committed to taking students on a regular basis and/or participate at the university in various ways (lectures, mentorship, SIM course, curriculum development, committee work, etc), are eligible for adjunct appointments.

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?

Affiliation Agreements

An 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.

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.

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.

What is a Fieldwork Site Profile?

As part of the Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT), produced by the Committee of University Fieldwork Educators (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 years, each student in our program is cleared by Synergy Gateway 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
 - Preparation and Orientation
 - Anti-Oppressive Practices
 - Developing Learning Objectives
 - Developing Clinical Reasoning
 - Reflective Practice
 - Feedback and Evaluation
 - Successfully Navigating Conflicts
 - The Virtual Placement

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 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 the student through InPlace when you submit your placement offer.

How Do Students Prepare for Fieldwork Placements?

Each fieldwork block is preceded by a Fieldwork Preparation course, where students meet regularly with the course instructor 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 their first field placement and revisit their accommodation needs with the Academic Lead, Clinical Education prior to each subsequent placement.

Once the recommendations are received, the Academic Lead, Clinical Education, 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 do not diminish the competency 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 Academic Lead, Clinical Education, 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 fully met or met with some adjustments. Eg. If a recommendation for a quiet space to complete documentation can not be met, the student may instead use noise cancelling headphones.

Where the recommendations can be met, the placement will proceed as planned. Most accommodations should be supported in most clinical sites in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act.

Where the recommendations cannot be met, the Academic Lead, Clinical Education, 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.

Preceptor Role During Placement

Once you have received your student's introductory message, and Student Placement Profile from their previous placement, take the time to review them. The profile will include a section where the student has reflected on their areas of strength 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 introductory message, 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 their 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
- 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)
- 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.

Students must earn a minimum of 1000 hours of clinical placement experience in order to graduate from the MScOT program. Each week is typically recorded as 37.5 hours or 7.5-hour days in InPlace. Some variation may exist at individual placement sites.

Academic consideration/accommodation for extended absences can be granted for medical or compassionate grounds. As such, they will not be granted for:

- Travel departure/return before or after a holiday season/academic break (with the exception of unavoidable travel delays such as those caused by inclement weather)
- Matters of personal convenience
- Matters related to commuting
- Employment
- Externships

Fieldwork Schedule

Students will follow the schedule set by their preceptor(s). 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. Some sites require evening and weekend work, and we ask sites to specify these expectations in the placement description.

Students are expected to:

- Arrive on time and leave at the time designated by their fieldwork preceptor
- Only ask for time off when an absence is unavoidable e.g. illness, or compassionate grounds.
- **Request changes to the fieldwork hours by discussing with the ALCE, first.** If approval is given, the student can submit their request to their fieldwork preceptor and site coordinator for approval, preferably at least one week in advance when possible.
- Work on their preceptor's schedule, including statutory holidays. Note that statutory holidays do not count as an absence if the preceptor is taking that day off, however they are not included in the calculated hours of the placement.

Absences, including due to illness

For short absences of 1-2 days, students will discuss options for making up missed time during placement with their preceptor and/or site coordinator so that absences are not carried forward whenever possible. Where lost time due to absence does occur, and is not made up during that placement block, hours entered into the fieldwork evaluation tool on InPlace will reflect these missed hours. Any time missed and subsequently made up during the placement block should NOT be recorded in the fieldwork evaluation tool.

Students can make up missed hours by:

- Staying late
- Arriving early
- Working a weekend shift
- Completing work at home
- Any other work assigned by their preceptor.

For longer absences of greater than 2 days, the student will be required to complete a fieldwork consideration form that is approved by the fieldwork course instructor and Associate Director - Graduate Program.

In such cases, the School will require documentation, such as from the student's healthcare provider, and the student will meet with the Associate Director - Graduate Program Chair and ALCE, to develop a plan to manage the required fieldwork hours.

