

Credits: 8 for each clinical practicum

Course Coordinators/Instructors:

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Prerequisites: Successfully pass all Premasters occupational therapy courses. Successfully pass OCC1 500 course. Successful completion of previous clinical practicum course OCC1-501 and 502.

Course Description: In the third clinical practica, students will continue to develop competence in clinical reasoning, assessment and treatment of physical and mental health conditions in various health care environments. Students will be exposed to different OT interventions in traditional, community service development and role emerging areas of practice and develop understanding of interdisciplinary client-centered care.

Course Structure: This is the third of four clinical practicum courses. Clinical Practicum 3 is scheduled for 8 weeks full-time. In this practicum, learning objectives and expectations will be considered level 3 according to the Occupational Therapy Fieldwork Assessment in Canada (OTFAC).

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: Viva Engage formerly 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)*.

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 3-Student Learning Objectives

The student will be able to:

OT expertise

- Establish trusted professional relationships with clients; demonstrate trust and respect.
- 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.
- Progressively take charge of the OT process (i.e. referral management, interview, assessment plan and intervention) with ongoing supervision.
- Plan, implement and monitor (e.g. activity choice, gradation and/or adaptation) meaningful intervention with the client individually or in a group.
- Establish and prioritize more elaborate SMART goals in collaboration with clients.

Communication & collaboration

- Engage and participate in interdisciplinary meetings (e.g. active listening, asking questions when appropriate, reporting client's occupational issues, explaining reasoning with coaching).
- Initiate communication with others as needed (e.g. professionals, family, etc.).
- Synthesize observations and assessment findings when writing an analysis.
- Write notes (e.g. initial assessment, observations, progress notes) that are accurate, clear and concise.

Culture, equity & justice

- Demonstrate respect and humility when engaging with clients, integrating their understanding of health, well-being, healing, and occupational participation into the decision making (e.g. assessment and intervention).
- Integrate cultural differences and client's values when co-creating a safe space.
- Reflect and monitor on their own positionality (e.g. privileged position, own identity, power).

Excellence in practice

- Demonstrate receptiveness to feedback and integrate feedback into future actions.
- Provide useful feedback to others when appropriate.
- Justify decisions (e.g. models, evaluations, interventions, etc.) with evidence.
- Reflect on gaps in knowledge, skills and attitudes (e.g. using learning contract, reflective journals, self- assessment using OTFAC, supervisor feedback) and create an action plan to improve.

Professional responsibility

- Be diligent, punctual and engage as a learner.
- Apply risk management strategies to ensure safety.
- Respect confidentiality.
- Respect laws, regulations, code of ethics and the establishment's code of conduct.

Engagement with the profession

- Mobilize knowledge from multiple sources (e.g. university-based courses, previous fieldwork experiences, peers, supervisors, literature) and apply in practice.
- Promote the benefits of activity-occupation to others (e.g. clients, family, staff).

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

1. Clinical Tips to Thrive document (provided on *e-Fieldwork*).
2. Clinical Course Policies document (provided on *e-Fieldwork*).
3. 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)*

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).

Accommodation: If you require accommodation for this practicum, please follow the Recommended Procedure Flowchart for Fieldwork Accommodations Promoting an Inclusive Campus below-See p. 7.

Flowchart highlights:

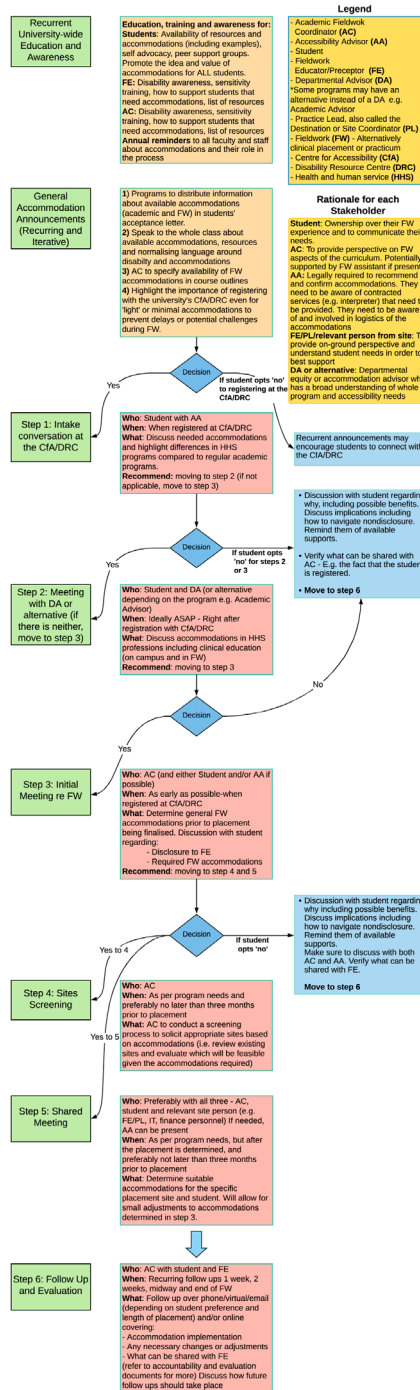
At no point will the student be pressured into following the recommended procedures. The options will be presented in an unbiased manner. The student can also say yes to some, but not all the recommended steps.

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.

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 ongoing 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



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

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](#).

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 learning experience of students. You will be notified by e-mail when the evaluations are available on *Minerva/Mercury*, the online course evaluation system. Students will be asked to complete course evaluations on the clinical seminars and university clinical course preparation and debriefing sessions at 2 points in the program only. Students are strongly encouraged to complete the end-of-term course evaluation based on the preparatory seminars, and ongoing support provided by the ACCEs through mentoring, guidance and counseling; individually or in small groups at 2 points in the program only. 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, 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.