

Guidelines for Fieldwork project

**Occupational Therapy Programme
Sør-Trøndelag University College (HiST)**

2006

Dear exchange student

In publishing these guidelines the Programme for Occupational Therapy at the University College of Sør-Trøndelag offers two different practice periods for exchange students.

*Module 13: Clinical fieldwork (8- 13 weeks)
Module 18: Fieldwork project (11 weeks))*

These guidelines are describing module 18 Fieldwork project

The guidelines are an introduction to the practice studies in the Programme for Occupational Therapy (PET) at the University College of Sør-Trøndelag. The guidelines include a brief introduction to the practice studies at PET, the content of the practice, the distribution of responsibilities and authority, and practical information and assessment concerning the practice.

We emphasise that both the student and the Practice Supervisor should study the learning outcomes for the practice periods thoroughly in order to be able to make the right choices with regard to the curriculum and the focus of the advice/guidance given.

We wish both the student and Supervisor the very best of luck at the University College of Sør-Trøndelag, and it is our hope that the experience gained will be of use professionally, and will also prove to be an exciting cultural experience and the opportunity to meet both the natural beauty of Norway, and the Norwegian people.

If any problems or ambiguities are met with during the practice period, both the student and Supervisor are welcome to contact either the student's Module Supervisor directly or the leader of the Programme for Occupational Therapy.

The best of luck with your stay in Trondheim!

*Best regards
Occupational Therapy Programme
Sør-Trøndelag University College*

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Introduction to the fieldwork studies

International and national standards

The Programme for Occupational Therapy at the University College of Sør-Trøndelag is an approved educational course pursuant to the World Federation of Occupational Therapist (WFOT) *Minimum Standards for the Education of Occupational Therapists* (Hocking & Ness 2002). The education and thus also fieldwork descriptions are also based on and are in accordance with Tuning, among others with Tuning Competences described by COTEC and ENOTHE and planning modules in accordance with Tuning “*Planning Form for an educational module*” (Gonzales and Wagenaar 2005)

Norwegian educational training for occupational therapists is also regulated by the national *Framework plan for the education of occupational therapists* (2005), which stipulates that fieldwork and skills training shall represent 75 ECTS, of which fieldwork studies shall be a minimum of 45 ECTS. Fieldwork includes all the subject themes in the framework plan and thus has an integrating function in relation to the subjects occupational therapy, science and medical themes and social science and humanist themes

The curriculum and module plans

The curriculum for the education of occupational therapists at HiST describes a three-year course that integrates the themes of the framework plan and that is linked to the activity perspective, user participation and evidence-based practice.

PET offers foreign students two practice-related modules:

- *Module 13: Clinical fieldwork* (8- 13 weeks)
- *Module 18: Fieldwork project* (11 weeks))

Learning outcomes

Learning outcomes are defined on the basis of Tuning Competences

(<http://tuning.unideusto.org/tuningeu/index.php?option=content&task=view&id=7&Itemid=30>). Learning outcomes are the starting point for the learning in fieldwork and assessment of the individual student, and other concrete objectives each student shall achieve during the fieldwork, in order to achieve the competences stipulated in the module and the study.

Learning outcomes are so well defined that the students can be assessed against these with regard to whether they have or have not achieved the stipulated knowledge and competence levels. Learning outcomes have been prepared for each module, referred to the dedicated module plans for fieldwork attached to the guidelines.

It is the responsibility of the individual student to read and understand the learning outcome that applies to the module, and to prepare his/her own plan for how these objectives shall be achieved (Attachment). The plan shall be prepared on the basis of the potential in the practice venue and work tasks, and it is the responsibility of the student to acquire whatever information he/she needs from the Fieldwork Supervisor. The student is assessed in relation to the learning outcomes.