Statutory Holidays

Students gain 1050 hours of clinical experience during the 4 fieldwork blocks. When absences due to Statutory holidays are considered, there is little room for additional missed days to meet the 1000-hour requirement. As such, students are strongly encouraged to make up missed time during a placement block in case unanticipated absences occur.

Each placement block includes 15 hours (2 days) of buffer time (Simulated Fieldwork not included). These hours cover two statutory holidays. When there are none or one statutory day during an 8-week placement, the extra buffer hours can, if necessary, be applied to time off due to illness or compassionate reasons, with approval from the preceptor.

Earning Additional Buffer Fieldwork Hours

Students can record up to 2 additional hours of fieldwork per week during each placement block, such as through preparation at home, early arrival, or late departure. With approval from their preceptor, these additional hours can be used to make up for unanticipated absences due to illness or compassionate reasons.

However, please note:

- Students cannot accumulate the buffer hours to shorten their current or future placements.
- Regardless of accumulated buffer hours, absences of more than 2 days require the completion of a fieldwork consideration form that is approved by the fieldwork course instructor and Associate Director - Graduate Program.

Attendance at a Professional Conference

Attending a conference related to occupational therapy is generally considered fieldwork by the school. If a student is interested in attending a professional conference that is scheduled during a fieldwork placement, the student must notify the ALCE, their preceptor, and the site's student placement coordinator about the conference as soon as possible, and preferably before the placement begins, for approval. Approval will consider the student's learning objectives, required competency development, whether essential components of the placement would be missed, and whether extra time on placement would be required.

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 Academic Lead, Clinical Education 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

Academic Lead, Clinical Education, may suspend the student's placement, withdraw the student from the placement or take such other action as may be warranted.

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

When the placement starts, it is important to orient the student to the practice environment and the team members with whom the student may be interacting. For a great overview of orientating 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 feedback will be given on, etc.). For tips on student feedback and evaluation, please see the Preceptor Education Program module on this topic.

By the end of the first week, the student should have developed their 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 their midterm evaluation using the CBE-OT.

Each student will be asked to complete a midterm self-evaluation prior to the formal midterm evaluation with you. It can be helpful to ask the student for their self-evaluation prior to completing your evaluation so you can consider their own appraisal of their progress.

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.

At the midpoint of each placement, the Academic Lead, Clinical Education 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 Academic Lead, Clinical Education will work with the student placement coordinator, preceptor and student to develop strategies and a plan to help address the issues or concerns. (Note: when issues have been identified earlier in the placement, do not wait until the midterm to inform your student coordinator and the School's ALCE – the sooner issues are addressed the better.)

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

Please refer to the later sections on Level Expectations and Scoring:

- 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 Academic Lead, Clinical Education, 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 their final evaluation using the CBFE-OT. Students will again be 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 their performance in relation to the expectations of the fieldwork level of the course.

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

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

Please refer to the later sections on Level Expectations and Scoring:

- Level 2
- Level 3A
- Level 3B

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 submit the Preceptor Final Evaluation on InPlace by the final day of placement.

What happens with the CBFE-OT after it is submitted to the School?

At the end of each placement, once the CBFE-OT has been submitted, the Academic Lead, Clinical Education, 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 Academic Lead, Clinical Education, 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.

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 a few months to process the payments. However, we endeavour to have the payment to you as quickly as possible. Please contact the School if you have not received the payment within 3 months of the end of the placement.

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 offer. Given the nature of a LEAP placement, students should take the lead in completing the CBFE-OT evaluation:

- Students complete the CBFE-OT self-evaluation with input from peers, if applicable, and site staff.
- Preceptor will then use this information to inform their evaluation of the students' performance.

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).

