

## POTH 635 ENABLING UPPER EXTREMITY FUNCTION

**Credits:** 3

**Instructor:** Barbara Shankland, MSc, OT(c), erg  
Certified Hand Therapist (CHT)

**Access to instructor:**

Office: Hosmer 307 (or virtual office hours using Zoom)

Office hours: by appointment

e-mail: [barbara.shankland@mcgill.ca](mailto:barbara.shankland@mcgill.ca)

**Course Location and Time:** TBA

**Course Description:** This elective course is designed for occupational therapy students in the Professional Master's program. In this course, students will acquire and apply advanced knowledge of rehabilitation approaches for upper extremity pathologies including traumatic and degenerative conditions. By the end of this course, students will be able to identify their role as occupational therapists in enabling occupation, develop their verbal and written communication skills, develop assessment and treatment plans, as well as evaluate the impact of various personal, social and environmental factors on the recovery profile of clients with upper extremity pathologies. Students will build on their competencies in evidence-based clinical reasoning and critical thinking based on clinical and recovery profiles.

**Course structure:** This course includes 6 hours of in-class time per week for 8 weeks, comprising lectures and HOWs.

**Learning outcomes:** On completion of this course, the students will be able to:

*Expert in Enabling Occupation*

1. Describe basic hand and upper extremity anatomy and physiology;
2. Describe various upper extremity conditions and injuries and their associated complications;
3. Identify health conditions and/or situations that can have an impact on effective healing;
4. Select, administer and analyze the results of various upper extremity assessments;
5. Recognize different rehabilitation interventions and compare and contrast them;

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6. Justify the occupational therapy role in enabling occupation and function in upper extremity rehabilitation.

*Communicator*

7. Communicate findings through professional occupational therapy reports (oral and written)

*Collaborator*

8. Effectively work with other team members to achieve client-centered goals;

*Scholarly Practitioner*

9. Design an upper extremity evidence-based occupational therapy treatment program optimizing occupation and engagement.
10. Use reflective practice in the assessment and treatment of clients with upper extremity conditions

*Professional*

11. Demonstrate ethical practice and respect for diversity.
12. Appropriately modify assessment and treatment plans based on ethical considerations and client values.

**Course Content:** The focus of the course will be on the occupational therapy assessment and treatment of traumatically acquired and degenerative conditions and post-surgery protocols. This process integrates client-centered practices with the clinical reasoning skills required for competent practice. Lecture and seminar themes for clinical thinking and professionalism to optimize occupational performance following upper extremity injury are outlined in the course schedule.

**Course Materials:**

- No textbook is required for this course.
- A list of required readings, handouts and lecture notes will be posted on MyCourses.

**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.

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## Evaluation

Description	% of Final Grade
Journal Club/Special Topics	15%
Group Project	Written Component 25% Oral Presentation Component 10%
Case-based tests (x3)	30% (3x10%)
Orthosis Assignment	Process 5% End Product 5% Letter of Intent 10%

Late submissions will be penalized 5% per day, including weekends.

This course falls under the regulations concerning theoretical and practical evaluation as well as 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.

**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.

**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](#).*

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends.

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**Attire:** 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. When working with clients or simulated patients, student must be dressed professionally.

**Skills Building Attendance Mark:** Attendance at all HOWs is mandatory. Students will not be able to miss more than 15% (i.e. more than 1 per term) of the HOWs without a written excuse. If they do, 10% of the total course mark will be removed.

**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.*

**Professional Conduct:** Professionalism and accountability are expected throughout the course of the semester.

**Statement regarding mobile computing and communications (MC2) devices:** No audio or video recording of any kind is permitted without the explicit permission of the instructor. MC2 devices (cellular phones, iPads etc.) are not to be used for voice communication without the explicit permission of the instructor. Students must ask for permission from the instructor if any one of these devices needs to be on for the duration of class. Laptops are permitted in class under the following condition(s): only for note taking and consulting online resources. Non-compliance with these guidelines will result in the student being asked to leave class. In the event of a second offence, the student will be asked to meet with the program director.

**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. However, alternating between French and English within an assignment is not acceptable.

**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 student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

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**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.

**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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