

# POTH-250 Course Outline

## Introduction to Professional Practice II

### General Information

Course #	<i>POTH-250</i>
Section #	<i>001</i>
Term	<i>Winter</i>
Year	<i>2025</i>
Course pre-requisite(s)	<i>Successful completion of OCC1/PHTH-245(Fall term)</i>
Course schedule (day and time of classes)	<p><b>Lectures:</b> <i>Tuesdays 12:05-1:55pm. Lectures are primarily in-person, with some online sessions for distant guest lecturers. Refer to the course schedule for weekly details. All lectures will be recorded and uploaded to MyCourses within 24 hours; however, in-person attendance is strongly recommended as lecture content will prepare students for the hands-on workshops that follow each lecture.</i></p> <p><b>Hands-On Workshops (HOW):</b> <i>Tuesdays 2:05-3:55pm. Note that these times may vary occasionally based on the type of activity scheduled (e.g. SIM Centre activity, shadowing visit, etc.). Refer to the course schedule for weekly details. HOWs will not be recorded, and attendance is required.</i></p>
Number of credits	<i>3 credits</i>

### Course Instructor Information

<b>Name</b>	Marie-Lyne Grenier, MScOT, DOT, PhD(c), erg. (OT Course Coordinator / Instructor)
<b>E-mail</b>	<a href="mailto:marie-lyne.grenier@mcgill.ca">marie-lyne.grenier@mcgill.ca</a>
<b>Office hours and details</b>	I will hold weekly virtual office hours (day/time TBA). These are offered on a first-come, first-served basis - no appointment is necessary. Click the Zoom link under the Zoom tab on MyCourses to join. You will enter a waiting room if another student is ahead of you. Alternative meeting times can be booked by appointment; however, owing to a part-time teaching schedule, I may not be able to accommodate all requests.

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**Name** To be announced (PT Course Coordinator / Instructor)

*Several guest lecturers/facilitators will also be joining us this semester!*

## Course Teaching Assistant Information

**Name** To be announced (teaching assistants will be available to support students)

## Course Overview

This interdisciplinary course introduces physical and occupational therapy students to fundamental principles of professional practice in healthcare contexts. Building on knowledge acquired in OCC1/PTH-245, students will apply skills and considerations necessary for professional communication and interactions in professional healthcare settings. Specifically, students will complete 18-hours of direct patient care in the Hospital Elder Life Program (HELP) at the Jewish General Hospital throughout the term. Additional concepts covered in this course include: using evidence to support ethical and professional decision-making, understanding and taking actions against the effects of power, privilege and stigma in healthcare contexts, navigating professional interactions in an interdisciplinary healthcare team, managing conflict and challenging situations in healthcare contexts, and advocating for/with patients. The practice of reflection for self-appraisal and critical thinking will be emphasized in this course.

## Teaching Philosophy

We aim to cultivate a learning space that invites each of us to think critically, challenge our preconceived notions, and create knowledge through a collaborative learning process.

## Instructional Method

The course includes a mix of didactic, active, dialogical, experiential, and inquiry-based learning activities, as well as self-directed and group-based activities and assessments. This course includes 2 hours of lecture time and 2 hours of hands-on-workshop time each week, as well as 18 community engagement hours at the Jewish General Hospital throughout the term. All course materials will be housed on the online POTH-250 MyCourses platform.

## Learning Outcomes (For Occupational Therapy Students)

This course aims to support students in developing the following core competencies, as outlined in the [Competencies for Occupational Therapists in Canada](#) document (ACOTRO, ACOTUP & CAOT, 2021):

### Occupational Therapy Expertise

- 1) Apply knowledge, evidence, and critical thinking from social, behavioural, biological, and occupational sciences to analyze occupational participation (A2.4)
- 2) Share rationale for decisions (A2.5)
- 3) Periodically review the client's expectations with them (A3.5)

### Communication and Collaboration

- 1) Organize thoughts, prepare content, and present professional views clearly (B1.1)
- 2) Employ communication approaches and technologies suited to the context and client needs (B1.3)
- 3) Adjust to power imbalances that affect relationships and communication (B1.4)
- 4) Partner with clients in decision-making. Advocate for them when appropriate (B3.1)
- 5) Participate actively and respectfully in collaborative decision-making (B3.6)
- 6) Support evidence-informed team decision making (B3.8)

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- 7) Recognize and address real or potential conflict in a fair, respectful, supportive, and timely manner (B3.9)