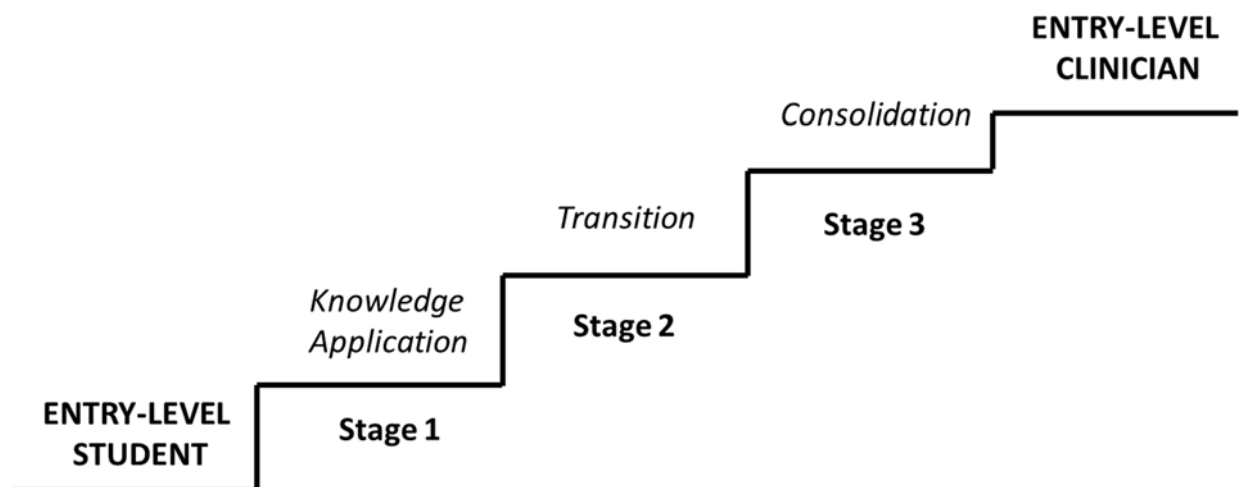


Figure 3: Stages or Levels of Student Development

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

Level	Purposes	Preceptor Strategies	Desired Effects
<i>Level 1 Simulated Fieldwork Experience</i>	- Start to 'apply' knowledge developed in initial coursework to the practice setting. - Take an active role in working with clients, family members and other health care personnel - Observe and practice interaction skills, assessment skills, intervention skills and professional reasoning skills - Receive and respond to constructive feedback - Become familiar with the roles of an OT in that setting - Engage in professional activities and learn about the realities of practice	- Role Model - Demonstrate/teach professional behaviours and skills (specific skill instruction - focus on "how to do" specific things) - Emphasize learning and applying current knowledge base to practice (ask questions) - Allow 'hands-on' opportunities to practice with direct evaluation and feedback - Feedback should be consistent, concrete and frequent - Direct students to additional readings, resources, and observations	- Acquisition of new knowledge and skills - Confidence increases - Perspective on profession broadens - Autonomy increases - Early problem-solving develops
<i>Level 2</i>	- Continue to develop professional knowledge, skills, and attitudes - Develop and integrate independent work skills (e.g., time management, setting priorities) - Share responsibility for all components therapeutic process (referral analysis and assessment, planning, implementation and evaluation of intervention, discharge planning, and follow-up) - Integrate constructive feedback into performance - Integrate previous academic and fieldwork experiences with current experiences	- Have students identify clients' occupational performance goals in that setting "Coach" the students by: - Prompting with appropriate questions to grow their clinical reasoning - Encouraging them to look at different treatment options and engage in discussion of viable options (articulate your clinical reasoning) - Coaching students to see not all solutions are equally good - Providing positive reinforcement for creative solutions - Exposing to increasingly more complex situations/cases - Facilitating self-analysis and encourage reflection	- Acquisition of adaptable skills - Self-analytical skills emerge - Clinical reasoning grows - Increased independence - Concept of 'self' as a health professional "Art" begins to complement the science
<i>Level 3</i>	- Continue to develop professional knowledge, skills, and attitudes - Continue to develop clinical reasoning and problem-solving (and linking academic theory to practice) - Engage in professional development activities - Prepare to enter professional practice (at end of level 3)	- Allow the student to work independently where possible (and as much as possible) - Provide the student with opportunities to do things on their own - Encourage the student to be self-directed and to demonstrate initiative - Encourage the student to identify and pursue his/her professional learning needs - Encourage the student to perform self-analysis and reflection (self-initiated) - Emphasize the student's long-term development and contribution to the profession - 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	- Seeks out new challenges and development on their own - Preceptor might learn new ideas from the student - Strong relationships with team members - Healthy, realistic confidence in abilities