Fieldwork project

In meeting the practice field, the student shall, through his/her own activities and by observing and working together with occupational therapists in a multi-discipline environment, develop over time an understanding of the profession of occupational therapy and the practice of the profession's work. *Clinical fieldwork* (2nd and fourth term), emphasises

that the students meeting with users, where the objective is to develop professional understanding of how we meet people that need treatment and/or help and supporting initiatives. Themes included are ethics, evidence-based practice, the activity perspective, and reflections on threads in working models in occupational therapy, and teamwork.

During third year it is a *fieldwork project*. The Programme of Occupational Therapy obtains tasks from the field of practice where students in project groups choose projects and establish, run and complete projects in cooperation with the Fieldwork Supervisor, Module Supervisor and Principal. The Project shall result in a concrete product that shall be presented to the Principal, Module Supervisor and Fieldwork Supervisor.

The objective here is to develop knowledge and experience in a project organisation, where through group processes or creates a common understanding of the task, develops common objectives, creates a common ability to act, develops common knowledge and learns how to build the necessary networks, and through this develops joint knowledge resources and relationship resources. These types of skills and expertise are important in both municipal and state administrative organisations, hereunder organisations that work with health, culture, the environment and the design of public spaces and so forth. Creativity, the ability to co-operate and coordinate, assume responsibility for a joint product, and develop roadmaps to a solution in an uncertain and chaotic start phase of an initiative, are all skills that are in demand in today's society.

The student has a special responsibility for becoming acquainted with the selected target group for the project early in the initial phase.

Mandate

The project group shall clearly define the mandate for the project under the guidance of the Module Supervisor and Fieldwork Supervisor. The mandate shall be a joint product, it shall be to the point and concrete, and show clearly the tasks of the group are to resolve.

The project plan

The project group shall prepare a project plan, *Introductory course part 1*, as a basis for the decisions taken and evaluations made in the project. The project's background shall be described, the mandate clarified and a description shall be included of how the group will proceed in carrying out the task. The project group shall work jointly on the preparation of a milestone plan with defined time schedules and specifications of the individual tasks. The project group must obtain information on how a milestone plan is prepared. The milestone plan shall reflect the module's learning outcome. The students must therefore investigate what the specific learning outcome for the fieldwork project is. Each student shall keep a daily log that describes attendance, events and completed tasks.

The implementation of the fieldwork project is the *Introductory course part 2*. The project report is the *Introductory course part 3*.

Individual learning needs

It is the responsibility of the individual student to assume responsibility for tasks in the fieldwork project that challenges his or her own learning and that provides the knowledge and experience necessary to progress in his or her professional development. It is therefore necessary for students to, prior to the commencement of fieldwork period, think about and be aware of his or her individual learning needs through reflecting on previous experience in the

studies, and in particular in clinical practice. This must be done to ensure the desired development in important professional and competence areas.

The distribution of responsibility and authority in the fieldwork period

The central participants during the fieldwork period are the student, the Fieldwork Supervisor, the Module Supervisor and the Programme Leader at the school. There is a clear division of responsibility and authority between these four participants. In addition, the University College as an institution has a specific responsibility.

- *The Module Supervisor* is the supervisor for the programme for occupational therapy education responsible for following up the individual student during the fieldwork period.
- *The Fieldwork Supervisor* is the supervisor that follows up the student at the practice venue.
- *The University College.* The University College's representative is the Programme Leader for the Programme for Occupational Therapy.

The students' responsibilities

- The project group first contacts the Module Supervisor at the school to discuss a draft of the mandate and to agree details for further guidance.
- The project contacts the Fieldwork Supervisor to obtain information about the practice and venue, and meeting times and venue.
- The project group makes the necessary contacts to get to know the user group.
- The project group and the individual student are responsible for developing the mandate and a milestone plan for the project group's tasks.
- The individual student shall work actively to achieve the objectives, and to make full use of the facilities and advice offered by the Fieldwork Supervisor at the practice venue.
- The milestone plan and the log form the basis for the half term and full-term assessments.
- The project group and the individual student have, together with the supervisors, responsibility for carrying out half and full-term assessments. Students shall participate actively in this assessment process.
- The project group and the individual student shall work actively to achieve the objectives, and to make full use of the facilities and advice offered by the Fieldwork Supervisor at the practice venue.
- The individual student is responsible for sending the completed assessment forms for a half term and full-term assessments to the Study Secretary for the Programme for Occupational Therapy on the same day in the assessments were carried out.
- The students are responsible for delivering the product to the Principal after approval by the Module Supervisor
- The students are responsible for presenting the product to the Principal

