

## **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.

# 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:** Quebec Society for Disabled Children  
**Name of program/sector:** Out-patient Pediatric  
**Name of contact person:** Jennifer Hargadon  
**Title of contact person:** Occupational Therapist  
Address: 2300 Rene-Levesque Boulevard O, Montreal, Qc H3H2R5

Phone\*: (514) 937-6171 ext 236      Fax\*: 514-9370082

E-mail address\*: [jhardagon@enfantshandicapes.com](mailto:jhardagon@enfantshandicapes.com)

Web site: [www.enfantshandicapes.com](http://www.enfantshandicapes.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:



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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:** \_\_\_\_\_

*(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: \_\_\_\_\_

The Quebec Society for Disabled Children supports the development of children with various neurological, intellectual and physical disabilities. Since 1930, the aim of the Society has been to provide an engaging environment which favors the children's integration and promotes the development of children in all spheres of their growth.

The role of the OT includes:

- Assessment
- Goal setting
- Individual sessions
- Therapy- Intervention – Treatment
- Consulting with care and service providers

2. System(s) / services in which you practice:  Public sector  Private practice
- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> Rehabilitation centre  | <input checked="" 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 checked="" type="checkbox"/> Community setting | <input type="checkbox"/> School       |
| <input type="checkbox"/> Other: Day Care Center | _____   |                                       |

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     Combined     Other

- Autism Spectrum Disorder
- Trisomy 21 (nondisjunction, mosaicism, translocation)
- Chromosomal Abnormalities (such as: Prader Willi Syndrome, Mednik, FoxG1 Syndrome, Pierre Robin Syndrome)
- Global Developmental Delay
- Cerebral Palsy
- Intellectual Disabilities
- Behavioural Disorders
- Various other physical/medical impairments
- Undiagnosed impairments

6. Occupational therapy focus:

Occupational Therapy at the Quebec Society for Disabled Children offers early intervention for children as young as 6 months through one-on-one therapy or group intervention. The on-site Snoezelen room and their new OT room facilitate the multisensory and sensory modulation approaches, which enables the OT to meet the diverse needs of your child.

The OT works with children as well the family, to determine a child's needs, identify goals and priorities, and work together towards achieving them. For example, the OT facilitates the participation of the child in their daily occupations (self-care, productivity and leisure), as well as facilitate the engagement of the child in each of their different environments (ex: home, school, or daycare), by helping the child develop in the areas of:

- Cognition
- Fine Motor
- Gross Motor
- Oral Motor/Feeding
- Sensory Processing
- Visual Perception
- Activities of daily living
- Functional Independence

7. Hours of operations: 9:00am – 5:00pm

8. Total number of occupational therapists working at/for your site: 2

Full Time: 1 OT working 4 days/week     Part Time: 1 OT working 3 days/week

9. Support personnel (e.g. OTAide, rehab assistant)?     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*):

- Meeting and consultations with other professionals to discuss client, either on site or at hospital/rehabilitation location
- Observation of Special Educator session
- Observation of clients in daycare setting
- Opportunity to access a wide variety of assessments and information manuals specific to client's needs.

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.

To further prepare for this stage, students are expected to do some reading on various pediatric conditions, such as Autism, Down's syndrome, Prader Willi, cerebral palsy, Pierre Robin syndrome, and feeding and swallowing difficulties. It is also helpful to get a head start in researching potential OT interventions for this clientele.

Performance expectations for students include:

- Independence and initiative – self starter
- Strong communication skills
- Advocating for clients and self
- Understanding of OT role in this environment
- Ability to be a generalist in this setting as students have opportunity to see many different cases with different needs
- Collaborating in learning process with supervisor
- Proper time management

## Administrative Resources:

1. Orientation session offered upon students arrival:

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

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

Shared phone and large workstation with supervisor. Other rooms with desk available depending on staff present.

3. Policies and procedures information available:

yes, location: \_\_\_\_\_

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

4. Health and safety policy in place:

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

5. Emergency procedures information available:

yes, location: \_\_\_\_\_

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

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

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

yes. 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 values remaining current on issues that impact their professional practice, and is gathering learning resources relevant to cases and has opportunities to complete continuing education courses such as NDT techniques, sensory integration theories and self-regulation to praxis. Thus, OT is equipped with evidence based interventions, assessments and resources.

## Amenities Available to Students:

1. Cafeteria:  yes  no

2. Kitchen facilities:  microwave oven  refrigerator  other: kettle, coffee maker

3. Locker:  yes  no

4. Bicycle rack:  yes  no

5. Parking:  yes, cost: street parking available  no

6. Public transportation available  yes  no

7. Other (please list):

Daily free lunch; including soup/salad and main dish (meat, pasta or fish). Vegetarian options available.

## 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):

Required immunization from McGill

Need to conduct Vulnerable Sector Police Check with center prior to start of stage.

Dress code is business casual (no blue jeans, revealing tops or bottoms).

## Message to Students:

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

This is a great opportunity to expand your knowledge of OT in a pediatric setting. As this setting has just established its OT program, you have the opportunity to be part of a new, exciting and growing environment, in which you can contribute ideas to set up and development of treatment protocols and exert your independence.

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



**Signatures:**

*S Secondi*

*R Collins*

Profile completed by: Stephanie Secondi and Jessica Collins, OT M2 Students date: October 14<sup>th</sup> 2015  
(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: *Jennifer Hargadon* date: October 14, 2015