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 CBF-E-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	- Students are able to apply occupational therapy theories and models learned in class to the placement setting. - During placement, students begin to develop and apply content knowledge about the placement setting including scope of the OT role.
2. Clinical Reasoning	Students are able to provide a hypothesis for client presentation and potential next steps.
3. Facilitating Change	Students are able to establish therapeutic relationships, practice in a client-centered way and begin to engage in different parts of the practice process, as negotiated with preceptors.
4. Professional Interactions & Responsibility	- Students are respectful, present with integrity and follow through on commitments. Students identify challenges and conflicts. - Students explore the ethical and legal practice standards for the placement setting. Students are able to give, receive and integrate general feedback.
5. Communication	Students listen actively with openness and non-judgment. Students are able to engage clients, families and team members appropriately. Students are beginning to document basic interactions with clarity and accuracy.
6. Professional Development	- Students are able to not only initiate identification of some strengths and weaknesses in personal performance but also be self-directed in hypothesizing how those weaknesses will be addressed in placement. Preceptors will need to provide input. - Students are exploring the scope of the profession.
7. Performance Management	- Students demonstrate responsibility for scheduling their own time with input from the preceptor and efficiency with this time. - Students identify learning priorities and potential resources/approaches with preceptors' assistance. - Students are beginning to understand the organization/system.

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	- Based on preparatory work, students begin placement with some practice knowledge, which builds during the placement. - During placement, students continue to develop and apply content knowledge.
2. Clinical Reasoning	Students are able to provide an explanation for client presentation and offer potential assessment, intervention and outcome measurement strategies.
3. Facilitating Change	Students are able to participate in all parts of the practice process, but not necessarily with the same client from beginning to end.
4. Professional Interactions & Responsibility	- Students demonstrate openness to explore challenges and conflicts. - Students find relevant information/resources regarding the ethical and legal practice standards for the placement setting. - Students are able to give, receive and integrate general feedback relating to all parts of practice.
5. Communication	- Students engage clients and families in all parts of the practice process. - Students initiate communication with team members about their respective contributions to client services. - Students are documenting all parts of practice with clarity and accuracy.
6. Professional Development	- Students are able to not only initiate identification of a number of strengths and weaknesses in personal performance but also be self-directed in planning to address the identified weaknesses. Preceptors may need to provide input. - Students have a good understanding of the profession and are able to represent the profession appropriately.
7. Performance Management	- Students demonstrate responsibility for time management with input from the preceptor and efficiency/accountability with this time. - Students identify learning/clinical priorities, resources/approaches and seek input from preceptors. - Students are able to articulate the operational and organizational context of practice in this setting.

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.

