

POTH-250

INTRODUCTION TO PROFESSIONAL PRACTICE II

As a settler teaching team, we are consciously choosing not to include a land acknowledgment. The reasons for this are as follows: we understand that land acknowledgments without follow-up actions can be tokenistic, land acknowledgments can sometimes assume that there are no Indigenous people in the room, and land acknowledgments can sometimes ignore the fact that the lands on which we stand remain the lands of the Indigenous people who still live on these lands (not just 'traditional lands'). As such, this course aims to honour our commitments to actionable change against systems of oppression, particularly within healthcare education systems.

Credits: 3

Prerequisites: Successful completion of PHTH/OCC1-245

Course Coordinators/Instructors:

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Course Teaching Assistant(s): TBA

Teaching Philosophy: We aim to cultivate a learning space that invites each of us to think critically, challenge our preconceived notions, and create knowledge together through a collaborative learning process.

Important COVID 19 information:

This course will follow the most up-to-date regulations and protocols as outlined by McGill University and the Quebec/federal government.

Course Overview: This interdisciplinary course introduces physical and occupational therapy students to the fundamental principles of professionalism within a healthcare context. By building on concepts learned in PHTH/OCC1-245, students will apply basic skills and considerations necessary for professional communication and interactions within professional healthcare settings through hands-on-experiences at the Jewish General

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Hospital. Additional concepts covered in this course include: using evidence to support ethical and professional reasoning, understanding and taking actions against the effects of power, privilege and stigma in professional practice, practicing professional interactions within an interdisciplinary healthcare team, managing conflict and challenging situations within a professional setting, and advocating for/with clients. The practice of reflection for self-appraisal and critical thinking will be emphasized in this course.

Learning outcomes: Students will develop the following core competencies as they relate to the roles of physiotherapists¹ and occupational therapists²

1. Occupational Therapy Expert /Physiotherapy Expertise

- a) Identify the health needs, concerns, and rights of individuals from diverse groups.
- b) Establish meaningful rehabilitation goals in collaboration with clients.
- c) Meet rehabilitation goals by selecting appropriate person-centered activities for individuals and conduct these with informed consent.

2. Communicator/ Communication

- a) Employ effective verbal and non-verbal communication with individuals, peers and educators that support collaborative relationships.
- b) Engage in active listening as demonstrated by identifying the impact of self-on-others and adapting verbal and non-verbal communication to maintain collaboration.
- c) Provide and receive constructive feedback in a respectful manner.

3. Collaborator/Collaboration

- a) Establish and maintain collaborative and power-sharing relationships with peers, educators, and individuals from the community.
- b) Demonstrate an understanding of, and a respect for, the differing perspectives of others during collaborative activities.

4. Change Agent/Leadership

- a) Understand the sociopolitical and historical realities that impact professional healthcare provision, occupational choices, and health outcomes, for diverse client groups.
- b) Define and take action against the impacts of systems of oppression on diverse client groups.

5. Scholarly Practitioner/Scholarship

- a) Use principles of reflection and reflective practice to further develop professional abilities and professional/personal identity.
- b) Apply varied types of evidence and reasoning to support sound decision-making.

6. Professional/Professionalism

- a) Identify and explain the roles that occupational and physical therapists can have in health care.

¹ Competency Profile for Physiotherapists in Canada, 2017.

² Profile of Occupational Therapy Practice in Canada, 2012.

- b) Develop an individualized understanding of the concept of professionalism that accounts for an intersectional perspective.
- c) Recognize and evaluate ethical issues by identifying their implications for varied stakeholders and justify ethical decisions.

Instructional methods: This course builds on concepts learned in PHTH/OCC1-245 *Introduction to Professional Practice I*, given in the Fall term. In this course, instructors will use mixed teaching methods, including lectures, hands-on-workshops, book clubs, video clubs, theatre-based learning, community engagement activities, self-directed learning activities and various types of formative and summative assessments. This course is offered in the winter term of the U1 year. As the instructors of this course, we endeavor to provide an inclusive learning environment; 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.

Required course materials:

- Reading list (on *MyCourses*)
- Textbooks:

*** We encourage students to purchase the following textbooks from their local Black- or Indigenous-owned bookstores.*

Students will choose one of the following two books to read during the term

- Kendi, I.X. (2019). *How to be an antiracist*. One World. **(approx. 14\$)**
- DiAngelo, R. (2018). *White fragility: why it's so hard for white people to talk about racism*. Beacon Press. **(approx. 30\$)**

All students will read the following book during the term

- Geddes, G. (2017). *Medicine unbundled: A journey through the minefields of Indigenous health care*. Heritage. **(approx. 23\$)**

*** Note that these books are available in audiobook format.*

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 will be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Evaluation:

- All assessments will be graded by the course instructors and/or teaching assistant(s).
- Grading rubrics will be provided to students and used to grade all assessments and evaluations.
- Students have a right to an impartial and competent re-read of any written assessment and, where warranted, a revision of the grade received, by a third party,

if requested within a reasonable time after the notification of a mark. ***Please note that this revision may result in an increase or decrease of the grade.***

- The following is a link to McGill's student assessment policy: https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf
- Evaluations will be a mix of individual and group assignments, as well an appraisal by community partners at the Jewish General Hospital. Students must pass the community engagement component of the course in order to pass the course.

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. In order to pass the course, students must also pass the individual components of the course with a grade of at least a C+ (60%) and must have passed the individual assessment of professionalism from the JGH (tele-HELP). 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 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](#).

Language of submission: 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.

Consequences of unprofessional behaviours: Students who are flagged for unprofessional behaviour during course activities will be required to meet with course instructors and submit remedial work. Continued unprofessional behaviours may result in failure of the course and/or academic disciplinary actions.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. It is the student's responsibility to verify that all electronic submissions to *MyCourses* are successfully uploaded. As such, early submission of assignments is recommended. As course instructors, we understand that life happens. Please contact us as soon as possible should you be unable to meet a required deadline in order to discuss your situation.

Disability: As instructors in this course, we endeavour to provide an inclusive learning environment. If you require accommodations for learning and feel comfortable discussing your needs us (we do not require disclosure of your personal situation, diagnosis, doctor's note, etc.), please schedule an appointment with us at your earliest convenience to discuss your individual needs. *Students are also encouraged to schedule an appointment with the Office for Students with Disabilities at (514) 398-6009 to discuss their learning needs.*

Technology in class: Your respectful and attentive presence is expected, it is understood that you will not be using your laptop or mobile device for social purposes during class time (e.g. email, Facebook, texting, browsing, etc.). Your mobile devices should be on silence during class time. It is a privilege to have the opportunity to listen to guest narratives; as such, your attentive presence during all guest speaker presentations/activities is requested. You are not permitted to take photos, videos or voice recordings during class activities unless you have obtained permission from all individuals involved. Photos, videos or voice recordings are strictly prohibited when completing JGH community engagement hours.

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 student's learning experience. 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.