



School of Physical and Occupational Therapy

b.sc. OCCUPATIONAL THERAPY U2

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S.E., K.B./revised June 2003

McGILL UNIVERSITY
School of Physical and Occupational Therapy

B.Sc. OCCUPATIONAL THERAPY U2 CURRICULUM

OVERALL COURSE STRUCTURE

- Ø Important Dates B.Sc. Occupational Therapy U2
- Ø Curriculum Plan B.Sc. Occupational Therapy 2003-2004
- Ø List of required courses for B.Sc (OT) & B.Sc. (PT)

PROFFESIONAL COURSE DESCRIPTIONS

Ø COMBINED PHYSICAL & OCCUPATIONAL THERAPY COURSE

POTH-455 NEUROPHYSIOLOGY

Ø OCCUPATIONAL THERAPY

OCC1-320 CLINICAL AFFILIATION II

OCC1-321 CLINICAL AFFILIATION III

- Guidelines for International Placements
- Guidelines for Non-Traditional Community Placements

OCC1-335 OT PRACTICE II: NEUROLOGICAL CONDITIONS – Part I

- Section A: Conditions
- Section B: Occupational Therapy Applied

OCC1-336 OT PRACTICE II: NEUROLOGICAL CONDITIONS – Part II

- Section C: Occupational Therapy Applied

OCC1-337 OT PRACTICE III: PSYCHIATRY

- Section A: Psychiatric Conditions
- Section B: Occupational Therapy As Applied in Psychiatry

OCC1-338 OT PRACTICE IV: MENTAL HEALTH

OCC1-339 STRATEGIES FOR INDEPENDENT LIVING

OCC1-340 ASSESSMENT OF PERFORMANCE II

OCC1-341 ASSESSMENT OF PERFORMANCE III

B.Sc. OCCUPATIONAL THERAPY U2 IMPORTANT DATES

FALL TERM: Registration Period	Apr. 1 to Aug. 4, 2003
Labour Day	Sept. 1, 2003
Lectures Begin	Sept. 3, 2003
Course Change (drop/add period)	Apr. 1, to Sept. 14, 2003
Thanksgiving Day	Oct. 13, 2003
Last Day of Lectures	Dec. 3, 2003
Examination Period	Dec. 5 to 19, 2003

WINTER TERM: Classes Commence Jan. 5, 2004
 Course Change (drop/add period) Apr. 1, 2003 to Jan. 18, 2004
 Midterm Break Feb. 23 to 27, 2004
 Last Day of Lectures Apr. 13, 2004
 Examination Period Apr. 15 to 30, 2004

SUMMER TERM: CLINICAL AFFILIATION II and III

- U2 – Two (2) six (6) Week Rotations taken during the following periods:
 - May 3 to Jun. 11, 2004
(Holiday: Victoria Day - May 24, 2004)
 - Jun. 4 to Jul. 23, 2004
(Holidays: Fête Nationale - Jun. 24;
Canada Day – Jul. 1, 2004)
 - Jul. 26 to Sept. 3, 2004

U2 CURRICULUM PLAN 2003-2004 OCCUPATIONAL THERAPY PROGRAM

FALL TERM

WINTER TERM

SUMMER TERM

Academic Term (13 wks) + Exams (2 wks) = total 15 Wks

Academic Term (13 wks) + Exams (2 wks) = total 15 Wks

Clinical II (6wks) + Clinical III (6 wks) = total 12 wks

Academic Term	Exams	Academic Term	Exams	Clinical Affiliations	Clinical Affiliations	Clinical Affiliations
Sept. 3, to Dec. 5	Dec. 5, to 19	Jan. 5, to Apr.13	Apr. 15, to 30	May 3, to Jun. 11	May 3, to Jul. 23	Jun. 4, to Sept. 3
ANAT-321 CIRCUITRY OF THE HUMAN BRAIN 3cr		OCC1-336 OT PRACTICE II: Neurological Conditions Part II 4cr		OCC1-320 Clinical Affiliation II 6cr	OCC1-320 Clinical Affiliation II 6cr	OCC1-321 Clinical Affiliation III 6cr
POTH-455 NEUROPHYSIOLOGY 3cr		OCC1-338 OT PRACTICE IV: Mental Health 3cr			or	
OCC1-335 OT PRACTICE II: Neurological Conditions Part I 2cr		OCC1-339 STRATEGIES FOR INDEPENDENT LIVING 2cr			OCC1-321 Clinical Affiliation III 6cr	
OCC1-337 OT PRACTICE III: Psychiatry 3cr		OCC1-341 ASSESSMENT OF PERFORMANCE III 3cr			or	
OCC1-340 ASSESSMENT OF PERFORMANCE II 2cr		<i>ARTS & SCIENCE COMPLEMENTARY COURSE</i> 3cr				
<i>ARTS & SCIENCE COMPLEMENTARY COURSE</i> 3cr						

