

Fieldwork Site Profile: Learning Opportunities and Resources

Please fill in and return to your affiliated university occupational therapy program.

Site and Contact Information

Name of site: Giant Steps School

Name of program/sector: Occupational Therapy

Name of contact person: Dorothy Notkin

Title of contact person: Head occupational Therapist

Address: 5460 Avenue Connaught, Montreal, Quebec, H4V 1X7

Phone*: 514-935-1911 Fax*: 514-935-9768

E-mail address*: dnotkin@giantstepsmontreal.com

Web site: www.giantstepsmontreal.com

- Supporting material about the site and occupational therapy services attached
(e.g. pamphlet, brochure, fact sheet)

**of contact person*

If you have any questions or comments, please contact your university representative:

Label with name and contact information of UFC
(Suggested font: Arial 11)

A member of the Committee on University Fieldwork Education (CUFE), a sub-committee of the
Association of Canadian Occupational Therapy University Programs (ACOTUP)

Fieldwork Site Profile (FS-PRO): Learning Opportunities and Resources

Copy and complete for individual location or program as appropriate.

Name of program / site: Occupational Therapy- Giant Steps School
(if different from page 1):

Contact information if different from page one:

Location of occupational therapy services in the building:

Characteristics of Occupational Therapy Services:

1. Occupational therapy services are organized on: an O.T. department basis a program basis
 No O.T. on site other: _____

Description (e.g. the mission and vision of your organization, occupational therapy philosophy and role of occupational therapy within your organization):

Giant Steps Occupational Therapy department is a school based program. It has 78 children in the elementary and high school classes – ages 5-21 years. It includes an "inclusion program in which the children attend their community school, for 1-2 days a week with an educator sometimes using a modified academic program. They attend giant steps school for the remaining days for academics and specialties such as OT, speech therapy, social and communication groups, computers, and daily living skills groups.

2. System(s) / services in which you practice: Public sector Private practice

- | | | |
|--|--|--|
| <input type="checkbox"/> Rehabilitation centre | <input type="checkbox"/> Outpatient clinic | <input type="checkbox"/> Hospital |
| <input type="checkbox"/> Long term care centre | <input type="checkbox"/> Home care | <input type="checkbox"/> Day hospital |
| <input type="checkbox"/> Insurance industry | <input type="checkbox"/> Community setting | <input checked="" type="checkbox"/> School |
| <input type="checkbox"/> Other: _____ | | |

3. Occupational therapy roles: Direct care Indirect care Consultation Research
 Administration Other: _____

4. Client life span: Children Adolescents Adults Older adults

Characteristics of Occupational Therapy Services (continued):

5. Client conditions: Mental health Physical health xCombined Other

Please list common client issues:

Autism Spectrum Disorder, Developmental Disabilities, Communication disorders, gross and fine motor disorders.

6. Occupational therapy focus:

Please describe common areas of practice, interventions and programs:

Areas of Occupational Performance include: sensory integration techniques, neurodevelopmental techniques, gross and fine motor development, cognitive perceptual abilities, behaviour issues, self regulation, handwriting, visual motor abilities, executive function skills, daily living skills, social skills, organizational skills, problem solving etc.

7. Hours of operations: _____ 8am-5pm

8. Total number of occupational therapists working at/for your site:

Full Time: _____ x Part Time: __4

9. Support personnel (e.g. OTAide, rehab assistant)? yes x no If yes, how many: _____

Learning Opportunities and Resources for Students:

1. Access to a library (either on or off-site) : yes no
2. Internet access: yes no
3. Other learning opportunities and resources for students (*please list*):

(e.g. *interprofessional contacts, field trips, resource binders*):

-Interaction with Giant steps team members

-resource binders, projects for the department, OT meetings, parent meetings, evaluation process, etc.

4. Please state your general learning and performance expectations of students (other than the ones from the University) to assist them in preparing for fieldwork education at your site.