The Fieldwork Supervisor's responsibilities

- The Fieldwork Supervisor initiates the theme for the project.
- The Fieldwork Supervisor, Module Supervisor and the project group shall cooperate on finalising the mandate for the project.

- The Fieldwork Supervisor is responsible for informing the students about the learning potential inherent in the practice venue. This is the basis for the preparation of the milestone plan, where competencies, the learning outcome and individual learning needs shall be incorporated.
- The Fieldwork Supervisor is responsible for providing advice and guidance (approximately 6 hours) as necessary, this applies in particular in the first part of the fieldwork project.
- The Fieldwork Supervisor is, in cooperation with the Module Supervisor, responsible for ensuring that half term and full-term assessments are carried out. The Fieldwork Supervisor recommends students for pass or fail marks for fieldwork, see Attachment 2, Regulations and supplementary regulation studies at AHS/ASP (www.ahs.hist.no/studentsider).

The Module Supervisor's responsibilities

- The Module Supervisor is responsible for the University College's contact between the course, the students and the Fieldwork Supervisor.
- The Module Supervisor is responsible for preparing the students for the fieldwork through group guidance and advice
- The Module Supervisor shall participate in the precise wording of the mandate in cooperation with the project group and the Fieldwork Supervisor, and shall approve the milestone plan.
- The Module Supervisor is responsible for providing advice and guidance to the project group throughout the fieldwork project, but against a background of communication with the Fieldwork Supervisor.
- The Module Supervisor and the project group are responsible for stipulating advice and guidance meetings and share responsibility for planning the content of these. Themes for the advice and guidance meetings are the mandate, the milestone plan and themes the project group and the Supervisor select on the basis of the project group's and the project's needs.
- The Module Supervisor is responsible for maintaining telephonic contact with the Fieldwork Supervisor throughout the project period. This shall be done to maintain contact and discuss the development of the project.
- The Module Supervisor is, in cooperation with the Fieldwork Supervisor, responsible for ensuring that half term and full-term assessments are carried out, see Attachment 2, Regulations and supplementary regulation studies at AHS/ASP
- The Module Supervisor shall be present when the students present the product to the Principal and Fieldwork Supervisor.

The University College's responsibilities

- The University College, represented by the Programme Supervisor shall decide if the student has passed or failed the fieldwork. The decision shall be made on the basis of the Fieldwork Supervisor's written assessment.
- Employees at the school carry out practice visits during the first year of fieldwork. If necessary further practice visits can be arranged, including in the second year of fieldwork. In the third year of the fieldwork project the Module Supervisor is present during the presentation of the product report to the Principal.

Practical matters

Guidance and advice

The Module Supervisor is responsible for providing guidance and advice to the project group throughout the fieldwork period. This shall provide room for reflection in connection with work on the project, uses and general circumstances in connection with the practice of the profession.

The individual student shall keep a log of the fieldwork project, where his/her own work tasks shall be documented by referring to the work tasks the individual student has been responsible for and at what time, and reflections about the tasks that have been resolved. The milestone plan shall describe learning outcomes for the fieldwork period as well as the division of responsibilities in the work process and the division of work amongst the students. The log and milestone plan will thus be the measurable starting point for the half and full-term assessments for the fieldwork project.

Terms and conditions governing the work

The students shall adhere to the laws, instructions, internal rules and working hours that apply to the workplace in which they practice. They are subject to confidentiality according to the same rules as other personnel in the workplace. On commencing the studies each student signs a declaration of confidentiality for the whole period of the studies, including fieldwork studies. Compare the Act on health personnel of 1st January 2001. The University College requests that all students are given the opportunity to participate in institution/department meetings and any lectures that may be of import to maximising the benefits gained from the practice.

