

Credits: 7

Course Coordinators/Instructors:

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Prerequisites: Successful completion of OCC1 503: Clinical Practicum 3 course.
Successful completion of OCC1 600 course.

Course Description: In this final clinical practicum students will be involved in complex patient scenarios, education, and research activities related to OT practice. Students will be exposed to different roles of health care practitioners, interdisciplinary and specialized client-centered care. Integration of academic and clinical experience are expected to be at entry-level practice upon completion. Students will be exposed to different OT interventions in traditional, community service development and role-emerging areas of practice and develop a deeper understanding of interdisciplinary client-centered care.

Course Structure: This is the fourth of four clinical practicum courses. This fourth course is scheduled for 8 weeks full-time. In this practicum, learning objectives and expectations will be considered level 3.

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. 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 3 Learning Objectives:

The student will be able to:

Expert in Enabling Occupation:

1. Demonstrate entry-level to practice clinical reasoning and critical thinking.
2. Be independent in representing patients in all aspect of health care interventions.

Collaborator:

3. Share relevant findings with other members of the interprofessional team.
4. Collaborate with members of the interprofessional team on client-related issues.
5. Continue to foster an online community of practice through participation on *Yammer* in preparation for the sharing of ideas that continues as an entry-level practitioner.

Practice Manager:

6. Be independent in work management skills.
7. Carry a workload which is close to that of an entry-level practitioner upon completion.

Professional:

8. Be fully accountable for his/her patients and use the clinical educator as a coach/mentor.
9. Achieve entry-level professional competence in initiative, problem-solving and professional behaviour.

Communicator:

10. Achieve entry-level professional competence in verbal, nonverbal and written communication.
11. Be able to give and receive feedback to peers, supervisor and other team members.

Scholarly Practitioner:

12. Establish their own learning objectives, self-evaluate their performance and include goals in the CBFÉ.
13. Demonstrate motivation to be involved in other areas of practice and role-emerging areas.

14. Complete a critical appraisal of a research article that relates to the practice setting using the “McGill form” and share with their educator if deemed part of the site learning contract.

Change Agent:

15. Liaise with community agencies and be an advocate for his/her clients.

Required Texts: The following 5 texts are required for all four clinical practicum courses:

1. Bossers, A., Miller, L., Polatajko, H., & Hartley, M. (2007). *Competency Based Fieldwork Evaluation for Occupational Therapy CBFEE*. Toronto, ON: Nelson Education.
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 (provided online in second clinical seminar).
5. Clinical Course Policies document (provided online in first clinical seminar).

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 CBFEE 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 will be asked to complete course evaluations on the clinical seminars and university clinical course preparation and debriefing sessions at 2 points in the program only. 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.