

Credits: 7

Course Coordinators/Instructors:

Caroline Storr, BSc (OT), MBA, erg.
Associate Professor (Professional)/
Academic Coordinator of Clinical Education (ACCE)
Office: Davis House, room 2
Office hours: By appointment only
Phone: (514) 398-6561
Email: caroline.Storr@mcgill.ca

Karen Falcicchio, MSc (OT), erg.
Faculty Lecturer/
Associate Academic Coordinator of Clinical Education (AACCE)
Office: Davis House, room 34B
Office hours: By appointment only
Phone: (514) 398-2553
Email: karen.falcicchio@mcgill.ca

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.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today

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 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 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 (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 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.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today

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 CBE.
13. Demonstrate motivation to be involved in other areas of practice and role-emerging areas.

Change Agent:

14. 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 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.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today

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.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today

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

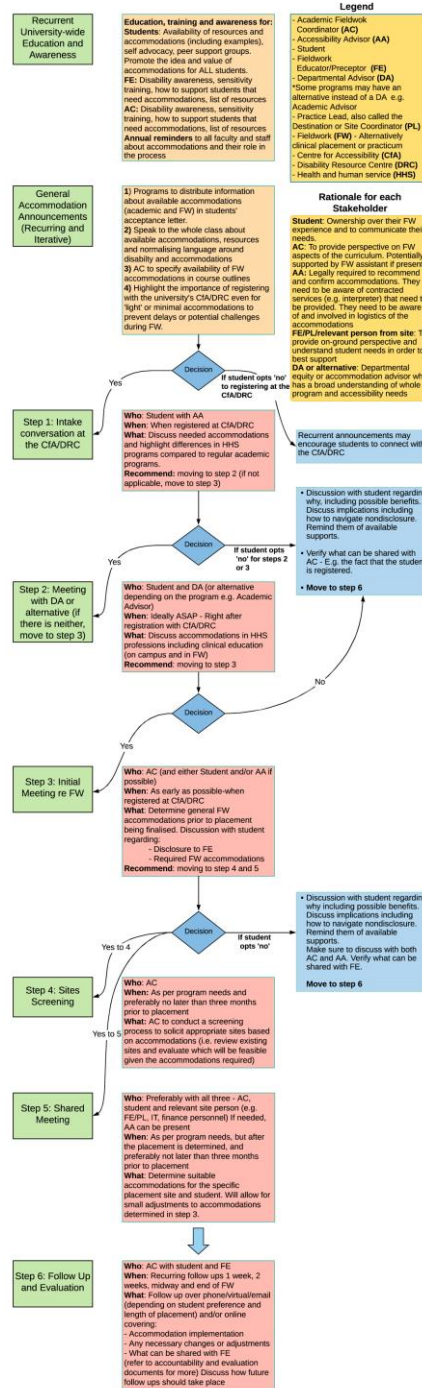
1. Students must contact the [Office for Students with Disabilities](#) at (514) 398-6009, and register with the office, before scheduling a meeting with the ACCE or receiving any accommodations.
2. Initial intake meeting with OSD adviser
3. Meeting with department adviser (Susanne Mak, Susanne.mak@mcgill.ca)
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.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today

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.



McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today

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 Faculte de Medecine et des Sciences de la Sante 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](#).

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.

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, 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.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today