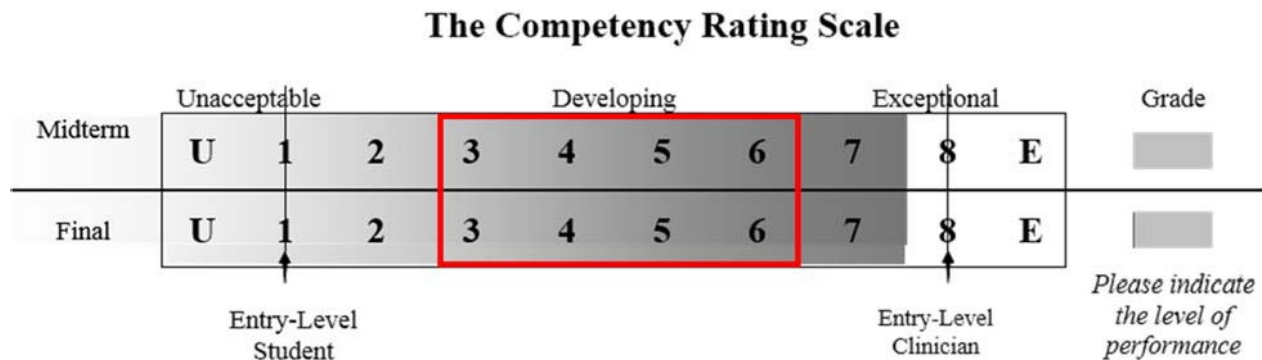


Figure 5: CBFE-OT Scoring Range for Level 2

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 Academic Lead, Clinical Education 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=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEkbnG)

<https://www.youtube.com/playlist?list=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEkbnG>

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	- Based on preparatory work, students begin placement with a reasonable understanding of the relevant practice knowledge in the assigned setting. - This is further developed on placement and applied from beginning to end of service delivery with a partial caseload, as negotiated with preceptors.
2. Clinical Reasoning	Students are able to explain client presentation, develop and implement an assessment, intervention and outcome measurement plan for a partial caseload with some complexity.
3. Facilitating Change	Students are able to participate in all parts of the practice process independently with a partial caseload, in consultation with preceptors.
4. Professional Interactions & Responsibility	- Students demonstrate initiative to explore challenges and conflicts and collaborate on solutions. - Students find relevant information as needed and adhere to the ethical and legal practice standards for the placement setting. - Students are able to give, receive and integrate specific feedback relating to all parts of practice.
5. Communication	- Students communicate with clients and families on their partial caseload throughout the provision of services. - Students provide meaningful contributions to team meetings - Students are completing all documentation with appropriate depth and efficiency for their partial caseload.
6. Professional Development	- 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. Preceptors' involvement is limited. - Students have a strong understanding of the profession and are positive ambassadors of the profession.
7. Performance Management	- Students initiate management, accountability, and responsibility of their time, based on prioritization of client needs and learning priorities. Students check-in with preceptors regarding their learning and clinical plans for their partial caseloads. - Students are engaged in the operational and organizational context of practice in this setting.

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.