NOTE: OCC1 = Occupational Therapy

POTH = Occupational/Physical Therapy
 ANAT = Anatomy
 PHGY = Physiology

U2 PHYSICAL AND OCCUPATIONAL THERAPY LIST OF REQUIRED COURSES

Fall Term:
 Sept. 3, to Dec 3, 2003

Winter Term
 Jan. 5, to Apr. 13, 2004

Clinical Affiliations
 May 3, to Sept. 3, 2004

Exam Period:
 Dec. 5, to 19, 2003

Exam Period:
 Apr. 15, to 30, 2004

2003-2004 OCCUPATIONAL THERAPY PROGRAM U2		
Course Number	Course Name	Credits
ANAT-321	Circuitry of the Human Brain	3
OCC1-335	OT Practice II: Neurological Conditions - Part I	2
OCC1-337	OT Practice III: Psychiatry	3
OCC1-340	Assessment of Performance II	2
POTH-455	Neurophysiology	3
Fall Term	Arts & Science Complementary Course	3
OCC1-336	OT Practice II: Neurological Conditions - Part II	4
OCC1-338	OT Practice IV: Mental Health	3
OCC1-339	Strategies for Independent Living	2
OCC1-341	Assessment of Performance III	3
Winter Term	Arts & Science Complementary Course	3
FALL & WINTER TERMS – TOTAL CREDITS 32		
OCC1-320	Clinical Affiliation II	6
OCC1-321	Clinical Affiliation III	6
SUMMER TERMS – TOTAL CREDITS 12		

2003-2004 PHYSICAL THERAPY PROGRAM – U2		
Course Number	Course Name	Credits
ANAT-321	Circuitry of the Human Brain	3
PHTH-337	Movement III: Neuromuscular	3
POTH-455	Neurophysiology	3
Fall Term	Arts & Science Complementary Course	3
Fall Term	Arts & Science Complementary Course	3
PHTH-328	Biophysical Agents	2
PHTH-336	Movement II: Cardiorespiratory	3
PHTH-337	Movement IV: Neurological	4
PHTH-340	Exercise Physiology	3
Winter Term	Arts & Science Complementary Course	3
FALL & WINTER TERMS – TOTAL CREDITS 30		
PHTH-320	Clinical Affiliation II	6
PHTH-321	Clinical Affiliation III	6
SUMMER TERM – TOTAL CREDITS 12		

POTH-455 NEUROPHYSIOLOGY

Credits: 3

Lecturer: Dr Alain Ptito
Department of Neurology and Neurosurgery
Montreal Neurological Institute
Office hours: Monday/Wednesday 11:00 –12:00
Tel: (514) 398-8906
e-Mail: alain.ptito@mcgill.ca

Time: TBA

Course Structure:

Two 2-hour sessions per week for 13 weeks.

This course presents classic physiology and anatomy of the nervous system. It is the foundation upon which you will build an understanding of disease processes and of the ability of the nervous system to compensate for injury. The material in the recommended text will be reviewed in lectures that cover the principle elements of the material for which you are responsible. The grade for the course will be determined by the total of the marks received in a mid-semester examination and the final examination.

Overall Objectives:

Emphasis will be placed on the understanding of neurophysiological principles, concepts and mechanisms, so that the acquired neurophysiological knowledge can be integrated with and utilized in other professional courses.

Specific Objectives:

Upon completion of this course, the student shall be able to:

1. Identify the various sensorimotor mechanisms at different levels of neuraxis, and relate them to the control of posture and locomotion, as well as to higher functions at the cortical level.
2. Describe the current controversies surrounding the principles of normal development, motor control and dysfunctions, as well as plasticity and rehabilitation.
3. Propose possible neurophysiological and neuropharmacological mechanisms underlying normal and abnormal sensory, motor or cognitive functions in patients suffering from lesions to the central and peripheral nervous system, be they alter-nations in sensory function or muscle tone, postural disturbances, paralysis, dis-equilibrium or perceptual impairments.
4. Describe the basis for movement dysfunction for each of the principal neurological disorders presented in the course.
5. Synthesize the knowledge of receptor behavior and the effects of various afferent and supraspinal influences on spinal reflex systems and relate these to (a) existing therapeutic techniques in a comprehensive and analytical manner, as well as to (b) the design of innovative rehabilitation programs.

Required Text:

Kandel, E.R., Schwartz, J.H. & Jessell, T.M. (2000). Principles of neural science. (4rd edition), New York: Elsevier.

Evaluation: TBA -

Lecture outline to be distributed on the first day of class.

NOTE:

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 (see www.mcgill.ca/integrity for more information).

OCC1-320 CLINICAL AFFILIATION II

OCC1-321 CLINICAL AFFILIATION III

Credits: 6 OCC1-320
 6 OCC1-321

Coordinator: C. Storr, Academic Coordinator of Clinical Education, Davis D2,
 (514) 398- 6561, caroline.storr@mcgill.ca

Course Structure:

Clinical Affiliation commences in first year and continues at set intervals throughout the three years of the program. The objectives for each fieldwork placement will vary, according to the student level. Each student will have the opportunity to develop clinical skills, clinical reasoning, and professional judgement, in a variety of settings. This includes preparatory seminars in first, second, and third year. By the end of the program, each student will have completed five rotations, full-time. Each student is exposed to a variety of clientele (e.g. nursing homes, long-term care institutions, acute care hospitals, rehabilitation centres, CLSCs, etc.; infants, school-aged children, young adults, elderly).

The overall program is made up of 105 credits of academic and clinical courses. The Clinical Affiliation courses are made up of over 1000 hours of clinical placement and have a value of 18 credits.

