

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: Sir Wilfrid Laurier School Board

Name of program/sector: _____ Complementary Services Department _____

Name of contact person: _____ Lina Ianni / Fred Greschner _____

Title of contact person: ___ Occupational Therapist / Director of Complementary Services _____

Address: ___ 239 Montée Lesage, Rosemère, QC, J7A 4Y9 _____

Phone*: (_450_) _621-5600 EXT. 1472_____ Fax*: ___450- 965- 4208_____

E-mail address*: _____ lianni@swlauriersb.qc.ca _____

Web site: _____ www.swlauriersb.qc.ca _____

- 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: _____ SAME _____

(if different from page 1):

Contact information if different from page one:

Location of occupational therapy services in the building:

Occupational Therapy Office located at:
2323 Daniel Johnson Blvd (Mother Teresa Junior High School)
Laval, QC
H7T 1H8

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):

The role of the occupational therapist working in the complementary services department is mainly that of a consultant and collaborator with the teachers, parents and staff. When a student is referred to OT, the OT usually intervenes by conducting observations, administering assessments, and works with other professionals and school staff to implement recommendations/strategies to facilitate a student's engagement and participation in school tasks. It is important to note that the students do not need to have a diagnosis in order to be seen in Occupational Therapy. The SWLSB is an inclusive school board, thus services are made available to all students.

1. S

Rehabilitation centre Outpatient clinic Hospital

- Long term care centre Home care Day hospital
 Insurance industry Community setting School
 Other: _____

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

3. Client life span: Children Adolescents (OCCASIONALLY) Adults
 Older adults

Characteristics of Occupational Therapy Services (continued):

5. Client conditions: Mental health Physical health Combined Other

- Children with ADHD
- Learning disabilities
- Autism/PDD/Asperger's
- Dyspraxia and/or DCD
- Behavioural difficulties
- Motor delays
- Developmental delays
- Children with sensory processing disorders
- Rare cases: children with Down's syndrome, Turner's syndrome, FAS, muscular dystrophy, etc.

6. Occupational therapy focus:

Please describe common areas of practice, interventions and programs:

The OT will partake in observing and analyzing the student in the classroom environment, as well as obtain further information from the teachers and the parents. Depending on the needs and difficulties observed, an evaluation of the student's skills as well as level of functioning will be conducted. Based on the assessment results, suitable recommendations to support the student's school performance are discussed with all implicated individuals and are implemented. Areas of practice typically involve fine and gross motor skill development, handwriting, sensory processing, visual perceptual and visual motor development, promoting autonomy in activities of daily living, and adapting/modifying tasks as necessary to meet the student's needs. Therapy is not offered on an individual basis due to current referral lists and caseload and number of staff. Occasionally, classroom interventions are done. An OT is typically assigned several schools and will travel from school to school according to the referrals received.

7. Hours of operations: _____ typically 8:00 – 4:00pm or 9:00 to 5:00pm, depending on the school hours with one hour for lunch _____
8. Total number of occupational therapists working at/for your site:
- Full Time: _____ Part Time: ___ 4 part-time therapists (for 2.9 OT positions) ___
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 (however some texts are available in-office)
2. Internet access: yes no (when available, students may be given laptops on loan in order to complete reports and consult notes. These are configured with the school board's internet platform)
3. Other learning opportunities and resources for students (*please list*):

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

In certain schools, interdisciplinary team (IDT) meetings take place in which multiple professionals attend (e.g. school psychologist, speech and language pathologist, school nurse, social worker, school principal, teachers, etc.). These meetings allow for collaborative sharing and for devising individualized education plans specific to the students. Contact with other professionals also occurs at administrative complementary services department meetings. Professional development activities are occasionally offered at these meetings.

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.

1. To develop analytical skills, particularly through observations and through the administration of standardized assessments.
2. To build and develop collaborative skills in working with school teams and other professionals and parents.
3. To be aware or as well as further one's knowledge base of typical issues encountered in school-age children and how these issues can impact a child's occupational performance within the school environment (e.g. fine and gross motor difficulties, poor sensory processing, weak visual motor skills, etc.) .
4. To become proficient in administering commonly used pediatric assessments
5. To be familiar with child development and skills that are age-appropriate amongst school-age children. Also, to understand how developmental delays can manifest in school performance and engagement.
6. To be a self-directed learner and be creative in addressing a child's needs, as well as teachers' needs in order to provide feasible interventions

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.):

Yes, students will have access to the OT office. There are work desks and access to a phone. Access to the internet is also available. As mentioned, if available, students can be given laptops on loan which will allow them to have access to the school board's wireless internet.

3. Policies and procedures information available:

yes, location: _____ Complementary Services Handbook available

no, it will be available on (*specify date*): _OT policies and procedures guide in progress _____

4. Health and safety policy in place:

yes no, it will be available on (*specify date*): _____ As per school board _____

5. Emergency procedures information available:

yes, location: __ Mother Teresa Junior High School _____

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*): _____

yes. Please outline its major characteristics:

If the fieldwork educator is absent, the OT student(s) may be paired with our colleagues. If the OT colleague is not available, students will be asked to come in to the office to work on reports, prep work, score tests, or research on relevant topics.

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 continuing education plan is based according to the OEQ recommendations for continuing education. There is a Professional Improvement Committee which subsidizes complementary services personnel when an employee wishes to attend a professional development activity. As for implementing evidence-based practice, occasional meetings are held among OTs to discuss current topics or research articles of interest. Also, when a fellow colleague attends a professional development course, the information is shared amongst the team.

Amenities Available to Students:

1. Cafeteria: yes no (in the high school)
2. Kitchen facilities: microwave oven refrigerator other: __in the staff room _____
3. Locker: yes no (however there may be one available at the onset of the 2014-2015 year)
4. Bicycle rack: yes no
5. Parking: yes, cost: _____ no
6. Public transportation available: yes no (Close to Carrefour bus terminal as well as Montmorency bus terminal)

7. *(e.g. accommodation for students)*

OT student(s) will be given keys to the OT office.

Most schools are equipped with refrigerators, microwaves and locked offices in which they can store their items.

Free parking at schools

Internet access (via wire) 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):

1. Immunization is strongly recommended due to exposure to young students who may be prone to the flu.
2. This will be double-checked with the director of Complementary Services.
3. Students are expected to dress professionally but comfortably. Please no jeans or jogging pants.
4. Most of the time, the OT student(s) will be traveling with the OT supervisor. However, in some instances, the OT student(s) may be required to go directly to the school. Gas reimbursement ti be discussed with the director of Complementary Services.

Message to Students:

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

Please keep in mind that this is a community based placement and the role of the occupational therapist is that of a consultant. Any readings about how OTs adopt consultative roles can be helpful prior to starting this placement.

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

Signatures:

Profile completed by: _____ Lina Ianni, Occupational Therapist _____ date: _August 4th, 2014 _
(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: _____ *Lina Ianni, reg.* _____ date: _August 4th, 2014 _