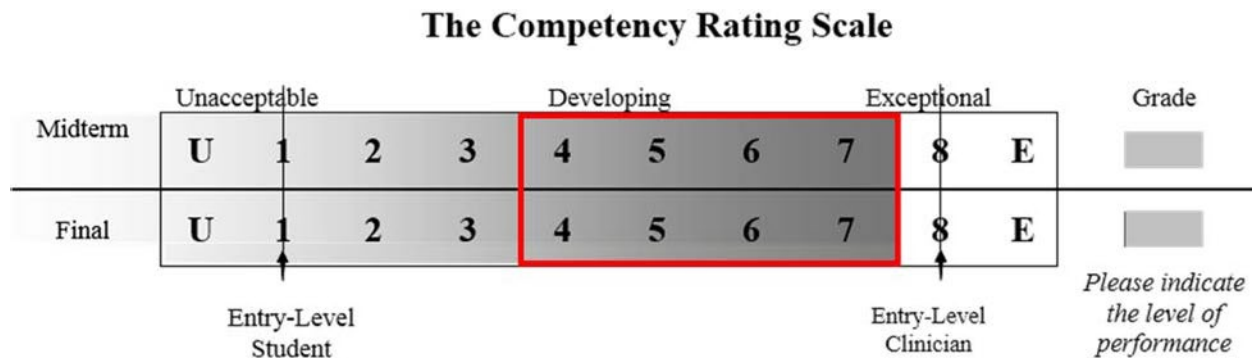


Figure 6: CBFE-OT Scoring Range for Level 3A

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 Academic Lead, Clinical Education 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 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 CBFE-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	- Based on preparatory work, students begin placement with a reasonable understanding of the relevant practice knowledge in the assigned setting. - This is further developed on placement and applied from beginning to end of service delivery with an appropriate caseload.
2. Clinical Reasoning	Students are able to explain client presentation, develop and implement an assessment, intervention and outcome measurement plan for an appropriate caseload with a typical level of complexity.
3. Facilitating Change	Students are able to participate in all parts of the practice process independently with an appropriate caseload, in consultation with preceptors.
4. Professional Interactions & Responsibility	- Students demonstrate sophistication in exploring challenges and conflict and in collaborating on solutions. - Students find relevant information as needed and adhere to the ethical and legal practice standards for the placement setting. - Students are able to give, receive and integrate specific feedback in breadth and depth that relates to all parts of practice.
5. Communication	- Students communicate with clients and families on their caseload throughout the provision of services. Students collaborate with team members as needed for the best service provision. - Students are completing all documentation with appropriate depth and efficiency for their caseload.
6. Professional Development	- 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 minimal. - Students demonstrate the knowledge, skills, and behaviors of a colleague.
7. Performance Management	- Students independently manage their time with accountability and responsibility, prioritize client needs and learning needs, develop and implement their plans for an appropriate caseload and their personal learning. - Students seek approval from preceptors prior to implementation. - Students demonstrate leadership within the operational and organizational context of practice.

Note: An appropriate 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 3B student should be scoring along the CBFE-OT competency rating scale?

The scoring for each competency for a student on a Level 3B placement should range between 5 and 8 (see figure 7). A score of 8 would mean that the Level 3B expectations, as outlined in Table 5, have been consistently achieved - and the student is working at the level of an entry-level clinician.

In order to pass the Level 3B placement (OT9681) within our program, the student is required to have an **average score of 7** across the competencies by the final evaluation.

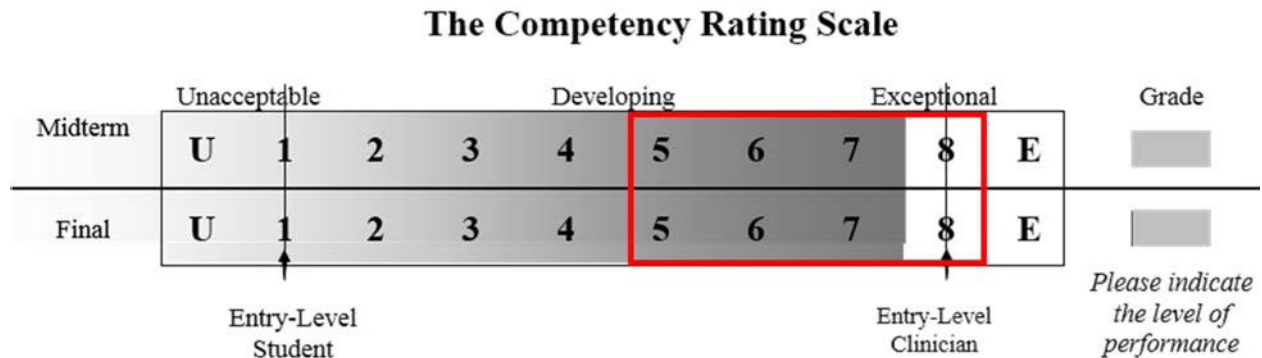


Figure 7: CBFE-OT Scoring Range for Level 3B

It is possible for students to score above this range (i.e., E) or below this range (i.e., U to 4), if their performance is more consistent with an experienced therapist or if their performance is below that of what is expected of a Level 3B 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 Academic Lead, Clinical Education 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=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEKbnG)

<https://www.youtube.com/playlist?list=PLaVPbJC31aoYWgmapWPtmQ1H9bTZEKbnG>

Site Visits & Education Sessions

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 include: how to use the CBFE-OT, supervising a student who is not meeting competency expectations, different models of student supervision and navigating conversations about clinical reasoning.

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 School's Clinical Placements 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 supporting student learning and the future of our profession!

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.