

POTH 634 CHILDHOOD PERFORMANCE ISSUES

Credits: 3

Instructor: Marie Brossard-Racine
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By appointment only

Schedule: Mondays & Wednesdays 2:35pm to 5:25pm
March 11th to May 8th, 2024

COURSE STRUCTURE / DESCRIPTION

A lecture seminar course, which examines specialized interventions of the occupational therapist in developmental pediatrics. This course will be delivered in-person and remotely, following the current guidelines and McGill's recommendations.

COURSE OBJECTIVES / LEARNING OUTCOMES

On completion of this course, the student will be able to:

1. Identify key steps in the clinical reasoning process and apply them to OT interventions, which are specific to infants and children in developmental pediatrics. (Scholarly Practitioner)
2. Relate the fundamental processes of impairment, disability and handicap to the occupational performance of infants and children. (Scholarly Practitioner)
3. Explain how the motor and sensory systems influence movement and learning in children. (Scholarly Practitioner)
4. Identify key studies in the literature that address the quality of the evidence for motor and sensory system influence on functional outcomes. (Scholarly Practitioner)
5. In different professional contexts, be able to apply the process of clinical reasoning. (Scholarly Practitioner)

METHOD OF EVALUATION

Class/Seminar Participation (individual)	10%
Assignment 1 – therapeutic activities (individual)	30%
Clinical Intervention Project - Interview (individual)	20%
Clinical Intervention Project - Presentation (dyad)	20%
Clinical Intervention Project - Report (dyad)	20%

PARTICIPATION (10%)

Participation will be assessed through the semester during the lectures and the communications with the instructors and evaluation will be based on the provided grid (**Appendix 1**).

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STUDENT EVALUATION

Case-based Assignment 1 (30%): Based on the client, the context and the body function and structure challenges that will be provided to you: 1) Describes the developmental milestones that your client is Expected to have achieved and, 2) Describe and grade five activities you would give the parent of that child.

Clinical Intervention Project:

You will be working in teams of two and will be assigned a case study of a child and its referral for OT services. Every team will meet with the course instructor in between designated work session to carry out your project.

Interview (20%)

- Prepare and conduct a 30-minute professional interview with the instructor based on your assigned case study (role-playing).

Project Presentation (20%)

- In an organized and professional manner, present a class seminar (20 minutes) that describes the process of the clinical evaluation and intervention.

Project Report (30%)

- Submit an evaluation report and a progress SOAP note for your intervention together describing your clinical intervention project, which includes your reflection and integration of the discussion that occurred during the individual consultation with the course instructor.

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](#).

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

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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Attendance: Students are expected to attend all lectures and off-site activities, as well as 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.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities. Students are expected to wear their nametags during off-site activities.

Accessible Learning Environment: *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 the [Student Accessibility and Achievement](#), 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 cell-phone for social purposes during class time. Your cell phone should be on silent-mode during class time and phone calls should only take place during the break or after class.

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.

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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