

Credits: 7

Course Coordinators/Instructors:

Caroline Storr, BSc (OT), MBA, erg.
Associate Professor (Professional)/
Academic Coordinator of Clinical Education (ACCE)
Office: Davis House, room 2
Office hours: By appointment only
Phone: (514) 398-6561
Email: caroline.Storr@mcgill.ca

Karen Falcicchio, MSc (OT), erg.
Faculty Lecturer/
Associate Academic Coordinator of Clinical Education (AACCE)
Office: Davis House, room 34B
Office hours: By appointment only
Phone: (514) 398-2553
Email: karen.falcicchio@mcgill.ca

Anne-Marie Brassard, (OT), erg.
Faculty Lecturer/
Associate Academic Coordinator of Clinical Education (AACCE)
Office: Davis House, room 2
Office hours: By appointment only
Email: anne-marie.brassard@mcgill.ca

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Prerequisites: Successfully pass all Premasters occupational therapy courses. Successfully pass OCC1 500 course.

Course Description: This first clinical practicum introduces students to history taking, clinical reasoning, assessment and treatment skills for physical and mental health conditions and provides exposure to the different roles of health care practitioners in interdisciplinary client-centered care. Students are expected to begin integration and application of theory to different clinical scenarios. Students will be exposed to different OT interventions in traditional, community service development, and role-emerging areas of practice.

Course Structure: This is the first of four clinical practicum courses. This first course is scheduled for 6 weeks full-time. In this practicum, learning objectives and expectations will be considered level 1 according to the Competency Based Fieldwork Evaluation (CBFE).

Instructional Methods: Clinical education will be provided by occupational therapists that work in various settings, depending on the rotation type of practicum offered. The type of teaching will correspond with the student's level of training and previous fieldwork experience. In conjunction with the onsite practicum learning, students will be expected to engage in peer-learning by using web-based technology tools (ex: Yammer) and maintain a student professional portfolio.

Course Content: The exact nature of the interventions and the type of clientele seen during the clinical course will depend on the clinical setting where each student will be placed. Prior to the beginning of the course, students will be informed of where they will be doing their course and with which type of clientele. Details will be specified by the clinical educators at the beginning of the course. Many sites have completed the Fieldwork site approval document (FS-PRO) and students should review this material in preparation for their clinical course on *e-Fieldwork (MyCourses)*.

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Please note: Students are expected to abide by policies established at each institution and failure to do so can result in immediate failure and termination of the course. Students are expected to work the hours as stated by the individual setting and additional preparation is expected off hours. Some sites may require a special project to be done during clinical course hours. It is recommended that a maximum of 10hrs is dedicated to the project to maximize direct client experience.

Level 1 Learning Objectives by essential competencies:

The student will be able to:

OT expertise

- Identify, understand and be able to discuss the scope of OT services, the role expectations and the OT priorities in the specific setting with supervisors and/or clients.
- Establish trusted professional relationships with clients.
- Observe, reflect and discuss most aspects of OT interventions present in their setting.
- Perform a client interview as a first step of assessing occupational participation.
- Actively implement an intervention requiring an activity (e.g. activity choice, gradation and/or adaptation).
- Perform parts of or complete assessments (selected by their clinical educator).
- Write basic goals (STG and LTG) for occupational participation.

Communication and collaboration

- Collaborate with other professionals as feasible in the practice setting.
- Discuss practice situations that would benefit from collaborative care by understanding the role of the interdisciplinary team.

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- Organize thoughts, prepare content and present professional views clearly to peers and other team members.
- Engage in interdisciplinary meetings by active listening, asking questions when appropriate and report clients' issues with supervision.
- Write simple notes using professional language (e.g., observation note after an intervention or initial interview note).

Culture, Equity and Justice

- Demonstrate respect and humility when engaging with clients and integrate their understanding of health, well-being, healing, and occupation into the service plan.
- Consider cultural differences and clients' values when interacting with them.
- Continue to reflect on their own positionality in context of practice environment.

Excellence in practice

- Improve practice through self-assessment using fieldwork evaluation tool (CBFE) and reflection using reflective journals.
- Identify learning goals through self-assessment (e.g., personal learning objectives on CBFE) and demonstrate a willingness to improve.

Professional Responsibility

- Demonstrate integrity, punctuality, time management and reliability.
- Practice risk management strategies ensuring patient safety.
- Respect clients' privacy, confidentiality and code of ethics.

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Engagement with the profession

- Mobilize knowledge learned in school and reflect on the application in practice.
- Initiate self-directed learning (i.e., self-regulation) without prompting.
- Seek peer-to-peer learning opportunities when applicable.

Required Texts: The following 4 texts are required for all four clinical practicum courses throughout the remainder of the program:

1. Bossers, A., Miller, L., Polatajko, H., & Hartley, M. (2007). *Competency Based Fieldwork Evaluation for Occupational Therapy CBEF*. Toronto, ON: Nelson Education.

