

OCC1 245 INTRODUCTION TO PROFESSIONAL PRACTICE 1

Credits: 3

Instructor/Course Coordinator:

Zachary Boychuck, OT/erg., PhDc, MScA, BA

Office: Davis B6B

Office hours by appointment.

zachary.boychuck@mcgill.ca

Teaching Assistant:

Stephanie Tremblay, OT/erg., PhD student, MScA, BSc

stephanie.tremblay2@mail.mcgill.ca

Course Description: Introduction to occupational therapy and to the development of professional behaviours and skills through interactive learning contexts.

Expanded Course Description: Students will be introduced to occupational therapy and professional behaviours and skills through interactive lectures, site visits and simulation and preparatory practicums. Occupational therapists from diverse clinical fields and areas of research will present their contribution to the promotion of health and well-being of individuals across the life span.

Course Structure: The course comprises two (2) classes x 2 hours per week. A variety of formats will be presented including lectures, seminars with guest speakers (clinicians, researchers and beneficiaries), clinical site visits, active learning contexts including simulation and small group participation. On several occasions, classes will be combined (inter-professionally) with the physical therapy students (PHTH 245).

Overall Objective: Students will understand the domains of professional practice in various healthcare settings, the OT competency roles, the enablement of occupation and the contribution of the OT to health promotion, occupational rights and justice and well-being. Students will participate in the development of a professional identity through active involvement in teaching and learning environments.

Learning Outcomes: On completion of this course the student will be expected to achieve the following objectives related to the Profile of Practice of Occupational Therapists (CAOT, 2012):

Expert in Enabling Occupation

Explain:

- Occupational therapy principles and practice (*scholarly practitioner*)
- Occupation and Occupational performance and Occupational engagement in relation to the dynamic relationship of the person, environment and occupation.
- Therapeutic activities and the grading or adaptation of activities

Describe:

- The competency roles within the Profile of Practice of Occupational Therapists (CAOT, 2012) (*professional*)
- The importance of health promotion and wellness in enabling occupation across the lifespan (*change agent*)
- The contribution and significance of the environment in enabling occupational performance (*change agent*)

Identify:

- Personal and environmental factors that may affect a client's functional abilities, engagement and participation in occupation. (*change agent*)
- Perspectives of OT practice including interprofessional practice and client and family-centered care (*collaborator, change agent*)

Communicator

1. Employ effective and appropriate verbal and nonverbal communication, including active listening principles and empathetic expressions through collaborative interactive activities. (*collaborator*)
2. Develop observational skills of client's and therapist's non-verbal behaviours through interactive activities. (*professional*)
3. Apply simple teaching and learning principles through interactive communication activities. (*expert, collaborator, scholarly practitioner*)
4. Demonstrate an awareness of self behaviours through communication and interviewing activities. (*professional*)

Collaborator

5. Appreciate interprofessional relationships, which foster effective collaborations. (*practice manager*)
6. Demonstrate an understanding of and respect for diverse perspectives during collaborative activities. (*communicator, professional*)

Advocate/Change agent

7. Begin to recognize the health needs and concerns of individual clients, populations, and communities and how they relate to occupational therapy. (*expert, professional*)
8. Explore issues of Human rights and the role for client advocacy through global health perspectives. (*professional*)

Professional

9. Appreciate common ethical, personal, and professional issues that may arise in occupational therapy practice.
10. Compare and contrast the diversity of roles of the occupational therapist in settings and areas of health care, including at an international level. (*communicator, collaborator*)

Scholarly practitioner

11. Apply principles of self-directed learning through the use of self-evaluation and feedback from peers, lecturers, professors and clients to reflect upon actions and decisions to continuously improve knowledge and skills. (*professional, communicator, collaborator*)
12. Integrate appropriate evidence to support integration of content within all written evaluation measures. (*communicator*)

Course Content: Throughout this course students are expected to begin to develop a professional identity through the following concepts:

- The competency roles within the Profile of Practice of Occupational Therapists (CAOT, 2012) (*professional*)
- Roles and responsibilities of OT in various settings and disciplines including primary care, physical medicine, mental health, acute and long term rehabilitation, school-based and community-based settings
- Concepts of “enabling occupation” and occupational performance within the context of the person, environment and occupation
- Biopsychosocial model of healthcare and client-centered practice
- Mindfulness for reflexive practice
- Professional communication, interviewing skills and patient education
- Professional behaviours, communication and patient education in relation to the training program for the Hospital Elder Life Program (H.E.L.P.), Jewish General Hospital, Montreal, Qc.
- Global health perspectives on human rights for meaningful occupation

Course Materials:

Required Readings: List of required readings with links to McGill Health Sciences Library/ Course Reserves Catalogue and information on participation as a service-based learner in the H.E.L.P. program will be posted on MyCourses.

Copyright of course materials: Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Student Assignments and Evaluation:

Assignment and Evaluation	Val
1. Assignment on Occupational Therapy & Promoting Occupational Rights (pairs-OT)	15 %
2. Assignment on Client-Centred Practice (group- OT/PT)	20 %
3. Practical Assessment on Communication & Patient Education (individual)	20 %
4. Final Examination (individual)	45

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate sections in the undergraduate calendar on University regulations regarding final and supplemental examinations. This course falls under the regulation concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational Therapy Course Guides.

Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine Code of Conduct](#).

Right to submit in English or French written work that is to be graded: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

Skills building attendance mark: Attendance at all classes is expected. Attendance is compulsory for the H.E.L.P. lectures, hands-on-workshops (HOWs), practical seminars at the Steinberg Centre for Simulation and Interactive Learning (SIM Centre), and at both clinical site visits (OT clinical site and Jewish General Hospital H.E.L.P. program). Students may not miss any of these activities without a university sanctioned and documented reason (e.g. illness, family tragedy, sports). If they do, 10% of the total course mark will be removed.

Consequences of not completing assignments as requested: All assignments must be completed in order to pass the course. Late submissions will result in a deduction of 5% of the assignment grade per day. Assignments must be submitted before 5 p.m. on the due date.

Professional Conduct: Professionalism and accountability are expected throughout the course of the academic term. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to wear appropriate attire during all class assignments, site visits and learning activities (at the Medical Simulation centre).

Disability: If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.

Diversity Statement: The Occupational Therapy Program recognizes our responsibility to foster a learning environment in which students and instructors can engage in dialogue and exchange ideas without being made to feel unwelcome or disrespected in view of their identity or beliefs. The Program intends that the instructional design of all courses minimize any barriers to participation, particularly barriers based on age, biological sex, disability, gender identity or expression, indigenous ancestry, linguistic and cultural background, race/ethnicity, religion, sexual orientation, political views/opinions/ideologies, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

“McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.”

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, social media, etc). Your cell phone should be on silent during class time and phone calls should only take place during the break or after class.

Health and Wellness Resources at McGill: Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at <https://mcgill.ca/wellness-hub/> or drop by the Brown Student Services Building (downtown). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit <https://mcgill.ca/wellness-hub/get-support/local-wellness-advisors>).

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.