

**Credits:** 7

**Course Coordinators/Instructors:**

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**Prerequisites:** Successfully pass all Premasters occupational therapy courses.  
Successfully pass OCC1 500 course.

**Course Description:** This first clinical practicum introduces students to history taking, clinical reasoning, assessment and treatment skills for physical and mental health conditions and provides exposure to the different roles of health care practitioners in interdisciplinary client-centered care. Students are expected to begin integration of theory and application to different clinical scenarios. Students will be exposed to different OT interventions in traditional, community service development, and role-emerging areas of practice.

**Course Structure:** This is the first of four clinical practicum courses. This first course is scheduled for 6 weeks full-time. In this practicum, learning objectives and expectations will be considered level 1.

**Instructional Methods:** Clinical education will be provided by occupational therapists that work in various settings, depending on the rotation type of practicum offered. The type of teaching will be commensurate with the student's level of training and previous fieldwork experience. In conjunction with the onsite practicum learning, students will be expected to engage in peer-learning by using web-based technology tools and maintain a student professional portfolio.

**Course Content:** The exact nature of the interventions and the type of clientele seen during the clinical course will depend on the clinical setting where each student will be placed. Prior to the beginning of the course, students will be informed in which setting they will be doing their course and with which type of clientele. Details will be specified by the clinical educators at the beginning of the course. Many sites have completed the national site approval document (CGFE-OT) and students are expected to review this material in preparation for their clinical course (available at <http://www.mcgill.ca/spot/clinicaleducation/sitedocs>). Please note that the most up to date contact information is contained in the course assignment confirmation email and student portal. Students are expected to abide by policies established at each institution and failure to do so can result in immediate failure and termination of the course. Students are expected to work the hours as stated by the individual setting and additional preparation during off-work hours is expected.

### **Level 1 Learning Objectives by essential competencies and roles:**

The student will be able to:

#### Expert in Enabling Occupation:

1. Define OT role and develop professional identity.
  - The student will identify and understand the role of OT in the specific setting.
  - The student will begin the process of comparing the role of OT in his/her setting with other settings and work on developing an online community of OT students while completing a clinical course (*Yammer* social network).
  - The student will understand his/her role within the setting and begin assuming the role of an OT.

2. Develop observational skills.
  - The student will be expected to observe all aspects of OT interventions and communicate observations with the clinical educator.
3. Interview.
  - The student will be able to perform a client interview.
4. Analyze activity.
  - The student will be able to plan activities for treatment and analyze the activities with accuracy.
5. Implement assessments and plan treatment.
  - When appropriate, the student will perform parts of or complete assessments.
6. Collect data and synthesize information.
  - The student will begin the process of synthesizing information gathered from interviews and assessments.
  - The student will be able to write short and long-term goals.

Collaborator:

7. Interact Professionally.
  - The student will initiate contact with other professionals and share client issues.
  - The student will understand the role of the interdisciplinary team.
  - The student will be able to report his/her observations to peers, and other team members.

Practice Manager:

- The student will demonstrate professionalism in all aspects of placement (time management, reliability, decision-making).

Professional:

- The student will demonstrate respect for confidentiality such as when sharing a cases or descriptions on the *Yammer* social network.

Communicator:

8. Demonstrate competency and professionalism in communication.
  - The student will be able to write simple notes.
  - The student will be able to share thoughts and findings with the clinical educator in a clear manner.
  - The student will be able to report client issues using professional terminology in team meetings with supervision.

Scholarly Practitioner:

9. Develop personal learning objectives.

- The student will include these in the CBFÉ.
10. Apply the concepts of feedback, critical thinking, clinical reasoning as well as self-directed learning and reflective practice.
    - The student will demonstrate the importance and the impact of these concepts in clinical practice.
    - The student will keep a reflective journal.
  11. Complete a critical appraisal of a research article that relates to the practice setting using the “McGill form” and share with the educator if deemed part of the site learning contract.

**Required Texts:** The following 5 texts are required for all four clinical practicum courses throughout the remainder of the program:

1. Bossers, A., Miller, L., Polatajko, H., & Hartley, M. (2007). *Competency Based Fieldwork Evaluation for Occupational Therapy CBFÉ*. Toronto, ON: Nelson Education.

Please note that it is essential that each OT student purchases this text during the start of the Winter term prior to the first clinical seminar (early January). Note that the bookstore returns all unbought books in mid-March so this text must be purchased before that time as it will not available later on. All students must submit a section of this textbook (blank evaluation form) as proof of purchase in accordance with copyright law during the second clinical seminar.

2. Principles for Moving Patients Safely. Montréal: ASSTSAS, 1999.  
This text is required for workshop participation in POTH 563 and a reference for all future clinical practicum.
3. Red Book - Clinical Experience Booklet (provided online and in hard copy in first clinical seminar).
4. Clinical Tips to Thrive document (provided online).
5. Clinical Course Policies document (provided online).

Additional readings that sites may assign.

**Recommended Readings:**

1. Course materials from the previous semesters.
2. Site approval document (CGFE-OT) for specific setting (located on the school website).
3. All documents located on *e-fieldwork (Mycourses)*

**Optional Reading:**

1. Occupational Therapy in Acute Care, 2nd Edition  
Edited by Helene Smith-Gabai, PhD, OTR/L, BCPR, and Suzanne Holm,  
OTD, OTR/L, BCPR

**Evaluation:** Students will receive a grade of Pass/Fail based on the results of their CBFE final evaluation. The final grade is assigned by the School and not the clinical educator.

**Special Requirements for Course Completion and Program Continuation:**

This course falls under the regulations 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.

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

**Right to Submit in English or French:** 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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

*Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).*

**Disability:** If you have a disability, please contact the instructors to arrange a time to discuss your situation. Students must contact the [Office for Students with Disabilities](#) at (514) 398-6009, and register with the office, before scheduling a meeting with the instructors or receiving any accommodations for assignments or examinations.

**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](#).

**Course Evaluations:** End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the learning experience of students. You will be notified by e-mail when the evaluations are available on *Minerva/Mercury*, the online course evaluation system. Students are strongly encouraged to complete the end-of-term course evaluation based on the preparatory seminars, and ongoing support provided by the ACCEs through mentoring, guidance and counseling; individually or in small groups at 2 points in the program only. Please note that a minimum number of responses must be received for results to be available to students.

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