Students are advised that the Summer Semester of 2003-2004 contains two 6-week placements. Statutory holidays include May 21, June 24, July 1 and September 1 as applicable.

(March - April, 2003)	2002-2003	Winter Term	OCC1-220	6 weeks	0 credits
(May - June, 2004 or June - July, 2004)	2003-2004	Summer Term	OCC1-320	6 weeks	6 credits
(June - July, 2004 or July - September, 2004)	2003-2004	Summer Term	OCC1-321	6 weeks	6 credits
(November - December, 2004)	2004-2005	Fall Term	OCC1-420	5 weeks	3 credits

(January - February, 2005)

Fieldwork placements will be arranged with McGill affiliated facilities. At times students may request fieldwork outside of the Montréal region (these regions may also include the US and overseas). The Occupational Therapy Program has developed specific guidelines pertaining to international and out-of-province placements. Both traditional and role-emerging fieldwork placements will be used. The latter will consist of facilities/agencies/programs which do not employ an occupational therapist directly on site.

Supervision will be provided by occupational therapists who work in various settings, depending on the type of placement offered. The type of supervision will be commensurate with the student's level of training and previous fieldwork experience.

Every effort will be made to place students in the Montréal region unless otherwise requested. When students are placed in out-of-town facilities, travel and accommodation are the student's responsibility. Students are responsible to ensure that they purchase travel cancellation insurance in the event of unforeseen circumstances.

This course is structured as follows:

- I Clinical Affiliation Seminars**
- II Traditional Fieldwork Placements**
- III Role-Emerging Fieldwork Placements**

I CLINICAL AFFILIATION SEMINARS

Prior to the second year Clinical Affiliations, in Term C (Summer), U2 Occupational Therapy students will participate in a seminar that will cover issues related to occupational therapy fieldwork.

Course Structure:

One three-hour seminar where students are divided in two groups. There is one instructor per group.

Learning Outcomes:

1. To become familiar with second year clinical affiliation objectives (traditional and non-traditional fieldwork placements);
2. To suggest methods of improving general communication skills;
3. To reflect on ethical issues he/she may be faced with;
4. To introduce the use of WebCT as a tool for cooperative peer learning.
5. To further develop skills of self-directed learning by planning student learning objectives.

Course Content:

- C Review clinical profile
- C Non-traditional placements: objectives and evaluation
- C Existing and emerging roles of Occupational Therapists
- C Ethical dilemmas
- C Review objectives and competencies of level 2 placements

Required Text:

Bossers, A., Miller, L., Polatajko, H., and Hartley, M.,(2002). Competency Based Fieldwork Evaluation for Occupational Therapists. Albany: Delmar/Thomson Learning.

Evaluation:

Attendance will be compulsory.

II TRADITIONAL FIELDWORK PLACEMENTS

CLINICAL AFFILIATION II and III: Occupational Therapy Practice (Transition: Level 2)

Learning Objectives:

1. To apply theoretical concepts and gain experience in:
 - a) evaluating clients
 - b) establishing treatment goals
 - c) planning and implementing treatment
 - d) modifying treatment
 - e) presenting reports - written or oral;
2. To define the Occupational Therapist's role within the facility/agency/program;
3. To develop the skills necessary to carry responsibility for caseloads close to that expected of a new graduate.

Evaluation:

The Competency Based Fieldwork Evaluation (CBFE) is used to evaluate students' performance. Although each supervising therapist evaluates students' performance, it is the ACCE who assigns the grade of PASS/WEAK PASS/FAIL.

QUÉBEC PLACEMENTS

Students will be placed in McGill Affiliated Facilities in the greater Montréal area depending on availability, profile requirements and interest. Students must be able to communicate in both official languages (French and English).

Requests can be made for clinical affiliations beyond the greater Montréal area in the province of Quebec to the ACCE. Under no circumstances, should students attempt to contact sites independently. Availability is dependent on other universities' clinical affiliation schedules.

OUT-OF-PROVINCE PLACEMENTS

Students who are interested in doing their first clinical placement in another province may do so by following the application procedure as announced by the ACCE during the Fall of Term A. The application process is currently pending modification. Availability is subject to fluctuation and all students are strongly encouraged to develop fluency in both official languages in order to be able to complete some of the clinical affiliation courses in the Province of Québec.

There is an application fee for out-of-province placements.

