

OCC1-245 INTRODUCTION TO PROFESSIONAL PRACTICE 1

General Information

Course #: OCC1-245

Section #: 001

Term: Fall

Year: 2022

Course schedule: Wednesdays and Fridays 9:35 am-11:25 am

Number of Credits: 3

Instructor Information

Course Coordinator: Zachary Boychuck, PhD, OT

Email: zachary.boychuck@mcgill.ca

Office: Davis B6B

Office hours: Virtual or in-person available by appointment

Communication Plan: Please send an email request for any questions or if you would like to schedule a meeting. Emails will be responded to within 48 hours.

Teaching Assistant: Dennis Radman, MSw, HBSc, PhD student

Email: dennis.radman@mail.mcgill.ca

Course Description: Introduction to occupational therapy and to the development of professional behaviours and skills through interactive learning contexts.

Expanded Course Description: Students will be introduced to occupational therapy and professional behaviours and skills through interactive lectures, site visits and simulation and preparatory practicums. Occupational therapists from diverse clinical fields and areas of research will present their contribution to the promotion of health and well-being of individuals across the life span.

Course Structure: The course comprises two (2) classes x 2 hours per week. A variety of instructional approaches will be used including lectures, seminars with guest speakers (e.g., clinicians, researchers, beneficiaries), and active learning contexts (e.g., simulation, small group activities). On several occasions classes will be combined (interprofessionally) with the U1 physical therapy students (PHTH-245).

Instructional Method:

Most classes will be combined inter-professionally with the physical therapy students (PHTH-245). In this course, instructors will utilize mixed teaching methods including lectures, seminars, group-assignments, and practical activities and assessments.

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Overall Objective: Students will understand the domains of professional practice in various healthcare settings, the OT competency roles, the enablement of occupation and the contribution of the OT to health promotion, occupational rights and justice and well-being. Students will participate in the development of a professional identity through active involvement in teaching and learning environments.

Learning Outcomes: On completion of this course the student will be expected to achieve the following objectives related to the Profile of Practice of Occupational Therapists (CAOT, 2012):

Expert in Enabling Occupation

Explain:

- Occupational therapy principles and practice (*scholarly practitioner*)
- Occupation and Occupational performance and Occupational engagement in relation to the dynamic relationship of the person, environment, and occupation.
- Therapeutic activities and the grading or adaptation of activities

Describe:

- The competency roles within the Profile of Practice of Occupational Therapists (CAOT, 2012) (*professional*)
- The importance of health promotion and wellness in enabling occupation across the lifespan (*change agent*)
- The contribution and significance of the environment in enabling occupational performance (*change agent*)

Identify:

- Personal and environmental factors that may affect a client's functional abilities, engagement, and participation in occupation. (*change agent*)
 - Perspectives of OT practice including interprofessional practice and client and family-centered care (*collaborator, change agent*)

Communicator

1. Employ effective and appropriate verbal and nonverbal communication, including active listening principles and empathetic expressions through collaborative interactive activities. (*Collaborator*)
2. Develop observational skills of client's and therapist's non-verbal behaviours through interactive activities. (*professional*)
3. Apply simple teaching and learning principles through interactive communication activities. (*expert, collaborator, scholarly practitioner*)
4. Demonstrate an awareness of self behaviours through communication and interviewing activities. (*professional*)

Collaborator

5. Appreciate interprofessional relationships, which foster effective collaborations. (*practice manager*)

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6. Demonstrate an understanding of and respect for diverse perspectives during collaborative activities. (*communicator, professional*)

Advocate/Change Agent

7. Begin to recognize the health needs and concerns of individual clients, populations, and communities and how they relate to occupational therapy. (expert, professional)
8. Explore issues of Human rights and the role for client advocacy through global health perspectives. (*professional*)

Professional

9. Appreciate common ethical, personal, and professional issues that may arise in occupational therapy practice.
10. Compare and contrast the diversity of roles of the occupational therapist in settings and areas of health care, including at an international level. (*communicator, collaborator*)

Scholarly Practitioner

11. Apply principles of self-directed learning through the use of self-evaluation and feedback from peers, lecturers, professors and clients to reflect upon actions and decisions to continuously improve knowledge and skills. (*professional, communicator, collaborator*)
12. Integrate appropriate evidence to support integration of content within all written evaluation measures. (*communicator*)

Course Content: Throughout this course students are expected to begin to develop a professional identity through the following concepts:

- The competency roles within the Profile of Practice of Occupational Therapists (CAOT, 2012) (*professional*)
- Roles and responsibilities of OT in various settings and disciplines including primary care, physical medicine, mental health, acute and long term rehabilitation, school-based and community-based settings
- Concepts of “enabling occupation” and occupational performance within the context of the person, environment and occupation
- Biopsychosocial model of healthcare and client-centered practice
- Mindfulness for reflexive practice
- Professional communication, interviewing skills and patient education
- Professional behaviours, communication and patient education in relation to the training program for the Hospital Elder Life Program (H.E.L.P.), Jewish General Hospital, Montreal, Qc.
- Global health perspectives on human rights for meaningful occupation

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Course Materials:

Required Readings: List of required readings with links to McGill Health Sciences Library/ Course Reserves Catalogue, and information on participation as a service-based learner in the HELP program, will be posted on MyCourses.

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.

Student Evaluation:

Assignment and Evaluation	%
Assignment on Occupational Therapy & Promoting Occupational Rights (OT pairs)	15%
Communication & Patient Education Practical Assessment (individual)	20%
Assignment on Client-Centred Practice (OT/PT groups)	20%
Final Examination (individual)	45%

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. 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 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](#).

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Right to submit in English or French written work that is to be graded: In accord with McGill University's [Charter of Student Rights](#), students in this course have the right to submit in English or in French 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.

Skills-building attendance mark: Attendance at all hands-on-workshops (HOWs), HELP lectures, guest lectures, practical seminars at the SIM Centre, and visits to clinical sites are MANDATORY. Students may not miss any of these activities without valid documented reasons (illness, family tragedy, sports). If they do, 10% of the total course mark will be deducted.

Consequences of unprofessional behaviours: Students who are flagged for unprofessional behaviour during off-site visits will be required to 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: All assignments must be completed in order to pass the course. Late submissions will be penalized 5% per day, including weekends. It is the student's responsibility to verify that all electronic submissions to MyCourses were successfully uploaded. Technical issues will not be accepted as a reason for late submission. As such, early submission of assignments is recommended.

Professional Conduct: Professionalism and accountability are expected throughout the course of the academic term. This includes the on-going respectful nature of teacher-student, guest-speaker-student, and student-student interactions.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to wear appropriate attire during all class assignments, site visits and learning activities (e.g. at the Simulation Centre).

Course Accessibility: As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, please do not hesitate to discuss them with me (zachary.boychuck@mcgill.ca) and the [Student Accessibility and Achievement](#) (514-398-6009).

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Assessment: The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

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

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, social media, etc). Your cell phone should be on silent during class time, and phone calls should only take place during the break or after class.

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.

Health and Wellness Resources at McGill: Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at <https://mcgill.ca/wellness-hub/> or drop by the Brown Student Services Building (downtown). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit <https://mcgill.ca/wellness-hub/get-support/local-wellness-advisors>).

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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