### Culture, Equity and Justice

- 1) Identify the ongoing effects of colonization and settlement on occupational opportunities and services for Indigenous Peoples (C1.1)
- 2) Analyse the effects of systemic and historical factors on people, groups, and their occupational possibilities (C1.2)
- 3) Challenge biases and social structures that privilege or marginalize people and communities (C1.3)
- 4) Practise self-awareness to minimize personal bias and inequitable behaviour based on social position and power (C2.2)
- 5) Demonstrate respect and humility when engaging with clients and integrate their understanding of health, well-being, healing, and occupation into the service plan (C2.3)
- 6) Seek out resources to help develop culturally safer and inclusive approaches (C2.4)
- 7) Advocate for environments and policies that support sustainable occupational participation (C3.6)

### Excellence in Practice

1. Self-evaluate using performance and quality indicators (D2.1)
2. Learn from varied sources of information and feedback (D2.2)
3. Provide useful feedback to others (D2.3)

### Professional Responsibility

1. Respect the laws, codes of ethics, rules and regulations that govern occupational therapy (E1.1)
2. Work within personal scope of practice and area of expertise (E1.2)
3. Obtain and maintain informed consent in a way that is appropriate for the practice context (E1.3)
4. Protect client privacy and confidentiality (E1.4)
5. Respond to ethical dilemmas based on ethical frameworks and client values (E1.5)

### Engagement with the Profession

1. Serve as a role model (F2.4)
2. Help build the occupational therapy body of knowledge (F3.1)

## **Learning Outcomes (For Physical Therapy Students)**

This course aims to support students in developing the following core competencies, as outlined in the [Competency Profile for Physiotherapists in Canada](#) document (CAPR, CCPUP, CPA & PEAC, 2017):

### Physiotherapy Expertise

1. Act in a manner that respects client uniqueness, diversity and autonomy, and is in the client's best interest (1.1.1)
2. Provide the client with relevant information throughout care (1.1.2)
3. Actively involve the client in decision-making (1.1.3)
4. Build and maintain rapport and trust with the client (1.1.5)
5. Ensure ongoing, informed client consent (1.1.6)
6. Identify client-specific precautions, contraindications and risks (1.2.1)
7. Identify client's body structure and function impairments, activity limitations and participation restrictions (1.4.2)
8. Establish physiotherapy goals (1.5.1)
9. Determine an intervention plan (1.5.2)
10. Implement planned interventions (1.5.3)
11. Monitor and respond to client status during interventions (1.5.5)

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12. Reassess client status and needs as appropriate (1.5.6)
  13. Modify intervention plan as indicated (1.5.7)
  14. Evaluate client outcomes and goal attainment (1.6.1)

#### Communication

1. Listen actively, to build trust and foster exchange of information. (2.1.2)
2. Use and respond to body language appropriately (2.1.3)
3. Give and receive feedback in a constructive manner (2.1.4)
4. Write in a clear, concise and organized fashion (2.2.1)
5. Adjust communication based on level of understanding of recipient (2.3.3)

#### Collaboration

1. Engage client as a team member (3.1.2)
2. Interact with others in a manner that promotes inclusion (3.2.5)
3. Respect accepted principles for teamwork (3.3.1)
4. Participate in team evaluation and improvement initiatives (3.3.5)
5. Recognize conflict or potential conflict, and respond constructively (3.4.1)

#### Management

1. Apply quality improvement strategies in direct service provision (4.4.1)
2. Maintain comprehensive, accurate and timely records of client and practice management (4.6.1)

#### Leadership

1. Promote a culture of client-centredness (5.1.3)

#### Scholarship

1. Incorporate best available evidence into clinical decision-making (6.1.1)
2. Incorporate client context into clinical decision making (6.1.2)
3. Incorporate personal knowledge and experience into clinical decision-making (6.1.3)
4. Identify ethical considerations related to scholarly inquiry (6.2.1)
5. Critically appraise information (6.2.4)
6. Seek feedback from others on personal performance and behaviour (6.3.1)
7. Identify learning needs based on self-reflection and external feedback (6.3.3)
8. Contribute to the education of peers and other healthcare providers (6.5.2)