INTERNATIONAL PLACEMENTS

POLICY

Eligibility Criteria

1. To be considered for a placement outside Canada, students must be approved by the Academic Coordinator of Clinical Education. Prior to making a recommendation, the ACCE will require the student to demonstrate the following criteria:
 - a) The student must have maintained a minimum academic standing of a **GPA of 3.5** and have progressed through the program with no conditions.
 - b) The student must maintain a B+ (75-79%) standing in each of their fieldwork placements prior to the international placement.
 - c) The student must demonstrate strong interpersonal skills, including tact and diplomacy, and well developed judgement skills as documented on previous performance evaluations (Competency Based Fieldwork Evaluation (CBFE)).
2. The student applying for an international placement shall agree to accept responsibility for:
 - a) Cost of medical coverage - (student already has access to some medical coverage, as a result of the fee paid to Student's Society).
 - b) Obtaining a visa - (this includes obtaining information from specific embassy/consulate re: requirements for specific student visa, letter from fieldwork coordinator and/or letter from facility attesting to the purpose of stay).
 - c) Accommodation - (at times, the ACCE/immediate fieldwork educator may be willing to assist in this area, but this cannot be counted on at all times, therefore the student is responsible for finding accommodation and assuming all costs. Often, embassies/consulates or tourism boards can help in this area).
 - d) Travel - (confirmation of airplane tickets should only be carried out once the ACCE has confirmed the international placement). The student is responsible for all travel costs at all times. Travel arrangements cannot conflict with examination period. Cancellation insurance is strongly advised in the event of last minute changes.
 - e) Cost of supervision in countries where there is a fee for supervision (at times this is encountered; if it does happen, the student must be prepared to pay this extra fee). This is not the responsibility of the University.
 - f) Malpractice Insurance - (each student has coverage for contingent malpractice insurance; at times, this insurance is not considered sufficient by certain facilities; if that is the case, the student is responsible for the payment of any extra insurance coverage requested by the facility).

Procedure:

NOTE: All students will be given the guidelines for international placements during the Winter Term of first year. If a student is considering this option, he/she must initiate the request for an international placement with the Academic Coordinator of Clinical Education at least one year prior to the placement.

At least 12 months before the onset of the applicable fieldwork block, the student must request in writing, to the Academic Coordinator of Clinical Education, his/her wish to complete a fieldwork placement outside of Canada.

Exact date deadlines for international placement applications will be announced during the Winter Term of first year.

The letter should state:

1. The country of desired destination, indicating an awareness of cultural, gender and social differences, and environment.
2. Why the student would like to do an international placement in that country.
3. The requested placement session for completing this experience.

International placements are a privilege and are subject to the approval of the ACCE / Occupational Therapy Faculty. The student shall obtain a letter of reference from one fieldwork educator and one faculty member to support the application to participate in an out-of-country placement. These letters of reference must be forwarded directly to Academic Coordinator of Clinical Education (ACCE).

Once all the documentation is submitted, the ACCE will assess the suitability of the request based on the above criteria. If there is a need, the ACCE has the right to call upon the Occupational Therapy Faculty to assess the student's eligibility for an international placement.

The student will then be advised in writing, by the ACCE, whether he/she has been granted approval for an international placement.

Restrictions:

The student will be granted one international placement per academic year, in U2 and U3 respectively, for a maximum of two placements, with the following restrictions:

1. The countries chosen must be members of the World Federation of Occupational Therapy. The School reserves the right to approve the qualifications of the supervising therapist.
2. The School will develop a maximum of five new international placements per year and the rest must be selected from the list of approved international placements.
3. The School reserves the right to limit the total number of international placements organized per year.
4. Students may apply for a maximum of two international placements, overall, in the following combination:
 - (a) one in the US and one overseas; or
 - (b) two in the US

*Please note that some restrictions may apply to US placement for 2003-2004.

5. A second international placement may be undertaken only if the student has performed satisfactorily in the first international placement.
6. The first opportunity for a student to do an international placement will be in the summer clinical term following U2 in Clinical Affiliation III:OCCI 322. This will be scheduled in either the second or third block of U2 summer clinical affiliations.
7. The international placement is contingent on maintaining academic and clinical standings prior to departure. Should these conditions not be met, the ACCE reserves the right to cancel the international placement and to reassign the student locally.

Responsibilities:

Student:

The student will:

1. Commit to the placement through a letter of intent outlining the request.
2. The student will have accepted responsibility for the following:
 - a) Cost of medical coverage
 - b) Obtaining a visa
 - c) Accommodation
 - d) Travel
 - e) Cost of supervision in countries where there is a fee for supervision
 - f) Malpractice Insurance
 - g) Cost for any cancellation

The fee paid by the student to the Student's Society, annually, provides medical coverage; it is the student's responsibility to inquire if coverage is sufficient for travelling to the country in question.

McGill University will also provide for worker's compensation, so in the case of a work-related accident, there is full coverage, no matter where the placement will take place (procedure to follow in the event of an accident will be made available to the student).

McGill University also provides contingent malpractice insurance. In the event that this insurance is deemed insufficient by the facility, it is the student's responsibility to purchase additional coverage.

Be responsible with permission of the ACCE for writing a letter to the Field Coordinator requesting placement in one of their affiliated facilities.

3. Write a letter of introduction to the National Occupational Therapy Association of the country or write to the coordinator of the school or facility requesting permission for a placement in which he/she wishes to complete his/her fieldwork. The following should be included in the letter:
 - a) Permission has been granted from McGill University - Occupational Therapy Program to investigate the possibility of completing fieldwork in that country.
 - b) Reasons for seeking fieldwork in that country.
 - c) Dates and length of placement.
 - d) A request for a list of universities or facilities to contact for fieldwork opportunities.
4. Be responsible for timely fulfilment of all requirements necessary for entry into that country i.e. student visa (if required), medical preparation (i.e. immunization/vaccination) and coverage, financial obligations (i.e. travel and accommodations arrangements, coverage of extra malpractice insurance (if required)).
5. Be knowledgeable in the language of origin of the country he/she has selected.
6. Provide the Academic Coordinator of Clinical Education with copies of correspondence between student and facility offering the placement. The student should not call or write to the facility without prior permission from the ACCE.
7. Continue correspondence with the National Association, university or facility to ensure requirements of the facility and McGill University - Occupational Therapy Fieldwork Program are met.
8. Begin fieldwork.
9. Agree to provide and complete the Student Evaluation of Placement Form, as well as any addendum specific to international placements and ensure that the CBE are completed at the Mid-Term and Final. At the end of the placement the student must submit a completed copy of the CBE to the ACCE in order to receive a grade.

