OCC1-245 INTRODUCTION TO PROFESSIONAL PRACTICE 1

Credits: 3

Course Coordinator & Instructor:
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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 instructional approaches will be used including lectures, seminars with guest speakers (e.g., clinicians, researchers, beneficiaries), and active learning contexts (e.g., simulation, small group activities). On several occasions, classes will be combined (inter-professionally) with the physical therapy students (PHTH-245).

Instructional Method: Remote Course Delivery (2020-21)
The course will be conducted entirely online this year. The majority of the learning activities and assessments will be fixed/synchronous (students participate together online at the same time), although a hybrid approach may be used and some content may be more flexible/asynchronous (students participate online at any time of their choosing). For students unable to attend fixed sessions, content will be recorded and made available on myCourses. Students are also encouraged to make use of the myCourses Discussion Forums for peer- and instructor-support. Technologies students will be expected to use in the course include Zoom and myCourses. Students requiring additional technological support can find instructions and tutorials through McGill’s Remote Learning Resources: https://www.mcgill.ca/tls/students/remote-learning-resources.

Recordings of Sessions: All fixed/synchronous sessions will be recorded to accommodate students who are unable to participate in those sessions for reasons such as time zones, inadequate Internet bandwidth, and caregiver responsibilities. Recordings will be made

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available to students on myCourses, which limits access to students registered in the course. Students must consent to being recorded if they are attending a lecture or participating in a component of a course that is being recorded. Students will be notified through a ‘pop-up’ box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

**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*)

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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

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- 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 Evaluation:

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<thead>
<tr>
<th>Assignment and Evaluation</th>
<th>%</th>
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<tbody>
<tr>
<td>Assignment on Occupational Therapy &amp; Promoting Occupational Rights (OT pairs)</td>
<td>15%</td>
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<tr>
<td>Assignment on Client-Centred Practice (OT/PT groups)</td>
<td>20%</td>
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<tr>
<td>Practical Assessment on Communication &amp; Patient Education (individual)</td>
<td>20%</td>
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<tr>
<td>Final Examination (individual)</td>
<td>45%</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. 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: Attendance at all classes is strongly recommended. Although lectures will be recorded, breakout rooms will not be. Breakout rooms will be used during lectures, HOWs and SIM activities and participation is key in providing students with the skills to complete graded assignments.

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).

Course Accessibility: As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, please do not hesitate to discuss them with me (zachary.boychuck@mcgill.ca) and the Office for Students with Disabilities (514-398-6009).

Assessment: The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

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.
**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/](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](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.*