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LEVEL 1 - OCCUPATIONAL THERAPY FIELDWORK ASSESSMENT IN CANADA FORM

Student name: _____ Supervisor name: _____

Start date: _____ End Date: _____

Form completed by: ☐ Student ☐ Supervisor

Setting: _____

Hours missed: _____

Mid-term (M) date: _____ Final (F) date: _____

Recommendation

☐ Pass ☐ Fail ☐ Incomplete

Signatures

Student: _____

Supervisor: _____

Record of fieldwork experience

Situations	Exposures								Comments
	0		1 – 3		4 – 6		7 +		
	M	F	M	F	M	F	M	F	
1. Service coordination	☐	☐	☐	☐	☐	☐	☐	☐	
2. Assessment process	☐	☐	☐	☐	☐	☐	☐	☐	
3. Intervention process	☐	☐	☐	☐	☐	☐	☐	☐	
4. Documentation	☐	☐	☐	☐	☐	☐	☐	☐	
5. Inter/ intraprofessional collaboration	☐	☐	☐	☐	☐	☐	☐	☐	
6. Time management	☐	☐	☐	☐	☐	☐	☐	☐	
7. Project									
8. Other									

Assessment of the six domains

Competency domains	1 Problematic		2 Partially		3 Meets		4 Exceeds		Comments
	M	F	M	F	M	F	M	F	
A. Occupational Therapy Expertise	☐	☐	☐	☐	☐	☐	☐	☐	
B. Communication and Collaboration	☐	☐	☐	☐	☐	☐	☐	☐	
C. Culture, Equity, and Justice	☐	☐	☐	☐	☐	☐	☐	☐	
D. Excellence in Practice	☐	☐	☐	☐	☐	☐	☐	☐	
E. Professional Responsibility	☐	☐	☐	☐	☐	☐	☐	☐	
F. Engagement with the Profession	☐	☐	☐	☐	☐	☐	☐	☐	

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Overall comments (optional)

Future recommendations (optional)

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Tool introduction

Fieldwork is an integral part of the curriculum. In most programs, learners are exposed to a variety of fieldwork experiences as part of their training. This tool has been developed according to four levels of fieldwork. Fieldwork courses are primarily designed to enable learners to practice drawing upon, in authentic/real life learning situations, the knowledge they have acquired, and thus deploy their competencies in the six domains. Repeated exposure to authentic/real life learning situations helps to develop the learner's level of competence. A fieldwork supervisor supports the learner by providing formative feedback. Written feedback is typically offered at mid-fieldwork and at the end of the fieldwork, using this tool. In most programs, the fieldwork supervisor makes a recommendation as to the success of the fieldwork course, and a university committee is responsible for issuing the final grade. The tool can also be used to help learners self-assess their level of competence.

Tool

This tool consists essentially of two sections: 1) fieldwork experience and 2) assessment of competency levels in the six domains. A program may decide to use other complementary tools/resources to support the fieldwork courses (e.g. specific fieldwork objectives, fieldwork learning contract, appendix of essential knowledge to which the learner has).

Record of fieldwork experience

The record of fieldwork experiences is intended to describe the student's learning context, to better contextualise each fieldwork course (e.g. placements). Preceptors (supervisors) are invited to enter the approximate frequency of the learner's exposure to each learning experience (e.g. number of assessments completed). Space is provided for comments or clarification. This description of the learner's exposure to different experiences provides essential information to be considered when assigning a grade. The record of fieldwork experience is also important for planning future clinical placements, assuring a balanced profile for the student. It may also assist the student and preceptor (supervisor) in prioritising future learning experiences. Note that all six domains of competency are applicable for each of the described fieldwork experiences, with varying relative weightings depending on the setting. Thus, a given experience does not aim to assess only one domain of competency, since each domain of competency is required, with varying intensity, for each of the experiences.

Assessment of the six domains

Since the competencies of each domain are global, complex, interactive, integrative and evolving, an overall rating is assigned to each of the six domains, along with comments justifying the rating. To help assign this rating, a list of examples of expected observable behaviours (examples of fieldwork indicators) for the fieldwork level being assessed is made available for each of the six domains. The person completing the assessment can then draw on these examples to assign the rating and justify it with comments.

Scoring scale

A four-level rating scale is used, presented with numbers (1 to 4) and colour anchors (red, yellow, green and blue). To pass the fieldwork course, it is expected that the ratings in all six domains will be 3 or 4 (green or blue) by the end of the course, and that the comments supporting these ratings align. If not, it is likely that the program will further analyse the assessment according to its existing grading process.

1. Problematic	2. Partially Meets Expectations	3. Meets Expectations	4. Exceeds Expectations
Overall, does not meet the competency indicators expected for the level, requiring constant supervision, guidance and/or cueing.	Partially meets the competency indicators expected for that level, needing occasional coaching, and/or consistent with the competency level expected mid-stage.	Overall, meets the competency indicators for the level.	Exceeds the competency indicators for the level.