Study time

The student has the right to one study day per week. The choice of the weekday shall be adapted to work routines in the individual practice venues. In weeks where the study day falls on bank or other public holidays, the study day shall be deemed to be cancelled.

Absence and holidays

All fieldwork is mandatory. The student is obliged to notify the Fieldwork Supervisor if he/she is to be absent. Attendance in fieldwork studies is 100 %. The maximum absence that can be approved is 10 %. Absence between 11 and 20 % can be worked up by agreement between the practice venue and the University College. Absence above 20 % means that the student must take the whole fieldwork period again.

If the Fieldwork Supervisor is absent for more than one week, the University College must be contacted. The Fieldwork Supervisor is responsible for ensuring that this is done. It is emphasised that the students shall adhere to the normal rules and norms applicable to working life and in the workplace.

The log functions as documentation of completed work tasks and attendance.

Assessments in fieldwork

The student and the Fieldwork Supervisor shall jointly assess the student's implementation of practice. This shall be done at both half term and full-term. The assessment should be written

on the attached form. The form is included in the module plan, which is attached to the guidelines for fieldwork and is available on the course Internet pages (www.ahs.hist.no).

Third year students shall complete the following forms:

1. *Half term assessment of the fieldwork project.*
2. *Full term assessment of fieldwork project.*
3. *Confirmation of completion of the fieldwork project.*

Half term assessment of the fieldwork project.

The project group and the individual student are assessed by the Fieldwork Supervisor and Module Supervisor. The assessment shall be carried out against a background of this day report for the project, the student's own reflections, the achievement of objectives in the milestone plan and the individual log. The Fieldwork Supervisor shall present a written recommendation for a pass/failed mark, or if applicable, any doubts he/she may have.

If at half term the Fieldwork Supervisor is in doubt that the student will pass fieldwork or that the student is at risk of not achieving a pass, the Fieldwork Supervisor shall contact the student's Module Supervisor at the school to discuss the situation. See Attachment 2, Regulations and supplementary regulations for studies at AHS/ASP, (www.ahs.hist.no/studentsider), and the section on *doubt concerning passed/failed* here in the guidelines

The student is responsible for submitting the form to the Study Secretary for the Programme for Occupational Therapy on the same day the assessment was carried out.

The final assessment in the fieldwork project

Enter the number of days the student has been absent.

The Fieldwork Supervisor and the Module Supervisor shall assess the student. The assessment shall be made against the background of the completed project, the student's own reflections at the learning outcome achieved. The assessment shall result in a written recommendation by the Fieldwork Supervisor for passed/failed fieldwork. Cross out that which does not apply.

The student is responsible for sending the relevant forms to the Studies Secretary for the Programme for Occupational Therapy on the same day that the assessment was carried out.

Confirmation of completion of the fieldwork project

The student shall produce a poster that documents the fieldwork project's product. This shall be attached to the confirmation signed by the Fieldwork Supervisor.

Doubt concerning pass/failed

Pursuant to the regulations and supplementary regulations for studies at AHS/ASP, the Fieldwork Supervisor/or the University College can voice doubts or propose a failed mark when one of the following items has not been met or fulfilled:

- a) Did not fulfil the mandatory attendance requirements for fieldwork studies
- b) Not considered to be suitable for work in the health and social services or the growth environments and children and young people on the basis of external supervisor was professional and ethical judgment
- c) Fails to comply with mandatory obligations within deadlines

- d) Fails to comply with professional ethical guidelines and the declaration of confidentiality
- e) Fails to comply with the usual norms, regulations and laws in working life (cf. The agreement frameworks, or personnel regulations at the practice venue, and the regulations of the Working Environment Act).
- f) Failed to achieve an approved result in comparison to the objectives set for the fieldwork period

The student must be informed of any doubts/fail mark for the fieldwork at the latest three weeks prior to finalising fieldwork. If the special circumstances so dictate, this rule can be departed from. See Attachment 2, Regulations and supplementary regulations for studies at AHS/A.

