

POTH 563: Foundations of Professional Practice

Credits: 3

Instructors: **OT**
Susanne Mak, BSc. OT, MSc., PhD
Virtual Office Hours: By appointment.
susanne.mak@mcgill.ca

PT
To be determined

Teaching Assistants: Mannat Madan, B.OT, MSc. candidate, Ahlam Zidan, BSc. PT, PhD candidate

Communication plan: For specific concerns: please email us to make an appointment. Our best attempts will be made to accommodate student schedules.

For content-related questions: use the discussion board on MyCourses. Posting your question on the discussion board will allow your peers to learn from your questions.

Course Description: This course provides an overview of the foundations for professional practice in order to help students develop the foundational knowledge and skills required for the upcoming *Clinical Practica* courses, and future OT/PT practice in the public and private healthcare sectors.

To achieve this, we will examine the various systems which impact the role of the occupational and physical therapists in health service delivery settings. Based in the context of rehabilitation, health promotion and disability prevention, this course will consist of multiple sections including:

- healthcare environments and systems
- professionalism and ethics (interpersonal, organizational and policy levels)
- management and safety (person and therapist)

These topics will be considered at the international, national, provincial, and local levels.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.



Course Structure: This course is delivered in three different ways. First, there are approximately three hours of class content per week, typically in lecture format. Some of the class content may consist of pre-recorded material that students are expected to review on or before the session date. Secondly, there are three group mentoring sessions with expert clinicians to facilitate the integration of topic areas such as health care systems; career avenues, management and leadership; and professionalism and ethics. Third, as part of the management and safety topic area, a hands-on component (2 sessions of 2 hours) is also provided where students will apply the principles of moving patients safely (*Principes de déplacement sécuritaire des personnes - PDSP*) pertaining to the area of person/therapist safety.

Recording of sessions (for occasional sessions that may be delivered remotely)

We will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course. Please consult us if you have concerns about privacy and we can discuss possible measures that can be taken.

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

Health care environments and systems
Describe and differentiate between the different healthcare settings in Quebec, as well as the OT and PT roles within each.
Analyze how structures of healthcare systems influence rehabilitation services, professionals and those accessing health care services including Indigenous Peoples.
Analyze contextual factors (social, economic, political) that shape individuals' and communities' experiences of health care.
Identify the effects of systemic and historical factors that may shape the health care experiences of Indigenous peoples.
Professionalism and ethics
Describe the professional system within Quebec for health care professionals generally.
Explain the role and function of the professional regulatory bodies of OT/PT in Quebec's professional system.
Apply principles of professionalism and professional codes of ethics.
Apply the principles of effective teamwork with colleagues, clients, and other stakeholders.
Critically appraise ethical issues in rehabilitation.
Management and safety
Apply principles of health promotion and safety (including body mechanics).

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

Critically appraise the principles of OT/PT advocacy in practice domains.

Apply leadership attributes and competencies related to OT/PT profiles of practice.

Describe and appraise management principles used in rehabilitation.

Course Location and Time

Lectures:

Duff Medical Building, Amphitheatre 1
3775 University (cross street Pine Avenue)

Blocked session times for Mentoring sessions:

OT: Tuesday afternoons 2:30 p.m. – 5:30 p.m.

PT: Monday mornings 10:30 a.m. – 2:30 p.m.

Note that these timeslots have been blocked off in your schedule for your mentoring sessions. However, these availabilities may not meet every mentor's individual availability. Therefore, alternate times may need to be determined based upon the mentor's and the students' availabilities.

Course Materials:

Reference and preparatory material:

1. Weekly readings and mentor group readings available on MyCourses.
2. PDSP book: "Continuums of movement" 2023 version ASSTSAS (will be used during PDSP sessions). *A copy of this booklet will be distributed to you during one of the labs in another OCC1/PTH course.*
3. OT competencies document: ACOTRO, ACOTUP, & CAOT. (2021). Competencies for Occupational Therapists in Canada. Available at: https://acotro-core.org/sites/default/files/uploads/ot_competency_document_en_hires.pdf
4. PT competencies document: National Physiotherapy Advisory Group. (2017). NPAG Competency Profile for Physiotherapists in Canada. Available at: <http://npag.ca/PDFs/Joint%20Initiatives/2017%20Competency%20Profile%20for%20PTs%202017%20EN.pdf>

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

Student Assignments and Evaluation:

The following assignments and evaluations will be used to evaluate learning. A more detailed description of each of the assignments and evaluation methods will be posted on MyCourses. Additional information will also be provided during the semester.

Where applicable, assignments must be typed, follow APA guidelines and not surpass the length identified by the instructors.

Assessments	Value
See detailed outline for each assessment on myCourses	
1. Navigating the Healthcare System Assignment Students will work in small groups to prepare a case-based assignment which focuses on outlining the path of care for a specific client and the services they can receive within our local healthcare system.	25%
2. Reflective Assignment Students will work in the same groups as they did for the NHS Assignment. Student groups will be expected to identify an assignment topic based on a course topic and present an in-depth analysis of this topic.	25%
3. Student preparation and participation in mentor groups Participation and preparation will be evaluated (e.g., graded). Students are expected to complete assigned readings prior to each session, as well as fulfill the requirements of the roles to which they are assigned.	5%
4. Peer Assessment of Group Engagement Students quantitatively and qualitatively assess group engagement in the NHS and Reflective assignments.	3%
5. Reflection on current topics in OT and PT Students will be asked to post a reflection on myCourses of 50-100 words.	2%
6. PDSP video evaluation Students will be asked to work in pairs and submit a 5-min video demonstrating the following transfers: sit to stand from a chair, wheelchair to bed, turning in bed, lying to sitting on the side of the bed. While students will work in pairs, they will be evaluated individually.	10%
7. Oral Exam on Ethics Students will be assigned a 20-min timeslot with an evaluator during the final exam period (dates). During this timeslot, the student will be asked to apply content from the OEQ/OPPQ code of ethics lecture, as well as the steps of an ethics analysis model to an ethical scenario. Students will receive the ethical scenario in advance in order to prepare for this exam.	30%

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

Special Requirements for Course Completion and Program Continuation:

For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark as well as the total marks for individual and group work. For Qualifying Year (QY) students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark as well as the total marks for individual and group work. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

In addition, please refer to the Rules and Regulations documents, Section B1 (Marks) for the Occupational Therapy or Physical Therapy program. These documents are available under the Student Tab, at the School of Physical and Occupational Therapy website: www.mcgill.ca/spot.

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.

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)

Attendance: Students are expected to attend all in-person and remote sessions (if applicable). Live attendance is compulsory for: 1) all mentor seminars; 2) PDSP labs; and 3) Indigenous workshops. Please see the program rules and regulations for the attendance policy.

Inclusive learning environment: As 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](#).

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.

McGill University is situated on the traditional territory of the Kanien’kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien’kehà:ka as the traditional custodian of the lands and waters on which we meet today.

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.

Copyright of course materials: © 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 copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

Plagiarism/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](#).)

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. Any requests for extensions or delays in submitting assignments must be accompanied by a medical certificate.

Mercury Course Evaluations: [Mercury 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. Please note that a minimum number of responses must be received for results to be available to students.

Additional policies governing academic issues which affect students can be found in the McGill Charter of Students’ Rights.

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

McGill University is situated on the traditional territory of the Kanien’kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien’kehà:ka as the traditional custodian of the lands and waters on which we meet today.