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FIELDWORK EXPERIENCE DESCRIPTION

Keywords	Definitions	Level 1 examples
1. Service coordination	Application of practice process; decides and selects the appropriate steps.	Explains occupational therapy to a client. Reads a client's file and produces a summary for the preceptor (supervisor). Searches for relevant information, analyses according to the key concepts of occupational therapy: person, occupation, environment.
2. Assessment process	Plans, selects, justifies and carries out assessments and interprets.	Participates in an initial interview.
3. Intervention process	Plans, recommends and leads an intervention (individual or group).	Actively participates in an intervention requiring an activity (choice, gradation or adaptation of an activity).
4. Documentation	Writes notes and reports related to various stages of the practice process.	Participates in and documents the activity.
5. Interprofessional / intraprofessional collaboration	Participates in interdisciplinary team meetings (or intra-team meetings depending on the context) or is exposed to various forms of collaboration with other professionals (intra- or extra-institutional), where they express themselves.	Meets with team members.
6. Time management	Plans schedule according to the requirements, priorities and possibilities of the environment.	Follows schedule according to the requirements, priorities and opportunities of the environment.
7. Project	Completes an internship project directly related to the context (e.g., analysis and implementation of an activity, presentation of a complex case, literature review on an evaluation, intervention, pathology or project), development of educational material and disseminates (e.g. oral presentation).	If applicable, completes a project directly related to the context (e.g. activity or occupational analysis, case presentation, literature review on an evaluation, intervention, pathology or program). An oral presentation of the project is at the discretion of the setting.

Occupational Therapy Fieldwork Assessment in Canada - Examples of fieldwork indicators for level 1

A. Occupational Therapy Expertise

- Establishes professional relationships with the client demonstrating trust and respect (e.g. interest, curiosity and empathy).
- Introduces occupational therapist's role in own words to a client or another professional.
- Demonstrates awareness of the importance to collect information from multiple sources and use different methods of assessment.
- Seeks to understand the client's perspective of opportunities and barriers affecting occupation (e.g. accessing, initiating or sustaining participation).
- Gathers relevant information from the client during the interview.
- Seeks to understand the purpose of an occupation and its impact on the client.
- Shares understanding of a client's occupational participation, occupational schedule or profile.
- Explains how a change in one domain of participation may affect another.
- Proposes a modification of an activity or occupation, based upon the client's occupational participation and profile as identified by the preceptor (supervisor).

B. Communication and Collaboration

- Complies with facility rules for accessing/transmitting information.
- Extracts information appropriate to the specific nature of occupational therapy (e.g. client's file, organization's documents).
- Uses technology appropriately and responsibly.
- Presents written information in a structured manner, respecting language rules (e.g. spelling, syntax).
- Uses professional, accurate and client-oriented language (e.g. verbal, non-verbal and written).
- Expresses self verbally, clearly and concisely, while reflecting sensitivity to power imbalance.
- Takes non-verbal communication into account when interacting with clients.
- Communicates with others, as needed (e.g. professionals, family).
- Takes into account the schedules and availability of others (e.g. by waiting their turn or asking permission to observe rather than imposing).
- Drafts a report (e.g. observations, progress note) congruent with the nature of the occupational therapy context.
- Participates actively in supervisory discussions.
- Shares insights (e.g. occupational therapist's roles, own perceptions) with the preceptor (supervisor) and other team members.
- Drafts a report anchored in a conceptual/theoretical model.

C. Culture, Equity, and Justice

- Demonstrates respect and humility when interacting with clients.
- Integrates an understanding of health, well-being, healing and occupational participation.
- Considers cultural differences and client's values when interacting.
- Demonstrates an interest in potential influences of a practice environment (e.g. culturally safer, anti-racist, anti-ableist and inclusive environments).
- Shows awareness of their own positionality (e.g. privileged position, own identity and power).
- Applies anti-oppressive and trauma-informed approaches, and gender-affirmative language in practice.

D. Excellence in Practice

- Identifies learning goals through self-assessment and demonstrates a willingness to improve.
- Asks questions and shares own knowledge applicable to the practice context.
- Uses work resources and responds to demands.
- Draws on knowledge and evidence applicable to the practice context.
- Asks for help, refers to or discusses with the preceptor (supervisor) how to proceed.
- Shares learning experiences with the preceptor (supervisor).
- Demonstrates receptiveness to feedback.
- Integrates feedback into future actions.

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E. Professional Responsibility

- Is diligent, punctual and presents self as a learner.
- Dresses in accordance with the dress code of the environment.
- Demonstrates distinction between personal and professional life.
- Presents self systematically as a student occupational therapist and obtains consent.
- Behaves with integrity, honesty, fairness and respect.
- Respects laws, regulations and the establishment's code of conduct.
- Respects the Code of Ethics.
- Respects confidentiality.
- Respects clients' occupational rights.
- Considers risk management strategies to ensure safety.

F. Engagement with the Profession

- Draws on knowledge learned in school and reflects on application in practice.
- Is prepared, asks questions, reads and discusses.
- Initiates self-directed learning without prompting.
- Identifies knowledge gaps in practice.
- Demonstrates awareness about the work of others such as assistants, volunteers and other team members.
- Demonstrates role modeling when appropriate.
- Describes to others (e.g. clients, family and staff) the benefits of activity-occupation-participation.
- Seeks peer to peer learning opportunities when applicable.

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