

## OCC1 501 CLINICAL PRACTICUM 1

**Credits:** 7

### **Course Coordinators/Instructors:**

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**Course Description:** This first clinical practicum introduces students to history taking, clinical reasoning, assessment and treatment skills for physical and psychiatric conditions and provides exposure to the different roles of health care practitioners in inter-disciplinary client-centered care. Students are expected to begin integration of theory and application to different clinical scenarios. Students will be exposed to different OT interventions in traditional, community service development and role-emerging areas of practice and develop understanding of inter-disciplinary client-centered care.

**Course Structure:** This is the first of four clinical practicum courses. This first course is scheduled for 6 weeks full-time. In this practicum, learning objectives and expectations will be considered level 1.

**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 be commensurate with the student's level of training and previous fieldwork experience. In conjunction with the on-site practicum learning, students will be expected to engage in peer-learning by using web-based technology tools 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 in which setting 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 national site approval document (CGFE-OT) and students are expected to review this material in preparation for their clinical course. Please note that the most up to date contact information is contained in the course assignment confirmation email and student portal. 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 during off-work hours is expected.

### **Level 1 Learning Objectives by essential competencies and roles:**

The student will be able to:

#### Expert in Enabling Occupation

1. Define OT role and develop professional identity
  - The student will identify and understand the role of OT in the specific setting
  - The student will begin the process of comparing the role of OT in his/her setting with other settings (myCourses discussion board)
  - The student will understand his/her role within the setting and begin assuming the role of an OT

2. Develop observational skills
  - The student will be expected to observe all aspects of OT interventions and communicate observations with clinical educator
3. Interview
  - The student will be able to perform a client interview
4. Analyze activity
  - The student will be able to plan activities for treatment and analyze the activities with accuracy
5. Implement assessments and plan treatment
  - When appropriate, the student will perform parts of or complete assessments
6. Collect data and synthesize information
  - The student will begin process of synthesizing information gathered from interviews and assessments
  - The student will be able to write short and long term goals

#### Collaborator

7. Interact Professionally
  - The student will initiate contact with other professionals and share client issues
  - The student will understand the role of the interdisciplinary team
  - The student will be able to report his/her observations to peers, and other team members

#### Practice Manager

- The student will demonstrate professionalism in all aspects of placement (time management, reliability, decision-making)

#### Professional

- The student will demonstrate respect for confidentiality such as when sharing a case history presentation on the discussion board of MyCourses

#### Communicator

8. Demonstrate competency and professionalism in communication
  - The student will be able to write simple notes
  - The student will be able to share thoughts and findings with clinical educator in a clear manner
  - The student will be able to report client issues using professional terminology in team meetings with supervision

## Scholarly Practitioner

9. Develop personal learning objectives
  - Include these in CBFE
10. Apply the concepts of feedback, critical thinking, clinical reasoning as well as self-directed learning and reflective practice
  - Understand the importance and the impact of these concepts in clinical practice
  - Keep a reflective journal
11. Complete a critical appraisal of a research article that relates to the practice setting using the “McGill form” and share with supervisor

**Required Texts:** The following 5 texts are required for all four Clinical Practicum courses throughout the remainder of the program:

1. Bossers, A., Miller, L., Polatajko, H., and Hartley, M. (2007). Competency Based Fieldwork Evaluation for Occupational Therapy CBFE-OT. Toronto, ON: Nelson Education.

Please note that it is essential that each OT student purchases this text during the start of the Winter term prior to the first clinical seminar (early January). Note that the bookstore returns all un-bought books in mid-March so this text must be purchased before that time as it will not be available later on. All students must submit a section of this text (blank evaluation form) as proof of purchase in accordance with copyright law in the second clinical seminar.

2. Principles for Moving Patients Safely. Montreal: ASSTSAS, 1999.  
This text is required for workshop participation and a reference for all future clinical practicum.
3. Student Clinical Experience Booklet (provided on-line and in hard copy in first clinical seminar)
4. Student Clinical Practicum Manual (provided on-line in second clinical seminar)
5. Clinical Reference Document (provided on-line in first clinical seminar)

Additional readings that sites may assign.

## **Recommended Readings:**

1. Course materials from the previous semesters.
2. Site approval document (CGFE-OT) for specific setting (located on the school website)

**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.

**Student Assignment and Evaluation: The Competency Based Fieldwork Evaluation** for Occupational Therapists (CBFE-OT) is used to evaluate students' performance. The copyright 2007 is the only accepted version used for grading. Although each clinical educator evaluates students' performance, it is the ACCE who assigns the final grade. See section on Special Requirements for more details on student evaluation. All students must complete the on-line site feedback form and submit a downloaded copy of this form to their clinical educator at the time of final evaluation. This form is available within the Student Portal at the following website: <http://www.mcgill.ca/spot/clinicaleducation>.

It is mandatory for students to complete the **Student Clinical Experience Booklet (a component of the student professional portfolio)** throughout the Program. Each clinical educator must sign this document following each clinical course. Students must upload their completed booklet at the latest one week post completion to the **final** clinical course (OCC1-602) mycourses dropbox. Failure to complete and upload the booklet will result in delay of clinical marks and **may delay graduation**. Students are expected to bring this booklet to the debriefing clinical seminars.