A representative from the fieldwork facility and/or the student will contact the Academic Coordinator of Clinical Education or the Director of the Occupational Therapy Program if

specific concerns arise during the placement.

Fieldwork Facility:

The fieldwork facility will:

1. Provide the following information in writing, in order to meet the fieldwork site approval criteria:
 - a) Documents required as per institution guidelines.
 - b) An abbreviated résumé of the supervising therapist(s). The above must be forwarded to :
Academic Coordinator of Clinical Education
Occupational Therapy Program
School of Physical & Occupational Therapy
McGill University
3654 Promenade Sir-William-Osler
Montréal, Québec
Canada H3G 1Y5
Telephone: (514) 398-6561 / Fax: (514) 398-6360
2. Ensure that the Coordinator of Occupational Therapy Services/Occupational Therapy Clinical Educator at the Facility will agree to complete McGill University - School of Physical & Occupational Therapy Fieldwork Evaluation Forms.
3. Sign a cooperation agreement between McGill University and the Facility, prior to the commencement of the clinical placement and define a contingency plan within the facility or another agency in case of cancellation of the rotation.
4. Commit to placement (specific dates to be determined and approved by both Academic Coordinator of Clinical Education and Supervising Occupational Therapist) in writing.
5. Ensure that the Occupational Therapist who will be supervising the student will have knowledge of the English or French language (oral and written, in order to be able to communicate with the Academic Coordinator of Clinical Education.

Academic Coordinator of Clinical Education:

The Academic Coordinator of Clinical Education (ACCE) will:

1. Review the student's application and will approve the request based on established Eligibility Criteria.
2. Request an abbreviated résumé for the Occupational Therapy Department and the potential supervising therapist, including educational background and years of experience directly supervising students. Please note that in order to supervise a student, the therapist must have had at least one year of clinical experience and must be certified/registered according to the standards of the host country.
3. Ensure that two copies of an affiliation contract have been forwarded and returned signed by the receiving Facility, upon receipt of documentation fulfilling requirements of Occupational Therapy Fieldwork Education Site Approval Guidelines.
4. Forward to the Facility:
 - a) a letter of confirmation for the placement
 - b) a copy of the affiliation agreement signed by all parties (student(s), Facility and McGill University)
 - c) an outline of the curriculum
 - d) school of Physical & Occupational Therapy Course Guide(s)

- e) expectations for student performance/fieldwork objectives
 - f) policies related to:
 - i. student assignments in clinical settings
 - ii. time loss
 - iii. failure during a placement
 - iv. Student Evaluation of Placement Form

5. Notify student to finalize travel and accommodation arrangements.

6. Provide resource material for supervisor (when necessary) which will be delivered by the _____ student.

8. Initiate contact with facility via phone or Fax or E-mail at midterm in order to obtain feedback re: progress in placement, as well as at the end of placement. Preference will be to provide email communication.

9. Write letter of appreciation to facility.

INTERNATIONAL PLACEMENTS SCHEDULE

Winter Term (U1): reminder to students of deadline for applying for international placements and orientation and introduction to International Placements (hand out guidelines)

Integration Block (U1): deadline for initiating request for an international placement in second year

Requests after this period will not be considered

RESPONSIBILITIES OF STUDENT	SUGGESTED TARGET DATES
Request the international placement (or Item # 1)	12 months prior to placement. Student must respect deadline provided by the ACCE.
Accept responsibility for <u>all</u> items mentioned in #2 (or Item 2)	Immediately upon acceptance of placement by ACCE
Find the placement/facility and/or select from list of available placements and write a letter requesting a placement (or Item 3)	Immediately upon being granted approval for the placement by the ACCE
Be responsible for all requirements for entry	

into the country of choice (or Item 4)	ongoing
Keep ACCE informed of all communications and/or provide copies of correspondence with the facility (or Item 6)	ongoing
Continue correspondence with the facility and the University in order to ensure that all requirements are met (or Item 7)	ongoing
Must <u>consider</u> a contingency plan (placement in Quebec or outside Quebec) if the international placement is cancelled	ongoing
Agree to complete student evaluation of placement and ensure that CBFE is completed at Mid-Term and Final	end of placement

III. ROLE-EMERGING PLACEMENTS IN OCCUPATIONAL THERAPY

Introduction:

The undergraduate program in Occupational Therapy at McGill is designed to equip the students with the skills, attitudes, and knowledge needed for a career in clinical practice and/or to enter graduate studies in Rehabilitation Science or a related discipline.

Philosophy of the New Occupational Therapy Program at McGill University:

Throughout the curriculum, a life span approach is implemented. Self-directed learning is encouraged throughout the curriculum. There is an increased emphasis on health, wellness, health promotion and disease prevention. There is an increased emphasis on management, entrepreneurial and communication skills to participate in expanding professional roles (e.g. consulting, marketing, client advocacy, community program development, etc.).

