



THE UNIVERSITY OF BRITISH COLUMBIA
Occupational Science and Occupational Therapy

**ROLE EMERGING
PLACEMENT PACKAGE**
May 2021



The Role Emerging Placement

Introduction:

The graduate Program in Occupational Therapy at UBC is designed to equip the students with the skills, attitudes, and knowledge needed for a career in clinical practice.

This document outlines the role emerging placement roles and responsibilities and includes suggested objectives provided by the student's Occupational Therapy program (Appendix A) and Role Emerging Infographic (Appendix B)

Philosophy of the Occupational Therapy Program at UBC University:



development, etc.).

Throughout the curriculum, a lifespan approach is implemented. Self-directed learning is encouraged throughout the curriculum. There is an increased emphasis on health, wellness, health promotion and disease prevention. There is an increased emphasis on management, entrepreneurial and communication skills to participate in expanding professional roles (e.g. consulting, marketing, client advocacy, community program

New Trends in Occupational Therapy Roles:



Occupational Therapists are more frequently engaged in private clinical practice or employed as consultants by industry, insurance companies, schools and government agencies. There is a broadening scope of practice (i.e. promotion of health and prevention of illness and disability), case management, such that it is not just medically based.

The promotion of health and prevention of illness and disability orientation of the Health Care System in BC:



Consumers are playing a more active role in defining their needs. As a result of the restructuring of health care delivery, many rehabilitation services to various clientele (e.g. pediatrics, psychiatry, intellectual impairment, substance abuse, Alzheimer's, etc.) are based in community agencies.

Desired Learner Outcomes of this Placement include:

- Increased awareness of community agencies, programs and services (socio-cultural context)
- Develop skills in program development (needs assessment/budget)
- To enhance resourcefulness – physical, human and financial
- To provide staff with an increased understanding of the role of Occupational Therapy within the agency/community
- Enhanced communication skills with multiple stakeholders (client, staff, government agencies)
- Increased advocacy efforts.

Desired Site Outcomes of this Placement include:

- Introduction to OT role and services
- Program development based on agency needs
- Clientele receives enhanced care for 7-14 weeks each year



Structure and Organization:



The 7-week, level 3 placements in term 5 of OSOT 558 Fieldwork III course is when role emerging placements occur. We do our best to ensure that each agency/program will receive at least two (2) students at the same time to encourage peer teaching and learning. Each group of students will be supervised by an Occupational Therapy faculty member or an Occupational Therapist working in the community (from now on this person will be referred to as an off-site supervisor).

If convenient and appropriate, students may meet with their site contact person and their off-site OT prior to starting the clinical experience.

Students are expected to complete daily tracking of their workflow and submit periodic reflective journal entries to the academic fieldwork coordinator at UBC. At any time the agency/onsite and offsite supervisors can request to review the student journal entries.

Supervision:

Offsite supervision:



Each group of students will be supervised by an off-site supervisor (member of the COTBC) for an average of one ½ day/week. The supervision will be based on a consultative model; the supervisor will provide direction/guidance as needed, as well as discuss Occupational Therapy theories and concepts related to the particular placement. The off-site supervisor will also assist the students in affirming their roles within the agency/program. Lastly, the offsite supervisor will be used as a 'sounding board' for new ideas/concepts, as well as for new approaches to problem-solving. The students will be required to keep a journal to assist them with the reflection process as well as to use it as a planning tool for the supervisory meetings. The pairing of students will offer students the opportunity to discuss and refine ideas amongst themselves, prior to meeting with the off-site supervisor.

Onsite Supervision:

We require a liaison for the students who is accessible at the agency for day-to-day operations. For example, orientation to the agency, policies, computer access and safety.

Student Evaluation:

The same evaluation tool (CBFE) and process will be followed as per traditional placements.

- If deemed appropriate, a learning contract can be utilized, in order to establish learning objectives and how they will be achieved (resources, strategies and evaluating outcomes)
- As well, the agency/program will provide feedback to the off-site supervisor at the end of the placement, so that pertinent information concerning student's performance can be considered
- The student must also complete the Student Evaluation of the placement as for a traditional placement
- Students are encouraged to provide peer evaluation to their student partner
- Students are expected to review and refer to role responsibilities as outlined in the role-emerging package provided to all students completing a role-emerging placement



- Any and all client related records/documentation
- Program proposal
- Any other student related activities that were assigned by the placement site

End of placement deliverables:

- Any and all client related records/documentation
- Program proposal
- Any other student related activities that were assigned by the same placement site

References:

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