POTH-250
INTRODUCTION TO PROFESSIONAL PRACTICE II

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We honour, recognize and respect these nations as the traditional stewards of the lands and waters on which we meet.

Credits: 3

Prerequisites: Successful completion of PHTH/OCC1-245

Course Coordinators/Instructors:

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Course Overview: This interdisciplinary course introduces physical and occupational therapy students to the fundamental principles of professionalism within a healthcare context. Students will learn the basic skills necessary for professional communication and interactions within professional healthcare settings. Students will have the opportunity to practice these skills through hands-on community and on-campus practical activities. The use of reflection as a tool for self-appraisal and critical thinking will be emphasized in this course. Additional concepts covered in this course include; using professional touch and massage in rehabilitation, using evidence to support professional reasoning, understanding the role of power and privilege in OT and PT practice, understanding the importance of ethical professional practice, practicing professional interactions within an interdisciplinary healthcare team, managing conflict and challenging situations within a professional setting, and advocating for/with clients.

Learning outcomes: With attendance, active participation in classes and hands-on learning activities, and self-directed learning activities, students will develop the following core competencies as they relate to the roles for physiotherapists¹ and occupational therapists²:

1. Occupational Therapy Expert /Physiotherapy Expertise

¹ Competency Profile for Physiotherapists in Canada, 2017.  
² Profile of Occupational Therapy Practice in Canada, 2012.
a) Conduct effective interviews with clients to obtain information about health, functional abilities, participation, and personal and environmental factors.
b) Select appropriate client-centered activities for individuals and conduct activities with the individual’s informed consent.
c) Apply basic therapeutic touch principles and massage techniques in accordance with an individual’s informed consent.

2. Communicator/Communication
   a) Employ effective and professional verbal and nonverbal communication with individuals, peers and educators.
   b) Listen effectively, demonstrate an awareness of self-behaviors, evaluate the responses of others, and adapt communication appropriately.
   c) Provide and receive constructive feedback.
   d) Conduct professional interviews using effective means of verbal and non-verbal communication skills.

3. Collaborator/Collaboration
   a) Establish and maintain collaborative relationships with peers, educators and individuals from the community.
   b) Demonstrate an understanding of and a respect for the differing perspectives of others during collaborative activities.

4. Change Agent/Leadership
   a) Identify the basic health needs and concerns of individuals.
   b) Develop appropriate health promotion recommendations for an individual.

5. Scholarly Practitioner/Scholarship
   a) Use principles of reflection and reflective practice to further develop professional competencies and professional/personal identity.
   b) Apply literature search principles to identify evidence which supports sound decision-making.

6. Professional/Professionalism
   a) Identify and explain the roles that occupational and physical therapists play in primary health care.
   b) Define and apply the concepts of professionalism in various healthcare and non-healthcare settings.
   c) Understand the socio-historical realities that impact professional healthcare provision in Canada.
   d) Recognize ethical issues, evaluate them by identifying their implications on all involved stakeholders, and make informed ethical decisions.

Instructional method: This course builds on concepts learned in PHTH/OCC1-245 Introduction to Professional Practice I given in the Fall term. In this course, instructors will utilize mixed teaching methods including lectures, hands-on-workshops, group-assignments, off-campus service-learning activities, on- and off-campus hands-on activities and various types of formative and summative assessments. This course is offered in the winter term of the U1 year. As the instructors of this course, we endeavor to provide an inclusive learning environment. However, if you experience barriers to
learning in this course, do not hesitate to discuss them with us and/or the Office for Students with Disabilities, 514-398-6009.

**Required course materials:** No textbook is required for this course. A list of required and suggested readings, handouts, and lecture notes will be posted on MyCourses.

**Travel requirements:** Students will be required to travel for 1 shadowing visit with an M1 student who will be randomly assigned to them. The sites for the shadowing visits may be anywhere on the island of Montreal, North Shore or South Shore. Students will also be required to travel regularly to the Jewish General Hospital to complete their service-learning hours – a required component of this course.

**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.

**Evaluation:**
- All assessments will be graded by the course instructors and/or teaching assistant(s).
- Grading rubrics will be provided to students and used to grade all assessments and evaluations.
- Students have a right to an impartial and competent re-read of any written assessment and, where warranted, a revision of the grade received, by a third party, if requested within a reasonable time after the notification of a mark. **Please note that this revision may result in an increase or decrease of the grade.**

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<thead>
<tr>
<th>Assessments</th>
<th>Description</th>
<th>%</th>
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<tbody>
<tr>
<td>Assessment 1</td>
<td>Case-based assessment on ethics</td>
<td>25%</td>
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<tr>
<td>Group</td>
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<td>Assessment 2</td>
<td>In-class reflection</td>
<td>20%</td>
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<tr>
<td>Individual</td>
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<tr>
<td>Assessment 3</td>
<td>Therapeutic massage and communication practical</td>
<td>20%</td>
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<tr>
<td>Individual</td>
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<td>Assessment 4</td>
<td>Proof of completion of service-learning hours and individual assessment of</td>
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<tr>
<td>Individual</td>
<td>professionalism from JGH (students must pass this component to pass POTH-250)</td>
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<tr>
<td>Assessment 5</td>
<td>Final reflective assignment</td>
<td>35%</td>
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<tr>
<td>Individual</td>
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**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. In order to pass the course, students must also pass the individual components of the course with a grade of at least a C+ (60%) and must have passed the individual assessment of professionalism from the JGH. 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 values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest](http://www.mcgill.ca/students/srr/honest) for more information).

Language of submission: 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.

Skills building attendance mark: Attendance at all hands-on-workshops (HOW’s), the SIM Centre visit and the shadowing visit is mandatory. Students may not miss more than 15% (i.e. no more than 1 per term) of these activities without a university sanctioned and documented reason (e.g. illness, family tragedy, sports). If they do, 10% will be deducted from their total course mark. Students must contact course coordinators if they anticipate missing any of these activities. A total of 24 hours service-learning hours at the JGH must be completed by each student throughout the course of the semester. Any absences for JGH service-learning hours must be communicated promptly to course instructors and JGH staff. Repeated absences and/or failure to communicate absences in a timely manner may be grounds for failure of the course.

Consequences of unprofessional behaviours: Students who are flagged for unprofessional behaviour during on- and off-campus activities will be required to submit remedial work. Continued unprofessional behaviours may result in failure of the course and/or academic disciplinary actions.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. It is the student’s responsibility to verify that all electronic submissions to MyCourses were successfully uploaded. Technical issues will not be accepted as a reason for late submission. As such, early submission of assignments is recommended.

Dress code: Professionalism with respect to dress is encouraged throughout the semester. It is each student’s responsibility to have appropriate attire during all on- and off-campus learning activities. During service-learning hours at the JGH, the shadowing visit, and SIM Center activities, students must be dressed professionally and wear their nametags.

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.

**Technology in class:** Your respectful and attentive presence is expected. While you are permitted to use your laptop in class, **it is understood that you will not be using your laptop or mobile device for social purposes during class time** (e.g. email, Facebook, texting, browsing, etc.). Your mobile devices should be on **silence** during class time. It is a privilege to have the opportunity to listen to guest narratives; as such, all cellphones and laptops will not be allowed during guest speaker presentations/activities. You are not permitted to take photos or videos or voice recordings during class activities unless you have obtained permission from all individuals involved. Electronic devices are not permitted when completing JGH service-learning hours.

**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 student’s learning experience. 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 evaluations. 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.**