New Trends in Occupational Therapy Roles:

Occupational therapists are more frequently engaged in private clinical practice or employed as consultants by industry, insurance companies, schools and government agencies. There is a broadening scope of practice (i.e. promotion of health and prevention of illness and disability) such that it is not just medically based.

The promotion of health and prevention of illness and disability orientation of the Health Care System in Québec:

Consumers are playing a more active role in defining their needs. As a result of the restructuring of health care delivery, many rehabilitation services to various clientele (e.g. psychiatry, intellectual impairment, substance abuse, Alzheimer's, etc.) are based in community agencies.

General Purpose of this Placement:

- C to allow students to learn new roles in community programs/services
- C to produce a therapist more confident to move into non-traditional settings
- C to produce a therapist more skilful in program development
- C to gain experience in identifying clients/agency needs
- C to become familiar with the socio-cultural environment of the client(s)
- C to gain experience in resourcefulness – physical, human and financial
- C to assess program needs
 - C to provide staff with an increased understanding of the role of Occupational Therapy within the community
- C to produce a therapist who will be able to relate to both lay and professional people interested in health services

Structure and Organization:

Five or six weeks full-time placement (the second U2 placement, Clinical Affiliation III - (OCC1-321) will consist of 6 weeks and a U3 placement will consist of 5 weeks). Each agency/program will receive at least 2 students at the same time to encourage peer teaching and learning. Each group of students will be supervised by an Occupational Therapy Faculty Member or an Occupational Therapist working in the community (from now on this person will be referred to as an off-site supervisor).

Learning Objectives:

By the end of the placement, the student will have

- C defined the occupational therapy role within the agency/program;
- C identified the clientele/agency concerns or needs, as they relate to occupational therapy;
- C determined how the clientele/agency needs will be met.

Supervision:

Each group of students will be supervised by an off-site supervisor (Member of the OEQ) for an average of one ½ day/week. The supervision will be based on a consultative model; the supervisor will provide direction/guidance as needed, as well as discuss Occupational Therapy theories and concepts related to the particular placement. The off-site supervisor will also assist the student in affirming his/her role within the agency/program. Lastly, the supervisor will be used as a 'sounding board' for new ideas/concepts, as well as for new approaches to problem-solving. The students will be required to keep a journal to assist them with the reflection process as well as to use it as a planning tool for the supervisory meetings. The pairing of students will offer students the opportunity to discuss and refine ideas amongst themselves, prior to meeting with the off-site supervisor.

Evaluation:

The same evaluation tool (CBFE) and process will be followed as per traditional placements. A learning contract will be utilized, in order to establish learning objectives and how they will be achieved (resources, strategies and evaluating outcomes). As well, the agency/program will provide feedback to the off-site supervisor at the end of the placement, so that pertinent information concerning student's performance can be considered.

Plan of Action:

At the beginning of the placement, each student will be responsible for:

- determining the occupational therapy scope of practice within the agency/program (e.g. in a school setting, the scope of practice would be that of a consultant to the teaching staff).
- identifying the clientele/agency need(s) (e.g. identifying children with developmental delays).
- analysing the identified needs and prioritizing them, in order to determine how they will be met (e.g. targeting only first grade children, from low income families; the need will be met by developing a screening clinic). Each student will present a plan of action to the off-site supervisor and the contact person of the agency/program by the end of the first week of the placement, or at the latest, at the beginning of the second week.

This plan will describe how the clientele/agency needs will be identified and met. When writing this plan, the student(s) should consider the following criteria:

- C well sequenced
- C well organized (time frame, resources to be targeted, etc.)
- C realistic (in terms of time frame)
- C thorough (i.e. all aspects pertaining to clientele/agency needs will be explored)

Journal Entries:

Each student will be required to keep a journal. These entries may consist of, but not necessarily be restricted to, the following:

- observations/comments about one's learning
- difficulties experienced in defining one's roles
- difficulties in obtaining information
- reflection on one's strengths and weaknesses
- reflection on Occupational Therapy theoretical frames of references as they relate to the placement

Closing comments for the journal (daily):

1. Productive tasks of the day
2. Current frustrations
3. Plan for the next day

The journal will not only help the student reflect on his/her learning, but as well, be used as a tool for communicating with the off-site supervisor.

References:

Bossers, A. et al. (1997). *Understanding the role-emerging fieldwork placement*. DJOT, April 1997, vol. 64, issue 1, pp. 70-81.

Report of the Curriculum Committee, Spring 1995. School of Physical & Occupational Therapy, McGill University.

Heubner, J. & Tryssenaar, J. (1996). *Development of an occupational therapy practice perspective in a homeless shelter: A fieldwork experience*. CJOT, April 1996, vol. 63, no. 1, pp. 24-32.

Fieldwork Policies

Academic Advancement:

See section 4.5 Academic Advancement in the Health Sciences Calendar.

