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 and application of theory 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 according to the Competency Based Fieldwork Evaluation (CBFE).

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 correspond 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 (ex: Yammer) 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 of where 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 Fieldwork site approval document (FS-PRO) and students should review this material in preparation for their clinical course on *e-Fieldwork (MyCourses).*

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Please note: 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 is expected off hours. Some sites may require a special project to be done during clinical course hours. It is recommended that a maximum of 10hrs is dedicated to the project to maximize direct client experience.

Level 1 Learning Objectives by essential competencies and roles:

The student will be able to:

Expert in Enabling Occupation:

1. Define the OT role.
   - 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.

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McGill University MSc Applied (Occupational Therapy) Course Outline 2023-24   **3**

- The student will begin the process of synthesizing information gathered from interviews and assessments through an analysis.
- 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 accountability in all aspects of their 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 CBFE.

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 as determined by site.

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Required Texts: The following 4 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 CBFE*. Toronto, ON: Nelson Education.

   Online version now available: https://www.cengage.ca/c/custom-ebook-competency-based-fieldwork-evaluation-for-occupational-therapists-44-1st-edition-1e-bossers-miller-polatajko-hartley/9781774740972/

   All students must submit a proof of purchase in accordance with copyright law by March 1st, 2024.

2. Principles for Moving Patients Safely. Montréal: ASSTSAS, 2011.
   This text is required for workshop participation in POTH-563 and is a reference for all future clinical practica.

3. Clinical Tips to Thrive document (provided on *e-Fieldwork*).

4. Clinical Course Policies document (provided on *e-Fieldwork*).

5. Additional readings that sites may assign.

Recommended Readings:

1. Course materials from the previous semesters.

2. Fieldwork site approval documents (FS-PRO) on *e-Fieldwork (MyCourses)*.

3. All documents located on *e-Fieldwork (MyCourses)*.

Evaluation: Students will receive a grade of Pass/Fail. The clinical educator(s) will provide a recommendation of the final grade to the McGill OT Clinical Education team (e.g. Academic Coordinator of Clinical Education or their designates) who will determine the final submitted grade. Failure will occur if the student does not meet the learning objectives/expectations for the clinical course.

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).

Accommodation: If you require accommodation for this practicum, please follow the Recommended Procedure Flowchart for Fieldwork Accommodations Promoting an Inclusive Campus below-See page 8.

Flowchart highlights:

At no point will the student be pressured into following the recommended procedures. The options will be presented in an unbiased manner. The student can also say yes to some, but not all the recommended steps

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1. Students must contact the [Student Accessibility & Achievement Office (SAA)](#) at (514) 398-6009, and register with the office, before scheduling a meeting with the designated ACCE member or receiving any accommodations.

2. Initial intake meeting with SAA adviser.

3. Meeting with department adviser (Susanne Mak, Susanne.mak@mcgill.ca)

4. Meeting with designated ACCE (Karen Falcicchio, karen.falcicchio@mcgill.ca)

5. Shared meeting with ACCE, student and site contact and/or educator. SAA adviser can be present if needed.

6. Follow up throughout the clinical course from ACCE with student and clinical educator.

Recommended Procedure Flowchart for Fieldwork Accomodations Promoting an Inclusive Campus

Please note:

• While this proposal is an ideal and is depicted as a linear process, we acknowledge that onground realities might dictate different trajectories. Thus, flexibility and an individualized approach is required while using this as a general framework.

• At no point will the student be pressured into following the recommended procedures. The options will be presented in an unbiased manner. The student can also say yes to some, but not all the recommended steps

Recurrent University-wide Education and Awareness

Education, training and awareness for:
Students: Availability of resources and accommodations (including examples), self advocacy, peer support groups. Promote the idea and value of accommodations for ALL students.
FE: Disability awareness, sensitivity training, how to support students that need accommodations, list of resources
AC: Disability awareness, sensitivity training, how to support students that need accommodations, list of resources
Annual reminders to all faculty and staff about accommodations and their role in the process

Legend
- Academic Fieldwok Coordinator **(AC)**
- Accessibility Advisor **(AA)**
- Student
- Fieldwork Educator/Preceptor **(FE)**
- Departmental Advisor **(DA)**
*Some programs may have an alternative instead of a DA e.g. Academic Advisor
- Practice Lead, also called the Destination or Site Coordinator **(PL)**
- Fieldwork **(FW)** - Alternatively clinical placement or practicum
- Centre for Accessibility **(CfA)**
- Disability Resource Centre **(DRC)**
- Health and human service **(HHS)**

General Accommodation Announcements (Recurring and Iterative)

1) Programs to distribute information about available accommodations (academic and FW) in students' acceptance letter.
2) Speak to the whole class about available accommodations, resources and normalising language around disability and accommodations
3) AC to specify availability of FW accommodations in course outlines
4) Highlight the importance of registering with the university's CfA/DRC even for 'light' or minimal accommodations to prevent delays or potential challenges during FW.

