

## POTH-250 INTRODUCTION TO PROFESSIONAL PRACTICE II

**Credits:** 3

**Prerequisites:** Successful completion of PHTH/OCC1-245 (Fall term)

**Course Coordinators/Instructors:**

Name: Marie-Lyne Grenier, PhD(c), erg.  
(OT Course Coordinator/Instructor)  
Email: [marie-lyne.grenier@mcgill.ca](mailto:marie-lyne.grenier@mcgill.ca)  
Office Hours: *Office hours will be held weekly. Days/times TBA.*

Name: TBA (PT Course Coordinator)  
Email: TBA  
Office Hours: TBA

**Course Teaching Assistant(s):** TBA

We will also have several guest lecturers / instructors joining us.

**Course Overview:** This interdisciplinary course introduces physical and occupational therapy students to the fundamental principles of professional practice 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 Hospital. Additional concepts covered in this course will 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. This course is offered in the winter term of the U1 year.

**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.

**Instructional methods:** In this course, instructors will use mixed teaching methods, including lectures, hands-on-workshops, book clubs, simulated learning activities, community engagement activities, self-directed learning activities, and various types of formative and summative assessments. This course formally includes 2 hours of lecture time and 2 hours of hands-on-workshop time each week, as well as 18 hours of community engagement hours at the Jewish General Hospital (Hospital Elder Life Program). All course materials will be housed on the online POTH-250 *MyCourses* platform.

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**Learning outcomes:**

Following completion of this course, students will be able to:

**1. Occupational Therapy Expert /Physiotherapy Expertise**

- a) Identify 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 service-user-centered activities for individuals/communities 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. Practice Manager/Management**

- a) Utilize resources efficiently and effectively.
- b) Ensure a safe practice environment.

**5. Change Agent/Leadership**

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

**6. 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.

**7. Professional/Professionalism**

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

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**Required course materials:**

- Reading list (on *MyCourses*)
- Textbooks: Students will choose **one** of the following two books to read during the term (note that these books are available in audiobook format and a limited number of hard copies and e-books are available through McGill libraries):
  - 1) Kendi, I.X. (2019). *How to be an antiracist*. On World. (approx. 24\$)
  - 2) DiAngelo, R. (2018). *White fragility: why it's so hard for white people to talk about racism*. Beacon Press. (approx. 18\$)

*\*\* We encourage students who choose to purchase their own copy to purchase from their local Black- or Indigenous-owned bookstores.*

**Course Content**

See course schedule on *MyCourses* for a detailed breakdown of weekly course content.

**Evaluation:**

Name of Assignment	% of final grade
Ethics Assignment (Group)	15%
Critical Book Review (Individual)	25%
OT Students Only: Accessibility Advocacy Letter (Individual; 15%) and Accessibility Presentation (Group; 10%)	25%
PT Students Only: OSCE (practical assessment) and SOAP Note (Individual)	25%
Final Assignment/Exam (Individual)	35%
Hospital Elder Life Program (Performance Evaluation) *(students must pass this component to pass POTH-250)	Pass/Fail

Late assignment 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 to discuss your situation.

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 timeframe of a mark being received. 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: [2016-04 student assessment policy.pdf \(mcgill.ca\)](https://www.mcgill.ca/student-assessment-policy/2016-04-student-assessment-policy.pdf)

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**Land Acknowledgement:** McGill University stands on the unceded Indigenous lands of the Kanien'keha:ka, keepers of the Eastern Door of the Haudenosaunee Confederacy. The Kanien'kehá:ka communities are recognized as the caretakers of the lands and waters of Tiohtiá:ke/Montréal.

Recognizing this history is important to our future and our efforts to close the gap in health outcomes between Indigenous and non-Indigenous peoples. In this course, we will be weaving critical discussions about the effects of colonialism, racism, capitalism, etc., in creating health disparities for both Indigenous and non-Indigenous service-users. We will also be discussing ways that occupational therapists and physical therapists can act in anti-oppressive ways to help close this gap in health outcomes.

**Etiquette:** 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.

**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.

**Technology in class:** Your respectful and attentive presence is expected. It is understood that you will not be using your laptop or mobile devices 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. During Zoom classes, in particular classes led by guest lecturers, turning your camera on and listening attentively is a sign of respect and highly encouraged. You are not permitted to take photos, videos, or voice recordings during class activities unless you have obtained explicit permission from all individuals involved. Photos, videos, or voice recordings are strictly prohibited when completing JGH community engagement hours. Smart devices (e.g., iPhone) should be stored away during these activities.

**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. 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).*

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**Academic Integrity:** McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see [McGill’s guide to academic honesty](#) for more information).

*L’université McGill attache une haute importance à l’honnêteté académique. Il incombe 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 Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#)).*

The work submitted in this course is expected to be your own. The use of technologies such as ChatGPT are prohibited and will be considered a violation of the Code of Student Conduct (unless otherwise specified by the instructors).

**Assessments:** 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). Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching). Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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.

**Special Requirements for Course Completion and Program Continuation:**

To pass the course, a grade of at least C+ (60%) must be obtained as a total course mark and students must have passed the individual assessment from the Jewish General Hospital (HELP). Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations. Additionally, 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.

**Accessible Learning Environments:** 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 with 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 [Student Accessibility and Achievement](#), 514-398-6009 to discuss their learning needs.

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Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [resources](#) are available on-campus, off-campus, and online.

We recognize our responsibility to foster a learning environment where students and instructors can engage in dialogue and exchange ideas without being made to feel unwelcomed or disrespected in view of their identity or beliefs. We aim to have the instructional design of the course 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, 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. We encourage you to contact us should you feel that the instructional design of the course and/or teaching methods do not respect these aims.

**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.**