

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

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

Site and Contact Information

Name of site: Lester B. Pearson School Board

Name of program/sector: Occupational Therapy Service

Name of contact person: Victoria Stuhec / Heather Young

Title of contact person: Occupational Therapist

Address: 1925 Brookdale

Dorval, Quebec, H9P 2Y7

Phone*: 514-422-3000

Fax*: 514-422-3014

E-mail address*: vstuhec@lbpsb.qc.ca

Web site: www.lbpsb.qc.ca

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

http://www.fppe.qc.ca/index_doc/ergotherapie.pdf

http://sservices.lbpsb.qc.ca/eng/services/page.asp?mycatrequest=2_links

**of contact person*

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

A member of the University Fieldwork Coordinators Committee (UFCC) , 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 Service at Lester B. Pearson School Board

(if different from page 1):

<p><i>Contact information if different from page one:</i></p>	<p><i>Location of occupational therapy services in the building:</i></p> <p>Student Services department located at the school board head office, an OT service centre is located at Horizon high school, but OT services are typically offered directly in the school environment in one of our 52 elementary and high schools.</p>
---------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: As a complementary service within the Student Services Department

Description:

At the Lester B. Pearson School Board (LBPSB), occupational therapy services are based on a consultative model and no direct individual therapy is provided. Occupational therapy is an essential complementary educational service for students with special needs aged 4-21 years throughout the school board. The primary mandate of the LBPSB occupational therapist is to support the inclusion of students presenting with high needs due to their physical, developmental and/or sensory challenges. The occupational therapist works collaboratively with the school resource team, the Student Services Department team, the identified student and his or her parents or guardians. Occupational therapists use a systematic approach based on evidence and professional reasoning in their evaluation, analysis and intervention planning.

The role of the occupational therapist at LBPSB is to support the school team in promoting the functional abilities of the identified student in the school setting; to determine the impact of the student's challenges on his/her successful school functioning and integration; and to provide recommendations in areas of physical adaptations (adaptive equipment, assistive devices, technology), activity adaptations and/or activity modification related to the student's success plan in order to maximize their learning and functioning in the school environment.

The occupational therapist may also be part of specific teams and/or committees, such as the *Center of Excellence for Autism Spectrum Disorders*, *Friendship Love and Sexual Health committee*, and the *Tech Grant committee* for attribution of government grants for technological equipment.

At the Lester B Pearson School Board, occupational therapy services may include: individual student screening, consultation and/or assessment; consultation with the school resource team, classroom and specialist teachers; recommendation of compensatory and/or rehabilitation based activities to be integrated into school activities and the school environment; training and support of school staff for the implementation of recommendations; evaluation and provision of recommendations to optimize the accessibility of the Lester B. Pearson School Board schools; education and in-services within the school environment. Due to the limited availability of occupational therapy services within the school board students' needs are prioritized and managed by each therapist based on their individual caseload demands.

2. System(s) / services in which you practice: Public sector Private practice
- Hospital Rehabilitation centre Long term care centre Outpatient clinic
- Insurance industry School Home Community Day hospital
- Other: _____

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

4. Client life span: Children Adolescents Adults (18-21) Older adults

Characteristics of Occupational Therapy Services (continued):

5. Client conditions: Mental health Physical health Combined

Please list:

The clientele consists of L.B.P.S.B. students within the elementary and high schools with physical, intellectual and/or social-emotional limitations that interfere with their participation in daily school functional activities. A student's occupational performance may be impaired by physical, developmental, sensorial, attentional, behavioural, and/or learning challenges.

Some student impairments may be: severe to profound intellectual impairment, moderate intellectual impairment (i.e. Down's syndrome), mild intellectual impairment, mild motor or organic impairment (i.e. juvenile rheumatoid arthritis, developmental coordination disorder), severe motor impairment (i.e. cerebral palsy, muscular dystrophy, spinal muscular atrophy), language disability, visual impairment, hearing impairment, autism spectrum disorder, psychopathological disorders, learning disabilities, behavioral disorders, global developmental delay, attentional deficits, undiagnosed.

