

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

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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 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.

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 and possible site project 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 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.

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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 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 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 as determined by site.

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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 CBE*. 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 during the second clinical seminar. This proof of purchase is due March 1st, 2022 as with all other clinical prerequisites.

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. Red Book - Clinical Experience Booklet (provided on e-Fieldwork).
4. Clinical Tips to Thrive document (provided on e-Fieldwork).
5. Clinical Course Policies document (provided on e-Fieldwork).
6. Additional readings that sites may assign.

Recommended Readings:

1. Course materials from the previous semesters.
2. Site approval document (CGFE-OT) for specific setting (available at <http://www.mcgill.ca/spot/clinicaleducation/sitedocs>).
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.

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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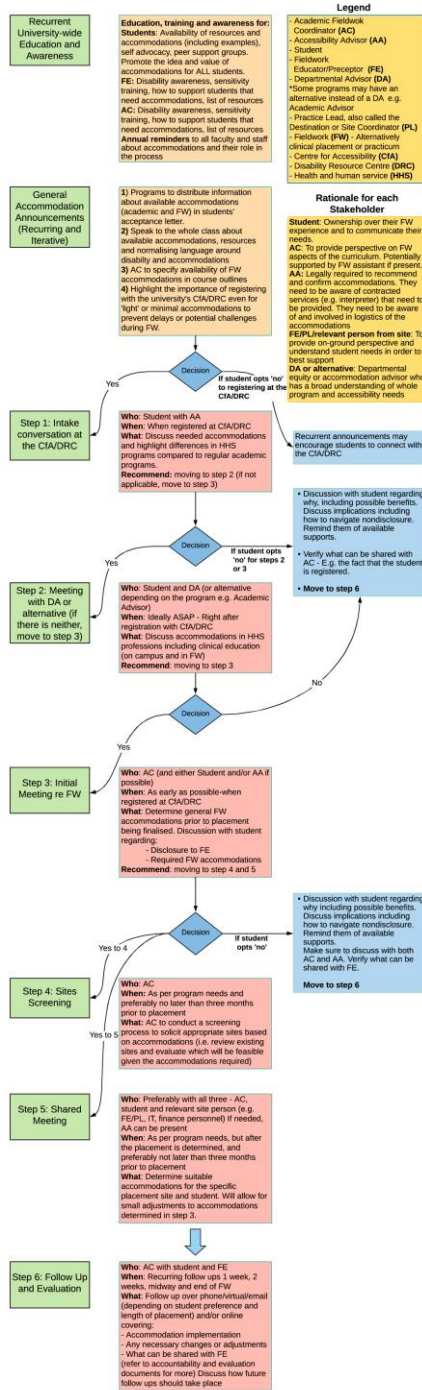
1. Students must contact the [Office for Students with Disabilities](#) at (514) 398-6009, and register with the office, before scheduling a meeting with the ACCE or receiving any accommodations.
2. Initial intake meeting with OSD adviser
3. Meeting with department adviser (Susanne Mak, Susanne.mak@mcgill.ca)
4. Meeting with ACCE (Karen Falcicchio, karen.falcicchio@mcgill.ca or Caroline Storr, caroline.storr@mcgill.ca)
5. Shared meeting with ACCE, student and site contact and/or educator. OSD adviser can be present if needed
6. Follow up throughout the clinical course from ACCE with student and clinical educator.

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Recommended Procedure Flowchart for Fieldwork Accommodations Promoting an Inclusive Campus

Please note:

- While this proposal is an ideal and is depicted as a linear process, we acknowledge that ongoing 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.



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Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine and Health Sciences 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 and Health Sciences Code of Conduct](#)

L'université McGill et Faculté de Médecine et des Sciences de la Santé attachent une haute importance à l'honnêteté académique. Ils incombent par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#).

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.

Diversity Statement: The Occupational Therapy Program recognizes our responsibility to foster a learning environment where 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.

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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