Failure Policy:

Clinical Affiliation II (OCC1-320) and *Clinical Affiliation III (OCC1-321)* are given grades of PASS/WEAK PASS/FAIL. Students must pass all required courses preceding any fieldwork placement associated with those courses. If a student fails a clinical placement, one supplemental clinical placement is allowed. If the repeated placement or any subsequent placement is failed, the student will be asked to withdraw from the program. The repeated placement will be arranged at the discretion of the ACCE. Satisfactory standing in all required professional courses and clinical placements is mandatory to continue in the program.

Student Attendance Policy:

Students are allowed one day of absence for health reasons only in each fieldwork placement. If this is exceeded, the student must make up the time missed.

If the supervisor is absent, he/she must arrange for the student's supervision by another therapist. If the supervisor is a sole/charge therapist, alternative arrangements are made between the ACCE and the supervisor.

Immunization:

Before entering the first clinical placement: All students must ensure that their immunization records are complete and show supporting documentation to McGill Student Health Services. McGill Student Health Services maintains an active record list that may be requested by facilities. It is the student's responsibility to request these records from health services and bring them to each clinical placement.

Failure to complete the required immunization before the Clinical Periods: This may result in a student's non-admission to a clinical facility and subsequent inability to complete the clinical placement. This policy applies to all placements including international and out-pf-province placements.

Fieldwork Responsibilities:

A. Clinical Supervising Therapist:

1. To orient the student to the physical layout of the facility, to the Occupational Therapy Department/service (if applicable), to staff, patient case load and assessment/intervention orientation as well as available learning resources such as the library, ward rounds, etc.
2. To review the fieldwork information package sent by the ACCE before the student's arrival in order to plan for the fieldwork placement.
3. To review with the student the plan set out for the fieldwork placement, as well as clarify the student's expectations, preferably within two working days of the student's arrival.
4. To provide the student with learning opportunities commensurate with fieldwork objectives.

5. To provide students with on-going feedback of their performance and provide suggestions for improving that performance if necessary.
6. To monitor student practice as necessary, depending on whether or not the student is inexperienced or experienced, by:
 - checking assessments the student proposes to use;
 - checking proposed treatment programs;
 - checking written reports;
 - supervising student practice appropriate to the student's level of experience;
 - being available for discussions with the students.
7. To complete and present to the student a mid-term and a final evaluation, as fairly and objectively as possible, using the evaluation forms provided by the student.
8. To return the completed evaluation to the ACCE within requested time lines. The evaluation must be signed with licensure #. Fieldwork educators must have a minimum of 1 year's clinical experience.

B. Student:

1. To behave professionally at all times, i.e., not only in respect to appearance, punctuality, and acceptance of appropriate responsibility, but also in observation of professional ethics and the patient's right to confidentiality.
2. To strive to reach a satisfactory level of professional competence in assessment, program planning, treatment, and report-writing.
3. To be aware that each fieldwork placement is a gift for learning donated by the facility involved and that the primary function of each facility is to serve its clients or patients. It must be realized that facilities offering specific rotations are subject to last minute change.
4. To contact the clinical supervisor a minimum of **two weeks** prior to the starting date of the placement by writing a letter of introduction to confirm time and place of arrival.
5. To email/fax the immediate supervisor's contact information to the ACCE during the first week of placement.
6. To complete facility evaluation forms and provide facilities with feedback on learning experience.

C. Academic Co-ordinator of Clinical Education:

1. To assist the development of facilities' clinical education program and confirm availability prior to assigning students to a facility.
2. To develop students' clinical profile by assigning students to facilities.
3. To send pertinent course material to the facility prior to the student's arrival.
4. To contact facilities while the student is completing his/her fieldwork placement, so as to receive feedback on his/her performance, as well as answer any queries from the fieldwork educator.
5. To mark the evaluation forms upon their return to the School, and if needed, to inform facilities of the results of their evaluation of the student.
6. To ensure students fill out facility evaluation forms so that this information can be used to provide facilities with timely constructive feedback as needed.
7. To respond appropriately to concerns or requests made by a facility.
8. To provide on-going support/training to fieldwork supervisors, both on-site and off-site.

9. To review each fieldwork placement with the student and if necessary, facilitate student in developing learning objectives for improved performance at the next placement.
10. To be available for counselling to students who are experiencing difficulties in their clinical placements and make site visits as needed.
11. To ensure that all fieldwork records are kept up to date.

NOTE:

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OCC1-335 OT PRACTICE II: NEUROLOGICAL CONDITIONS – PART I

Section A: Conditions

Section B: OT Applied

Credits: 2

Lecturers: Conditions: G. Côté-Leblanc, Hosmer 303B, (514) 398-1021,

Genevieve.cote-leblanc@mcgill.ca, L. Finch,

OT Applied: S. Everitt, Davis 24, Tel (514) 398-4495, Sandra.everitt@mcgill.ca, L. Parent, D. Chin

Course Structure:

This course is divided into 2 sections:

- Section A: Conditions** - Consists of either 1 ½ hour lectures per week or 2 hours self-directed learning sessions
Section B: OT Applied - 4 hours of lecture/lab per week

Learning Outcomes:

On completion of this course, the student will be able to:

1. Describe the etiology, pathology, and signs and symptoms of common neurological diseases;
2. Outline the medical and/or surgical approach to treatment of the above diseases;
 3. Appreciate the role of the occupational & physical therapist for given case studies across the life span;
 4. Formulate a problem list from assessment results and develop treatment objectives (short-term and long-term goals) based on the problem list;
 5. Describe the principles of Occupational Therapy treatment (i.e. neuro-developmental, sensory integration, motor learning, Brunnstrom, task-oriented, biomechanical, rehabilitative)
 6. Recognize and describe abnormal motor and perceptual/cognitive skills, and determine the underlying performance components of these skills;
 7. Develop treatment strategies based on assessment results, treatment goals, and treatment approaches;
 8. Utilize a client-centered approach in the treatment of neurological patients of all ages;
 9. Utilize a self-directed learning approach;
 10. Describe the impact of neurological conditions on occupational performance.