6. Areas of practice and / or occupational therapy focus (e.g. occupational performance issues):

Please describe:

As a professional consultant, the occupational therapist's primary role is to support the school teams in facilitating the school success of the identified students. The occupational therapist's mandate is to primarily service students in the following order:

- Students facing building accessibility challenges and/or physical challenges pertaining to basic functioning within the school environment.
- Students with a "Handicap Code", as identified by Ministère de l'Éducation, Loisirs et Sports (M.E.L.S.) guidelines
- Students classified as being "At Risk", as identified by M.E.L.S. guidelines

7. Hours of operations: 8:00am - 4:30 pm

8. Total number of occupational therapists working at/for your site: total 23.5 days per week (April 2015)

X Full Time: 4 X Part Time: 2

9. Support personnel? yes 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*):

There is an occupational therapy resource library, and a general library with resources pertaining to students with special needs located at the LBPSB head office.

Students may have access to a variety of LBPSB in-service opportunities during their placement as well as the opportunity to participate in the Regroupement des ergothérapeutes en milieu scolaire.

4. In addition to the University's expected learning objectives for each placement, please state the general learning expectations and the educational philosophy of your site to assist students in preparing for fieldwork at your site.

It is expected that the OT students present themselves with professionalism. The OT students are expected to respect the staff, students and family partners within the school board environment. They are expected to maintain confidentiality within the learning and work environment. The OT students are expected to present themselves as motivated and engaged learners. The supervisors are committed to providing a varied and engaging learning environment. The supervisors are committed to a communication model which encourages and facilitates communication between the supervisors and the students to assist them in achieving their learning objectives. Within the self-directed learning approach the supervisors are there to support the students in their learning pathway. The supervisors are committed to facilitating the development of OT observational skills, analytical thinking skills, problem solving skills so that the OT students gain specific practice in assessment, development of analysis and writing school based functioning recommendations for targeted students within the school environment.

Administrative Resources:

1. Orientation session offered upon students arrival:

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

2. Space and resources available to students (phone, desk, computer or other):

Students will be able to share a desk with other professionals at the Head office of the school board.
A shared phone and shared desktop computer will be available at the Head office.
Quiet work space is available at the OT service centre at Horizon high school.
At the school level, students will be able to share the space available at each school.
Paper material are available to the student.
Possibility to borrow a portable iPad device for the duration of the placement for note writing and therapeutic practice.

3. Health and safety policy in place:

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

4. Emergency procedures information available:

X yes, location: LBPSB head office

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

5. Policies and procedures information available:

X yes, location: reviewed on first day and available at the board

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*): _____

X yes. Please outline its major characteristics:

Supervisory role will be shared by 2 LBPSB OTs. In the even of absence of one of the supervisors the other will assume the full supervisory role. If necessary support may be provided by school staff or other interdisciplinary team members.

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:

Professionals have access to continuing educational funds from the Student Services Department as well as from a Life Long Learning fund. The amount of funds approved at the SSD level is directly related to the OTs FTE assignment. The Life Long Learning fund is a union initiative and is requested on an adhoc basis.

Amenities Available to Students:

1. Cafeteria: yes - only at the head office no

2. Kitchen facilities: microwave oven - only at head office refrigerator other: _____

3. Locker: yes no

4. Bicycle rack: yes no

5. Parking: yes, cost: none free parking at all schools and head office no

6. Public transportation available: yes some schools are accessible via STM bus or ATM train, off island schools are not accessible via public transportation no

7. Other (*please list*):

(e.g. accommodation for students)

Students with special needs may be accommodated in this placement (i.e. physical accommodation, learning, visual or hearing accommodation).

Site Requirements for Students:



1. Immunization: yes no
2. Criminal record check: yes no
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:

Criminal check must be completed and returned to the Human Resources department prior to the start of the placement.

Dress code is professional but casual. No jeans, name tag at all times, and close toed shoes.

Car would be beneficial to allow access to an unlimited amount and location of schools, however, a placement can be tailored to the use of public transportation.

There is no gas reimbursement allocation and the student is responsible for all their own transportation costs.

Message to Students:

Please add anything else you would like students to know or prepare for prior to starting a placement at your site.

Upon receipt of the introductory student letter the supervisor will respond with necessary general information regarding recommended reading materials and schedule.

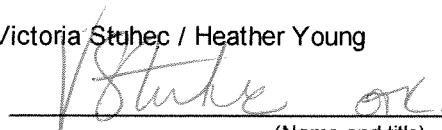
The students are asked to communicate any specific areas of interest or learning objectives to the supervisor so that an attempt can be made to address these needs within the placement if possible.

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

Signatures:

Profile completed by: Victoria Stuhec / Heather Young

date:



(Name and title)

2015-01-14

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 who have a minimum of one year of professional experience, and hold credentials with their provincial regulatory body.

Signature: _____

Sharon Yeung

date: _____

2015-04-14

Sharon Yeung