

OCC1 245 OCCUPATIONAL THERAPY SEMINARS

Credits: 3

Instructor/

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Course Description: Introduction to occupational therapy and its domains through interactive seminars.

Expanded Course Description: Students will be introduced to occupational therapy through interactive seminars, site visits and practicum. Occupational therapists from diverse clinical fields and areas of research will present their contribution to promoting the health and well-being of individuals across the life span.

Course Structure: The course comprises 3 hours per week. A variety of formats will be presented including lectures, clinical site visits, practical in class exercises, simulated learning, small group participation and seminars with guest speakers (clinicians, researchers and beneficiaries). On several occasions, classes will be combined (inter-professionally) with the physical therapy students (PHTH 245).

Overall Objective: Students will understand the profile roles (competencies) of the occupational therapist in various healthcare settings and practices including the role of team member of an interdisciplinary health care team. Students will recognize domains of practice, the OT competency roles, the enablement of occupation and the contribution of the OT to health promotion, occupational justice and well-being. Students will participate in the development of a professional identity through active involvement in teaching and learning environments.

Learning Outcomes: On completion of this course the student will be expected to achieve the following objectives related to the OT Profile Roles (CAOT, 2012):

Expert in enabling occupation

Explain:

- Occupational therapy principles and practice (scholarly practitioner)
- Occupation and Occupational performance and Occupational engagement in relation to the dynamic relationship of the person, environment and occupation.
- Therapeutic activities and the grading or adaptation of activities

Describe:

- The competency roles within the Canadian OT profile (CAOT, 2012) (professional)
- The importance of health promotion and wellness in enabling occupation (change agent)
- The contribution and significance of the environment in enabling occupational performance (change agent)

Identify:

- Personal and environmental factors that may affect a client's functional abilities, engagement and participation in occupation. (change agent)
- Perspectives of OT practice including interprofessional practice and client and family-centered care (collaborator, change agent)

Communicator

1. Employ effective and appropriate verbal and nonverbal communication, including active listening principles through collaborative interactive activities. (collaborator)
2. Develop observational skills of client's and therapist's non-verbal behaviours through interactive activities. (professional)
3. Apply simple teaching and learning principles through interactive communication activities. (expert, collaborator, scholarly practitioner)
4. Demonstrate an awareness of self behaviours through communication and interviewing activities. (professional)

Collaborator

5. Appreciate interprofessional relationships, which foster effective collaborations. (practice manager)
6. Demonstrate an understanding of and respect for diverse perspectives during collaborative activities. (communicator, professional)

Advocate/Change agent

7. Begin to recognize the health needs and concerns of individual clients, populations, and communities and how they relate to occupational therapy. (expert, professional)
8. Explore issues of Human rights and the role for client advocacy through global health perspectives. (professional)

Professional

9. Appreciate common ethical, personal, and professional issues that may arise in occupational therapy practice.
10. Compare and contrast the diversity of roles of the occupational therapist in various settings and areas of health care, including at an international level. (communicator, collaborator)

Scholarly practitioner

11. Apply principles of self-directed learning through the use of self-evaluation and feedback from peers, lecturers, professors and clients to reflect upon actions and decisions to continuously improve knowledge and skills. (professional, communicator, collaborator)
12. Integrate appropriate evidence to support integration of content within all written evaluation measures. (communicator)

Course Content: Throughout this course students are expected to begin to develop a professional identity through the following concepts:

- The competency roles within the Canadian OT profile (CAOT, 2012)
- Roles and responsibilities of OT in various settings and disciplines including primary care, physical medicine, mental health, acute and long term rehabilitation, school-based and community-based settings
- Concepts of “enabling occupation” and occupational performance within the context of the person, environment and occupation
- Biopsychosocial model of healthcare and client-centered practice
- Mindfulness for reflexive practice
- Professional communication, interviewing skills and patient education
- Global health perspectives on human rights for meaningful occupation

Course Materials:

Required Readings: List of required readings with links to McGill Health Sciences Library/Course Reserves Catalogue 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.

Student Assignment and Evaluation:

Assignment and Evaluation	Value
Assignment on the role of OT in promoting health and participation (individual)	10%
Competency-based Quiz (individual)	5%
Communication assignment (OT/PT dyad)	20%
Comparative site-visit assignment (individual)	15%
Final Examination (individual)	50%

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate sections in the undergraduate calendar on University regulations regarding final and supplemental examinations. This course falls under the regulation 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.

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 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, except in courses in which acquiring proficiency in a language is one of the objectives.

Attendance: Attendance at all classes is expected. Attendance at the Steinberg Simulation Centre seminars and at the site visits is compulsory. A student who misses in excess of 15% (more than two per term) of the compulsory seminars or site visits will have a 10% mark deducted from their final course mark.

Consequences of not completing assignments as requested: All assignments must be completed in order to pass the course. Late submissions

will result in a deduction of 5% of the assignment grade per day. Papers must be submitted before 5 p.m. on the due date.

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.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to wear appropriate attire during all class assignments, site visits and learning activities (at the Medical Simulation centre).

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 for Students with Disabilities](#) at 514-398-6009 before you do this.

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.

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

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