#### Professionalism

1. Comply with applicable federal and provincial / territorial legislation (7.1.1)
2. Maintain confidentiality and privacy as appropriate (7.1.3)
3. Use an ethical framework to guide decision making (7.2.1)
4. Promote services in an ethical manner (7.2.3)
5. Maintain awareness of issues and advances affecting the health system locally, nationally and globally (7.3.1)
6. Behave with honesty and respect for others (7.4.1)
7. Behave in a manner that values diversity (7.4.2)
8. Work within physiotherapy scope of practice and personal level of competence (7.4.3)
9. Accept accountability for decisions and actions (7.4.4)

## **Course Materials**

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### Reading list:

See the reading list on MyCourses for a detailed breakdown of each week's required readings – each week's readings have been uploaded to MyCourses for ease of access, except for the required textbook (see below). **Readings will be an integral part of this course and will form the basis of classroom discussions and assessments. It is strongly recommended that students schedule time each daily for timely completion of readings and associated assessments.**

### Textbooks:

Students will be required to read one of the following two books as part of this course:

- Geddes, G. (2017). *Medicine unbundled: A journey through the minefields of Indigenous health care*. Heritage House. \*This book is approximately \$23 to purchase new. 289 pages.
- Shaheen-Hussain, S. (2020). *Fighting for a hand to hold: confronting medical colonialism against Indigenous children in Canada*. McGill-Queen's University Press. \*This book is approximately \$30 to purchase new. 281 pages.

We encourage students to support their local Indigenous-owned bookstores for new copies. Used copies can be found online. These books are also available free as e-books through McGill libraries.

## Course Content

See course schedule on MyCourses for a detailed breakdown of weekly course content and assessment deadlines.

## Evaluation

See the 'Assessment' tab on MyCourses for assessment details.

Name of Assignment	% of final grade
<i>Ethics Assignment (group)</i>	20%
<i>*OT-Specific Assignment (OT students only) Advocacy Letter (10%) (individual) + Accessibility Presentation (10%) (group)</i>	20%
<i>*PT-Specific Assignment (PT students only) OSCE Assessment and SOAP Note (individual)</i>	20%
<i>Critical Book Review (individual)</i>	20%
<i>Evaluation of Clinical Performance (Jewish General Hospital) (20%) + Reflective Journal (20%)</i>	40%

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

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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: [https://www.mcgill.ca/secretariat/files/secretariat/2016-04\\_student\\_assessment\\_policy.pdf](https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf)

## McGill Policy Statements

### 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.

### Diversity Statement:

The Occupational and Physical Therapy Programs has a 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 Programs intend 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 individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

### 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).*

### 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](#)).*

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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).

**Technology in Class:**

Your respectful, attentive presence is expected; therefore, while you are expected to use your laptop during class, it is understood that you will not be using your laptop or cellular phone for social purposes. Your cell phone should be on silent-mode during class time and phone calls should only take place during the breaks or after class.

**Etiquette:**

'Ground-rules' and expectations for class participation will be collaboratively developed at the beginning of the semester. Students who are flagged for unprofessional behaviour during any course-related activities will be required to meet with course instructors and submit remedial work. Continued unprofessional behaviour may result in failure of the course and/or academic disciplinary actions.

**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). 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:**

This course falls under the regulations concerning theoretical and practical evaluation, as well as individual and group evaluation. Students must pass both the theoretical and practical evaluation components of this course to pass the course. Students must also pass both the individual and group evaluation components of the course to pass the course.

**Accessible Learning Environments:**

As instructors in this course, student success is our priority. We endeavour to provide an inclusive learning environment that draws on principles of universal design for learning. That said, if aspects of this course do not meet your learning needs, please do not hesitate to discuss your needs with us. You can attend the instructors' open office hours or schedule an appointment for a different time. Disclosure of a condition is not expected or needed during such meetings; what is important to us is to understand your learning needs and work with you to make this course as accessible as possible. Students are also encouraged to schedule an appointment with the Office for Student Accessibility and Achievement, 514-398-6009 (select option 1 or 2) to discuss their learning needs. As the semester progresses, if you feel that the instructional design of the course and/or teaching methods could be more accessible for you or others, we encourage you to discuss this with us so that we can make timely changes or adjustments to maximize the inclusivity of this shared learning space.

**Course evaluations:**

Students will be encouraged to complete a mid-term course evaluation to ensure that the instructional design and teaching methods used in the course are meeting learning needs. End of course evaluations are another way that McGill works towards maintaining and improving the quality of courses and the student's learning

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experience. You will be notified by e-mail 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 evaluation scheme in this course may be subject to change.**