We expect them to have read the up to date information on autism spectrum disorder, be familiar with evaluations, be familiar with childhood development, read about self regulation and behavioural issues, read about sensory integration research, up to date version of tenu de dossier,

Administrative Resources:

1. Orientation session offered upon students arrival:

xyes no, it will be available on (*specify date*): _____

2. Space and resources available to students (phone, desk, workstation, etc.): lunchroom, own desk or

Shared, access to computers, transportation access, phone,

3. Policies and procedures information available:

x yes, location: ____ In OT library.

no, it will be available on (*specify date*): _____

4. Health and safety policy in place:

x yes no, it will be available on (*specify date*): _____ in OT office

5. Emergency procedures information available:

xyes, location:

no, it will be available on (*specify date*):

6. Contingency plan available (for absent fieldwork educator during placement):

no, it will be available on (*specify date*):

xyes. Please outline its major characteristics:

Administrative Resources (continued):

7. Continuing education plan in place for occupational therapists on site:

no, it will be available on (*specify date*): _____

yes. Please outline its major characteristics:

Please outline your site's continuing education policy or describe how occupational therapists remain current in issues that impact their professional practice. Also, describe use of evidence based practice:

The OT department prides itself on keeping up to date with evidence based practice interventions and research for this population. We keep a specific library resource reading and modules that we implement individually or in group situations. The students are exposed to a variety of therapeutic interventions and resources throughout their placement.

Amenities Available to Students:

1. Cafeteria: yes no
2. Kitchen facilities: microwave oven refrigerator other: _____
3. Locker: yes no
4. Bicycle rack: yes no
5. Parking: yes, cost: _____ no
6. Public transportation available: yes no
7. Other (*please list*):

(*e.g. accommodation for students*)

Site Requirements for Students:

1. Immunization: yes no If yes, specify in box below.
2. Criminal / police record check: yes no If yes, specify in box below.
3. Dress code: yes no If yes, specify in box below.
4. A car is required during placement hours: yes no
 If yes, describe the site "gas reimbursement" policy for OT students, in the box below.

Please specify additional information and/or requirements (e.g. mask fit testing):

Message to Students:

Please add anything else you would like students to know or prepare for prior to starting a placement at your site.
Giant Steps school is a most interesting learning experience using up to date research and treatment techniques to meet the needs of the diverse ASD population and to access the different learning styles. We encourage to children to become as independent as possible and working in a team collaborative situation, provides a variety of perspectives that fulfill the complex needs of the children in all developmental areas.

- Pre-placement information package sent to student (e.g. reading list or material, schedule): yes no

Signatures:

Profile completed by: Dorothy Notkin erg. Head Occupational Therapist date: 2014-05-27
(Name and title)

My organization wishes to offer placements to occupational therapy students from:

my affiliated University Canadian universities International O.T. programs

For fieldwork education purposes, I hereby authorize my affiliated university occupational therapy program to forward the information included in the FS-PRO to students and fieldwork coordinators from other occupational therapy programs.

I shall ensure that students will be supervised by qualified occupational therapists that have a minimum of one year of professional experience, and hold credentials with their provincial regulatory body.

Signature: _____ Dorothy Notkin erg. _____ date: May 27, 2014

Appendix B: Example of a fieldwork site profile form

Association of Canadian Occupational Therapy University Programs (ACOTUP)

University fieldwork coordinators require information about fieldwork education sites regarding opportunities and resources for student learning. The main goal of requesting a fieldwork site profile is to describe the learning environment in which the student will evolve. The fieldwork site profile will assist the university fieldwork coordinator and students in making informed decisions about placement selection in order to balance student fieldwork profile as well as meeting their learning needs. Furthermore, information gathered on this form will also be used for the partnership renewal process, by university fieldwork coordinators.

Hence, information available in the fieldwork site profile contributes to promoting excellence in fieldwork education among partners as well as to fulfilling the Canadian Association of Occupational Therapists requirements for Academic Accreditation.