Rationale for each Stakeholder
Student: Ownership over their FW experience and to communicate their needs.
AC: To provide perspective on FW aspects of the curriculum. Potentially supported by FW assistant if present.
AA: Legally required to recommend and confirm accommodations. They need to be aware of contracted services (e.g. interpreter) that need to be provided. They need to be aware of and involved in logistics of the accommodations
FE/PL/relevant person from site: To provide on-ground perspective and understand student needs in order to best support
DA or alternative: Departmental equity or accommodation advisor who has a broad understanding of whole program and accessibility needs

Decision — If student opts 'no' to registering at the CfA/DRC

Yes →

Step 1: Intake conversation at the CfA/DRC

Who: Student with AA
When: When registered at CfA/DRC
What: Discuss needed accommodations and highlight differences in HHS programs compared to regular academic programs.
Recommend: moving to step 2 (if not applicable, move to step 3)

Recurrent announcements may encourage students to connect with the CfA/DRC

Decision — If student opts 'no' for steps 2 or 3

Yes →

Step 2: Meeting with DA or alternative (if there is neither, move to step 3)

Who: Student and DA (or alternative depending on the program e.g. Academic Advisor)
When: Ideally ASAP - Right after registration with CfA/DRC
What: Discuss accommodations in HHS professions including clinical education (on campus and in FW)
Recommend: moving to step 3

• Discussion with student regarding why, including possible benefits. Discuss implications including how to navigate nondisclosure. Remind them of available supports.
• Verify what can be shared with AC - E.g. the fact that the student is registered.
• Move to step 6

Decision

Yes → / No →

Step 3: Initial Meeting re FW

Who: AC (and either Student and/or AA if possible)
When: As early as possible-when registered at CfA/DRC
What: Determine general FW accommodations prior to placement being finalised. Discussion with student regarding:
- Disclosure to FE
- Required FW accommodations
Recommend: moving to step 4 and 5

Decision — If student opts 'no'

Yes to 4 →

• Discussion with student regarding why including possible benefits. Discuss implications including how to navigate nondisclosure. Remind them of available supports.
Make sure to discuss with both AC and AA. Verify what can be shared with FE.
Move to step 6

Step 4: Sites Screening

Who: AC
When: As per program needs and preferably no later than three months prior to placement
What: AC to conduct a screening process to solicit appropriate sites based on accommodations (i.e. review existing sites and evaluate which will be feasible given the accommodations required)

Yes to 5 →

Step 5: Shared Meeting

Who: Preferably with all three - AC, student and relevant site person (e.g. FE/PL, IT, finance personnel) If needed, AA can be present
When: As per program needs, but after the placement is determined, and preferably not later than three months prior to placement
What: Determine suitable accommodations for the specific placement site and student. Will allow for small adjustments to accommodations determined in step 3.

Step 6: Follow Up and Evaluation

Who: AC with student and FE
When: Recurring follow ups 1 week, 2 weeks, midway and end of FW
What: Follow up over phone/virtual/email (depending on student preference and length of placement) and/or online covering:
- Accommodation implementation
- Any necessary changes or adjustments
- What can be shared with FE (refer to accountability and evaluation documents for more) Discuss how future follow ups should take place
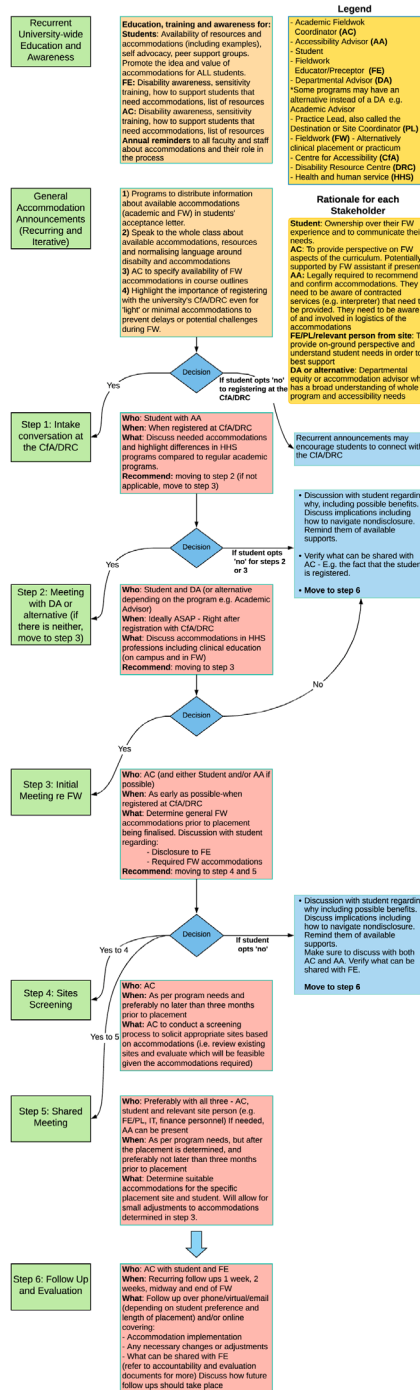
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Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the McGill University Code of Student Conduct and Disciplinary Procedures.

In the event of extraordinary circumstances beyond the University's control, such as was the case with the COVID-19 pandemic in the Spring of 2020, the content and/or evaluation scheme in this course is subject to change.

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