

OCC1 620 WORK AND ERGONOMICS

Credits:	3
Prerequisites:	Successful completion of all QY courses, including fieldwork course requirements
Course Coordinator/Instructor:	Sara Saunders, PhD, erg. Office hours: <i>I will be holding virtual office hours most Wednesdays from 10-12pm. Check the Zoom tab on MyCourses for the dates and link to my sessions.</i> Email: sara.saunders@mcgill.ca
Course Instructors:	Marie-Lyne Grenier, MScOT, DOT, PhD(c), erg. Office hours: <i>TBD</i> Email: marie-lyne.grenier@mcgill.ca Brenda Grant, MScOT, erg. <i>Brenda was involved in running OCC1 620 last year and this year will be present during dentistry clinic visits, PRSs related to your job task observation assignment and final assignment. She will be grading job task observation and final assignments.</i> Office hours: <i>To be posted on MyCourses during the term</i> Email: brenda.grant@mcgill.ca And guest lecturers

Course Structure: The 39 hours of class time includes a mixture of lectures, hands-on-workshops, professional reasoning seminars and community-based projects. Please pay close attention to the assignment descriptions - time is required outside of class to complete some of the assignments.

Course Description: The focus of this course is on the role of occupational therapy within the sphere of work-disability prevention and work rehabilitation. This course introduces students to work disability theory and models and employs a systems approach to highlight how the interaction between the worker, the workplace system, the health care system, the insurance system and the overall society can either support or hinder a worker's overall health, well-being and occupational choices/opportunities. In this course, students apply principles of occupational therapy assessment and intervention within a work context with varied client populations.

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Learning Outcomes: Upon completion of this course, student will be able to:

1. Define and discuss ergonomic principles and their role in promoting workplace health and well-being. (*Scholarly Practitioner*)
2. Conduct workstation ergonomic assessments and suggest evidence-based recommendations for improvement in a professional report. (*Communicator, Scholarly Practitioner, Professional*)
3. Apply work disability theory and models to identify the factors that either contribute to or hinder worker health, well-being and occupational choices/opportunities. (*Scholarly Practitioner*)
4. Conduct a job task observation and utilize a job task analysis report to help guide the development of a return-to-work program. (*Scholarly Practitioner, Professional*)
5. Define, discuss and critically evaluate functional capacity evaluation results to help guide the development of a return-to-work program. (*Scholarly Practitioner*)
6. Advocate for the role of occupational therapy in work-disability prevention and work rehabilitation. (*Communicator, Change Agent*)
7. Use a systems approach to develop safe, ethical, effective and evidence-based return to work programs that engage all relevant parties. (*Scholarly Practitioner, Collaborator, Professional*)

Course materials and evaluation

Course Materials: Each lecture will have a designated list of readings and PowerPoint notes. The readings and PowerPoint notes will be posted on *MyCourses*. Students will be expected to come to class having completed each week's *required readings* and any required preparatory work tasks (i.e. viewing a preparatory video, etc.). As a graduate-level course, preparation will be important for your success in this course. Lecture times will be spent building on understanding of what is learned in these readings/preparatory work. The reading list is located on *MyCourses*.

Required Texts: There are no required textbooks for this class; however, we recommend you purchase your own copy of the Office Ergonomics Safety Guide (6th Edition) from the Canadian Center for Occupational Health and Safety, as you will use it during the course and it is a great resource for practice. This book can be purchased for \$15 from the following website: <https://www.ccohs.ca/products/publications/office.html>. There are copies of this guide available for loan through the Assessment Library (Hosmer House); copies will be made available to students on the first day of class but must be returned at the end of term in good condition.

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Student Assessments and Evaluations: A detailed description of each evaluation method will be provided on *MyCourses* and reviewed on the first day of class.

1) Ergonomic Risks and Recommendations Assignment (Individual)	15%
2) Dentistry Ergonomic Assignment (Group)	25%
3) Job Task Observation (Group)	20%
4) Final Assignment (Individual)	40%

Special Requirements for Course Completion and Program Continuation: To pass the course, a grade of at least B- (65%) must be obtained as a total course mark. This course falls under the regulations concerning theoretical and practical evaluation, as well as individual and group evaluation. Please refer to the section on Grades and Evaluation in the Rules and Regulations for Master’s Students on the SPOT website.

