

OCC1 620 WORK AND ERGONOMICS

Credits:	3
Prerequisites:	Successful completion of all QY courses including clinical course requirements
Course Coordinator/Instructor:	Sara Saunders, PhD, erg. Office hours: <i>I will be holding virtual office hours TBD</i> Email: sara.saunders@mcgill.ca
Course Instructors:	Marie-Lyne Grenier, MScOT, DOT, erg. Office hours: <i>I will be holding virtual office hours TBD</i> Email: marie-lyne.grenier@mcgill.ca And guest lecturers
Teaching Assistant:	Jackie Roberge-Dao Email: jacqueline.roberge-dao@mail.mcgill.ca

Course Structure: The 39 hours of class time is made up of lecture and workshop time (please pay close attention to the schedule) and time required outside of class to complete assignments.

Course Description: The focus of this course is on the role of occupational therapy within the sphere of work rehabilitation and disability prevention. This course will introduce students to work disability theory and models employing a systems approach to highlight how the interaction between the worker, the workplace system, the health care system, the insurance system and the overall society can either support or hinder a worker's overall health, well-being and occupational choices/opportunities. Students will apply principles of occupational therapy assessment and intervention within a work context with different client populations.

Learning Outcomes: Upon completion of this course, the student will be able to:

Experts in Enabling Occupation

1. Define and discuss ergonomic principles and their role in promoting workplace health. (*Scholarly Practitioner*)

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2. Conduct ergonomic evaluations of different workstations and suggest evidence-based recommendations for improvement in a professional report. (*Communicator, Scholarly Practitioner, Professional*)
3. Apply work disability theory and models to identify the factors that contribute to worker health, well-being and occupational choices/opportunities. (*Scholarly Practitioner*)
4. Conduct a job task observation and utilize a job task analysis report to guide the development of a return to work program. (*Scholarly Practitioner, Professional*)
5. Define, discuss and critically evaluate functional capacity evaluation results. (*Scholarly Practitioner*)
6. Identify barriers and facilitators to workplace health and advocate for the role of occupational therapy in work rehabilitation and disability prevention. (*Communicator, Change Agent*)
7. Use a systems approach to develop safe, ethical, effective and evidence-based return to work programs that engages all stakeholders. (*Scholarly Practitioner, Collaborator, Professional*)

Instructional Methods: This course uses a variety of teaching methods (lectures, workshops, case studies, videos, etc.) with an emphasis on collaborative knowledge creation through *doing*. The lectures will mostly be provided during the fixed class time (synchronously) with the occasional flexible lecture recording (asynchronous) to be made available. We will begin the semester remotely and transition to in-person classes as soon as the need to socially distance has been lifted. Students will be made aware of this transition in advance. All lectures will be recorded through zoom or the classroom lecture recording system for later viewing.

Course Materials: Each lecture will have a designated list of readings and PowerPoint notes. The readings and PowerPoint notes will be posted on *MyCourses*. Students will be expected to come to class having completed each week's *required readings* and any required preparatory work tasks. Lecture times will be spent building understanding based on what is learned in these readings/preparatory work.

Required Texts: There are no required textbooks for this class, however, we recommend you purchase a copy of the Office Ergonomics Safety Guide (6th Edition) from the Canadian Center for Occupational Health and Safety, as you will use it during the course and it is a great resource for practice. This book can be purchased for \$15 from the following website: <https://www.ccohs.ca/products/publications/office.html>

You will be provided with a reading list that is located on *MyCourses*.

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Student Assignments and Evaluations: A detailed description of each evaluation method will be provided as part of the course schedule on the first day of class.

1) Hashtag Cyber-Ethnography Presentation + Weekly Summaries/Reflections (Individual)	10% + 5%
2) Ergonomic Workstation Assignment (Group) + Peergrade Assessment	25% + 5%
3) Job Task Observation (Group)	15%
4) Final Assignment (Individual)	40%

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. This course falls under the regulations concerning theoretical and practical evaluation, as well as 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.

Consequences of not completing assignments as requested: Papers must be submitted before midnight on the due date. Late submissions will be penalized 5% of the total mark per day, including weekends. Requests for an extension should be discussed with the course instructors prior to the due date and will be evaluated on a case-by-case basis. A request for extra time that can be anticipated (e.g. due to a learning difficulty or ongoing illness) must be requested in advance through the Office for Students with Disabilities.

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

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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](#).

Right to submit in English or French written work that is to be graded: In accordance 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).

Attendance: Students are expected to attend all lectures and to actively participate in class discussions.

Professional Conduct: Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student, as well as student-student, interactions.

Disability: As the instructors of this course, we endeavor to provide a learning environment that values and celebrates disability-identity. 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.

Technology in Class: Your respectful attentive presence is expected; therefore, while students are permitted to use their laptop in class, it is understood that you will not be using your laptop or mobile phone for social purposes during class time. Your mobile phone should be on silent-mode during class time and phone calls should only take place during the break or after class.

Diversity: 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 or ethnicity, religion, sexual orientation, immigration status, 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.

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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.

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 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.

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