Module 18:

Fieldwork project

Education:

Bachelor of Occupational Therapy

Description of the module:

In accordance with the Occupational Therapists Social Contract (*Ergoterapeutenes samfunnskontrakt*, NETF 2006), the basis for the practical project is that the students, against a background of real problems identified in society, shall complete a group project that has a clearly defined mandate and end product. The theme and product will be decided by the tasks presented to the *Programme for Occupational Therapy*.

In order to be able to complete the task, the students must make themselves aware of the field of study through carrying out work in the field, becoming familiar with the user group and studying relevant literature.

Term/Time:

Term 6, spring

ECTS/estimated time in hours:

16.5 ECTS, 11 weeks, approximately 440 hours

Previous knowledge

In that the module is based on previous module(s), it is presumed that students are familiar with the literature and other material previously studied.

Competencies

On completion of the basic training students are expected to be able to:

- understand and explain the connection between occupation, the individual and the environment
- apply research, theories and models related to human occupation, participation and physical functions
- assess the obtained information and literature on scientific criteria
- meet people with empathy and respect, develop ethical arguments and adhere to accepted professional ethical guidelines
- reflect on and about actions in practice
- operate with clients, next of kin, professionals and others
- respect the value of various cultures in relation to activities
- be capable of acting professionally in communication and mediation

On completing the basic course, students shall be able to use resource oriented, authoritative and problem-solving work models in their work with individuals, groups and the general population through:

- collecting/charting information on the occupational function through among other things observation, conversation, interviews, questionnaires and standardised tests
- plan and explain measures and initiatives that can be individual plans and activity/occupational analyses in relation to groups and services
- implement measures and initiatives including health-promoting, preventive, treatment oriented, rehabilitating, habilitating and post facto work

- evaluate work processes and results for use in:
 - written and verbal documentation and reporting
 - the development of expertise and research.

On completion of the practical project it is expected that the students will be equipped to:

- read research reports and make use of research results in carrying out their profession
- explain and clarify their actions to users, other professionals and their employees from a scientific theory and methodical research viewpoint
- document their own work, carry out project work and evaluate their own work
- identify ethical dilemmas in society, in practical health work and social work
- know the background for health and socio-political priorities and be aware of the consequences of such priorities
- have knowledge of how one can affect health and social politics and policies
- have knowledge of socio-politics in a national and international perspective
- to communicate with people from varying ethnic, religious and cultural backgrounds
- be a good team worker, and be able to cooperate with users and other professional groups

Learning objectives	Work and study forms	Standardised time usage	Assessment during the term
The project group clarifies the mandate for the project.	The project group must - establish common understanding of the task - assess deadlines - concretise the product - clarify the scope and resource requirements	Approximately 1 week	The mandate is deemed to be given by assigning the project task and giving permission to proceed. The mandate is approved and signed for by the students, practice supervisor and module supervisor.
Prepare a Practice Project Plan as the basis for decision-making and assessment/evaluations Describe group rules for resolving conflicts	Chart circumstances of import to the practice project. Carry out a critical evaluation of the choice of method. Clarify what should be done when, and by whom. Qualify this in a written Milestone Plan. The practice project is implemented in accordance with the practice project plan through active use of the plan. The plan shows how the group intends to fulfil the project's mandate and arrive	Approximately 3 weeks	Introductory course, part 1: THE PROJECT PLAN Describe on the basis of the stated work and study forms for the project plan, how the group plans to implement the project in the realistic way. The project plan is assessed and approved in advance - and is then assessed by the module supervisor together with the members of the group of conclusion of the practice project.