Students are expected to develop a **clinical portfolio** including the Student Clinical Experience Booklet, the CBFE-OT evaluations of each placement, student learning objectives for each clinical course as well as clinical projects, letters of recommendation, case histories and current C.V.

Students are expected to post a minimum of two (2) messages on the Desire2Learn (myCourses) discussion board related to their clinical practicum (describe the clinical setting, the OT role, case studies as described in the clinical seminar and clinical manual...). Failure to do so will result in

a delay of mark assignment. The discussion board creates an on-line community of learners and creates a forum for student discussion while students are geographically distant. Students will continue to refer and contribute to this discussion board in their subsequent clinical practicum courses.

Students may be expected to complete a project/assignment during their clinical practicum (this will be determined in collaboration with the clinical educator). Students must be prepared to learn in different clinical teaching models such as a peer learning situation, multiple clinical educators with different clientele in the same center and/or inter-professional models as they will encounter different educational practices in different teaching facilities.

### **Special Requirements for Course Completion and Program**

**Continuation:** Grades for OCC1-501 Clinical Practicum 1 are based upon a letter grade system. A letter grade inferior to a B- in a clinical practicum is considered a fail. Students who fail OCC1-501 Clinical Practicum 1 may be granted permission to do a remedial clinical practicum if they are in satisfactory standing. *The Academic Coordinator of Clinical Education or their designate has the authority to terminate the clinical course after the midterm evaluation, if the overall situation or specific student behaviours are judged to be unprofessional, detrimental or unsafe to the student, clinical site or clients. Course termination for these reasons will only be carried out in extreme circumstances and will constitute a course failure ('F' grade).*

The dates of the remedial will be arranged with the Academic Coordinator of Clinical Education (ACCE) and will depend on the availability of clinical sites. Every effort will be made to have the remedial completed with the same or subsequent promotion period (see Clinical practicum Guidelines). If the repeated course or any subsequent clinical course is failed, the student will be asked to withdraw from the Program.

Students are reminded that, due to the sequential nature of the Program, the failure to successfully complete a clinical practicum may lead to delayed completion of the Program (see Clinical practicum Guidelines).

**Plagiarism/Academic Integrity:** [Amended by Senate on April 17, 2013]: 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](#).

**Right to Write in English or French:** Every Student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objectives of the course. Students are expected to write in the language of the facility during their clinical practicum.

All students are reminded to determine their eligibility for licensure with OEQ, respecting Quebec's language laws during M1 of the program. It should be noted that there may be a waiting list to write the professional French language exam with the *Office de la langue française*. Failure to register early may result in excessive delay in becoming a member of the provincial order and inability to practice O.T. in Quebec.

**Attendance:** Attendance during university based mandatory clinical practicum seminars is a prerequisite for each Clinical Practicum. Failure to do so will result in non-admission to the clinical practicum.

It is mandatory for all students to complete all practicum hours. If a student is absent due to health reasons, the student must make up the time missed. These arrangements are made between the clinical educator and the student understanding the requirements of the clinical site. In most situations, students exceed the working hours when their additional preparation time is considered. Students should contact the ACCE in case of prolonged absence. If the clinical educator is absent, he/she must arrange for the student's teaching/mentoring by another therapist. If the clinical educator is a sole/charge therapist, alternative arrangements are made between the ACCE and the clinical educator.

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the clinical courses. It is the student's responsibility to understand and respect the specific dress code of the clinical site throughout the duration of the placement. Appropriate attire includes closed-toe shoes, trousers/shirts that permit physical movement of clients and shirts of a professional nature (not tank tops). It is recognized that appearance is fundamental to the establishment of trust with clients and the professional team. Failure to do so may result in the student being dismissed until appropriate dress code is followed.

**Disability:** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office of Students with Disabilities at (514) 398-6009 before you do this.

**Safety:** The student has the right to refuse to do an intervention if this poses a risk to the student's safety or health or if it poses a risk to a patient's safety or health. Failure to respect patient safety at all times can result in immediate failure and termination of the learning experience.

**Pregnancy:** Students should be advised that many sites are not able to accommodate pregnant students given the work conditions. In such cases, students are recommended to defer their clinical practicum course. Students must inform the ACCE in the event of pregnancy so that appropriate planning can take place and that the site's workplace policies can be respected.

**Student Clinical Profile:** Students need to complete clinical hours with different populations and settings in order to be considered "entry-level". Students must fulfill rotations in adult physical medicine, mental health and geriatrics in both institutional and community settings. Course assignment is based on site availability, student learning needs and language requirements. Individual interests are prioritized where possible. Students have 48 hours to discuss reasonable concerns once the clinical course assignment is posted. Changes to assignments after that time will NOT be made. Students must be aware that last minute changes to practice area do occur from the site due to staffing issues and students must be prepared to adapt to these unforeseen changes.

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