Online version now available: <https://www.cengage.ca/c/custom-ebook-competency-based-fieldwork-evaluation-for-occupational-therapists-44-1st-edition-1e-bossers-miller-polatajko-hartley/9781774740972/>

All students must submit a proof of purchase in accordance with copyright law by March 1st, 2024.

2. Principles for Moving Patients Safely. Montréal: ASSTSAS, 2011.
This text is required for workshop participation in POTH-563 and is a reference for all future clinical practica.
3. Clinical Tips to Thrive document (provided on *e-Fieldwork*).
4. Clinical Course Policies document (provided on *e-Fieldwork*).
5. Additional readings that sites may assign.

Recommended Readings:

1. Course materials from the previous semesters.
2. Fieldwork site approval documents (FS-PRO) on *e-Fieldwork (MyCourses)*.
3. All documents located on *e-Fieldwork (MyCourses)*.

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Evaluation: Students will receive a grade of Pass/Fail. The clinical educator(s) will provide a recommendation of the final grade to the McGill OT Clinical Education team (e.g. Academic Coordinator of Clinical Education or their designates) who will determine the final submitted grade. Failure will occur if the student does not meet the learning objectives/expectations for the clinical course.

Special Requirements for Course Completion and Program Continuation: This course falls under the regulations 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.

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 can be subject to follow up by the University under the [Code of Student Conduct and Disciplinary Procedures](#).

Right to Submit in English or French: 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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Accommodation: If you require accommodation for this practicum, please follow the Recommended Procedure Flowchart for Fieldwork Accommodations Promoting an Inclusive Campus below-See page 8.

Flowchart highlights:

At no point will the student be pressured into following the recommended procedures. The options will be presented in an unbiased manner. The student can also say yes to some, but not all the recommended steps

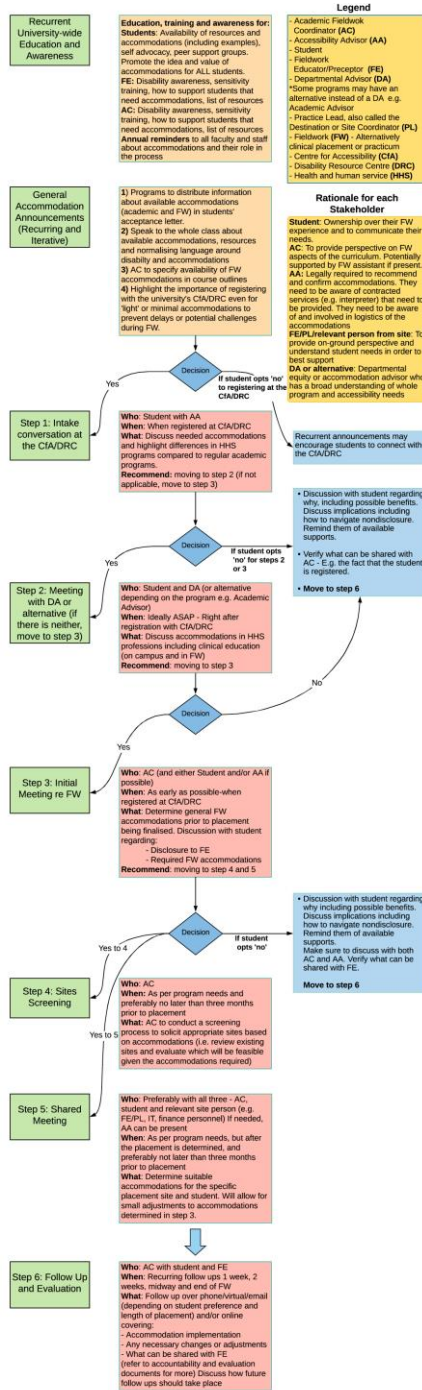
1. Students must contact the [Student Accessibility & Achievement Office \(SAA\)](#) at (514) 398-6009, and register with the office, before scheduling a meeting with the designated ACCE member or receiving any accommodations.
2. Initial intake meeting with SAA adviser.
3. Meeting with department adviser (Susanne Mak, Susanne.mak@mcgill.ca)
4. Meeting with designated ACCE (Karen Falcicchio, karen.falcicchio@mcgill.ca)
5. Shared meeting with ACCE, student and site contact and/or educator. SAA adviser can be present if needed.
6. Follow up throughout the clinical course from ACCE with student and clinical educator.

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Recommended Procedure Flowchart for Fieldwork Accommodations Promoting an Inclusive Campus

Please note:

- While this proposal is an ideal and is depicted as a linear process, we acknowledge that onground realities might dictate different trajectories. Thus, flexibility and an individualized approach is required while using this as a general framework.
- At no point will the student be pressured into following the recommended procedures. The options will be presented in an unbiased manner. The student can also say yes to some, but not all the recommended steps.



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Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine 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](#).

In the event of extraordinary circumstances beyond the University's control, such as was the case with the COVID-19 pandemic in the Spring of 2020, the content and/or evaluation scheme in this course is subject to change.

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