	at our product, and how each individual in the project group shall contribute to the work.		
Implementation of the practice project. Explain and reflect over the work with a starting point in user participation, and meet both users and other cooperating partners with respect. Can cooperate and function as a team member with users and other professional groups. Seek to make use of advice from the practice supervisor and module supervisor and feedback from colleagues and others.	Implement the practice with half and full term assessments, keep a log of each individual's work tasks and absence.	8 weeks	Introductory course, part 2: IMPLEMENTATION OF THE PRACTICE PROJECT. The group's milestone plan and the individual notes form the basis for the supervisors' assessment of whether the individual student has completed and passed the practice project in accordance with the learning objectives for the implementation of the practice project. The student is recommended as passed /failed by the practice supervisor and is assessed by the Programme for occupational therapy at mid-term and on the conclusion of the practice project. The student must be recommended for a pass at mid-term to be able to continue in the practice project.
Describe the work in a draft project report using a suitable literature and experience from practice. Can prepare a summary in the form of a poster.	Describe the task through the introduction, description and assessment of the choice of methods and results. If applicable the final product is attached.	Approximately 6 weeks	The draft is used as the final basis for guidance by the module supervisor
Prepare an ethically justifiable presentation and can reflect over the work in the project report that shows that they can communicate and present the content to the practice field/Principal in a manner that promotes entrepreneurship and develops practice. The product is completed within the deadline and sent/presented to the Principal after approval.	The project group includes adopted proposals for improvements	5 days	Introductory course, part 3: THE PROJECT REPORT The project report is assessed as passed/failed by the module supervisor on the basis of whether the content of the report is in accordance with the learning objectives for the project report. The introductory courses must be passed in order to take the final examination

			VI: Bachelor examination
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The fieldwork project - details

The module practice project provides in-depth study into central key areas in the subject. The project's product varies and is dictated by orders and problems Occupational therapy education receives from a number of different external Principals.

The project group and defining the mandate

The participating students control the process by selecting - and allocating themselves to - the project proposals provided. After having formed practice project groups, the individual groups then meet with their module supervisor and discuss how the mandate and task can be interpreted and understood, and how the task can be achieved in the time allocated. Themes and elements that should be assessed are:

- what is the problem
- who is experiencing the need/problem
- how can the task be approached
- what effect/results does one wish to achieve
- what consequences one can predict
- whether the task can be completed within the stated deadline.

Together with the module supervisor and practice supervisor, the group defines and clarifies the mandate prior to signature.

The project plan

The group prepares a Project Plan (**Introductory course part 1**), which will form the basis for decision-making and assessments. This plan describes the background of the project and how the group will proceed to complete the project (method) during the period allowed. Attached to the project plan is a set of group rules and a Milestone Plan that indicates whether various milestones have been achieved, who amongst the group members is responsible for what, and a description of tasks that can be carried out in parallel. The module supervisor shall approve the project plan.

Implementation of the practice project

Each student keeps a daily log that describes participation, events and completed tasks throughout the whole practice period. This log/description forms the basis for the reflective paper that each student hands to the module supervisor and practice supervisor prior to half and full term assessment. The Programme for occupational therapy assesses whether or not the student has passed. (**Introductory course part 2**).

The project report and the product

The final weeks of the practice project are used for completion of the product and project report. A draft project report and product is handed to the module supervisor as the basis for guidance. A summary of the study in the form of a poster describing the project shall also be handed in. The last mentioned shall be sent in electronic form to the subject studies secretary who will bind these together to form a Project Catalogue. The poster can be used as a starting point or introduction for the presentation when the student group presents the product for the Principal,. The poster is also used as a description of the practice project in the evaluation form for the final assessment.

The final project report (**Introductory course part 3**) is handed in at the service centre for assessment by the module supervisor. A list showing the groups own choice of syllabus of 800 pages shall

accompany the report as an Attachment. The practice project group is responsible for delivering the report and/or product to the Principal after it has been assessed and approved by the module supervisor.

Additional costs in connection with the practice project must be clarified with the Principal and/or Programme for educational therapy. A detailed and documented application for funding for such a cost can be sent to the Programme Supervisor.

Project Group	Individual Student	Practice supervisor/module supervisor
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