Consequences of not completing assignments as requested: Assignments must be submitted before midnight on the due date. Late submissions will be penalized 5% of the total mark per day, including weekends.

Inclusive 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/or Student Accessibility and Achievement.

Learning support resources: Consult resources from Teaching and Learning Services (TLS) on topics such as time management, study strategies, group work, exam prep, and more. For further individualized support, check out the programs and resources offered by Student Accessibility and Achievement.

Respectful and engaged pedagogy

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

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disparities for both Indigenous and non-Indigenous workers. We will also be discussing ways that occupational therapists can act in anti-oppressive ways to help close this gap in health outcomes in work-disability prevention and work rehabilitation contexts.

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 unwelcomed 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 or ethnicity, religion, sexual orientation, immigration status, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individually and collectively, to strive to establish and maintain a respectful environment that is free from discrimination.

Self-directed learning: Self-directed learning is fostered through interactive instructional activities. This course uses a variety of teaching methods (lectures, hands-on-workshops, professional reasoning seminars, on- and off-site activities, videos, etc.) with an emphasis on collaborative knowledge creation through doing. Please pay close attention to the schedule for weekly activity times. All lectures will be recorded through the classroom lecture recording system for later viewing.

Guest Testimonials: Learners will have the privilege of listening to the testimonials of individuals with experiential knowledge of work disability. During these testimonials, students are expected to be punctual and practice respectful and active listening. Should these activities be online, students are expected to turn their cameras on and participate actively as a demonstration of respectful participation.

On safety for discussion-as-learning: While safety can never be promised for a classroom, we can collectively foster a space that is brave enough to grapple with complex social processes and beliefs that impact our individual and collective experiences of work and work disability. For guests and learners to be encouraged to share their experiences, thoughts, questions, and opinions within a respectful environment, the following professional behaviors are expected throughout the course:

- We engage in controversial discussions with civility;
- We own our prejudices, intentions, and impacts;
- Discomfort is a part of learning. When you are uncomfortable with the challenge posed, reflect on why this is and reach out for support as needed;
- Diversity of experiences, standpoints, beliefs, and opinions makes us richer; that being said, opinions and propositions that violate human rights will be attended to by the instructors with the intention of promoting a respectful and inclusive classroom environment;
- We can disagree and discuss ideas and opinions without attacking the whole person or invalidate people's experiences.

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Ground Rules for Participation

Do not hurt yourself: If you want to speak, please do in English or French. If you need to be quiet, please do. If you need to leave the class because you are triggered, please do without asking permission. If you need help, let the instructors know. If you have valid reasons for extensions, ask for one.

Do not hurt others or the classroom: Practice phrasing your questions and opinions as inquiry rather than judgment. When you do judge, reflect on why you think what you think. If you do not have something useful or kind or inquiring to say, do not say it.

Actively foster brave spaces for others: Think of how each of us is responsible for and can make the class a braver space for each other. If your peer is quiet and has great ideas, offer to share them with the class on their behalf or encourage them to post on *MyCourses* anonymously. If you see a peer engaging in bullying or micro-aggressions then speak up, talk to them or the instructors. If you catch yourself saying or thinking something stigmatizing, do not just feel bad about it. Take the time to reflect on your opinion, where it might come from, and what actions can help redress it.

Instructors' responsibility: It is our responsibility to model all of the above with and for you. Like you, we will make mistakes. We still need to unlearn stigmas that we have all been socialized into and we are committed to actively participating in this ongoing process of growth.

McGill and SPOT Policy Statements

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” (Approved by Senate on 29 January 2003) (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 procédures disciplinaires (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)

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 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. (Approved by Senate on 21 January 2009)

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. (Énoncé approuvé par le Sénat le 21 janvier 2009)

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Assessment: The [Policy on Assessment of Student Learning](#) 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.

Attendance: Students are expected to attend all course activities and to 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.

Technology in Class: Your respectful, attentive presence is expected; therefore, while students are expected to use their laptop during class, it is understood that you will not be using your laptop or cellular 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.

Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.

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 instructors. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Mercury course evaluations: [Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and students' learning experience. You will be notified by email when the evaluations are available. 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 assessment tasks in this course is subject to change and students will be advised of the change.

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