Required Texts:

Perkins, G.D. (1998). Mosby's Color Atlas and Text of Neurology. Mosby-Wolfe.
Case-Smith et al. (1996). Occupational Therapy for Children.
Zoltan. (1996). Vision, Perception and Cognition: A Manual for the Evaluation and Treatment of Neurologically Impaired Adult, (3rd edition).
Trombly. (1995). Occupational Therapy for Physical Dysfunction. (**Also required for OT Practice I**)

Musculoskeletal Conditions - OCC1-236) à Course pack

OT Practice II: Neurological conditions- OCC1-335 à Course Pack

Evaluation:

Section A: Conditions	20%			
Section B: OT Applied	80%			
	In-class quiz	40%		
		Group oral case presentation	40%	

Detailed descriptions of evaluation procedures will be handed out in the first week of class.

NOTE:

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OCC1-336 OT PRACTICE II: NEUROLOGICAL CONDITIONS- PART II

Credits: 4

Coordinators: Isabelle Gélinas, Davis 37 (514) 398-4514, isabelle.gélinas@mcgill.ca
Annette Majnemer, Davis 3, (514) 398-4515,
annette.majnemer@mcgill.ca

Course Structure:

There are 4 to 6 hour lecture/lab blocks per week.

Learning Outcomes:

The student will be able to:

1. Recognize unique roles and arenas of occupational therapy practice within paediatric, adult and geriatric neurological conditions;
2. Apply theoretical frameworks and treatment approaches covered in Fall Term, to cases and problems presented in this course;

3. Promote competence in occupational performance domains across the lifespan;
4. Utilize a client-centered approach in the treatment of neurological patients of all ages;
6. Be cognizant of the OT's role in specialized areas (e.g. neonatal intensive care units) and with special populations (e.g. spinal cord injury);
7. Be sensitive to the parent's/family's concerns as well as the ethical considerations involved in working with patients and their families;
8. Utilize a self-directed learning approach.

Required Texts:

1. *OT For Children*: J Case-Smith et al, 4th ed., 2000 (C-S)
2. *OT For Physical Dysfunction*: Trombly, 5th ed., 2002 (T)
3. Course Pack

Evaluation:

In-class quiz (1)	20%	
In-class assignments (2)	40%	
Final exam		40%

OCC1-337 OT PRACTICE III: PSYCHIATRY

Credits: 3

Lecturers: **Section A:** S. Lal, Hosmer 203, (514) 398-1275, shalini.lal@mcgill.ca
Section B: S. Lal, Hosmer 203, (514) 398-1275, shalini.lal@mcgill.ca

Course Structure:

This course is divided into two sections:

Section A: Psychiatric Conditions
Section B: OT as Applied in Psychiatry

SECTION A: PSYCHIATRIC CONDITIONS

Course Structure:

One 2-hour block of lectures each week. The format will include lectures, case presentations and discussions.

Learning Outcomes:

On completion of this section the student will be able to:

1. Define the terminology used to describe mental illness;
2. Understand the current North American classification system of psychiatric conditions, the DSM;
3. Distinguish the signs and symptoms of the most common psychiatric disorders occupational therapists are involved with;
4. Recognize the theories of etiology underlying these conditions;
5. Identify the functional consequences related to these conditions;
6. Be familiar with different medical, psychotherapeutic and rehabilitative treatment approaches currently used in psychiatric settings.

Course Content:

This course will introduce the occupational therapy student to the mental status assessment, diagnosis of psychopathology and the functional consequences across the lifespan. Major categories of psychiatric illness will be discussed in depth and will reflect current evolution in epidemiology and population demography.

Topics:

1. Phenomenology: a) introduction to signs and symptoms of abnormal human psychology; b) mental status examination and c) introduction to DSM-IV.
2. Schizophrenia and other psychotic disorders: presentation of epidemiology, diagnosis, etiology, functional impact and current treatment
3. Mood Disorders: presentation of epidemiology, etiology, diagnosis, functional impact and treatment of major depression and bipolar disorder.
4. Anxiety disorders: presentation of epidemiology, etiology, diagnosis, functional impact and treatment of panic disorder, phobias, obsessive-compulsive disorder and post-traumatic stress disorder.
5. Somatoform disorders: presentation of epidemiology, etiology, diagnosis, functional impact and treatment of somatization, conversion, hypochondriasis.
6. Personality disorders: 1) discussion of the basic premises underlying the concept of personality; 2) presentation of etiology, diagnosis, functional impact and treatment of the main personality disorders in DSM IV.
7. Addictive disorders: presentation of epidemiology, etiology, diagnosis, functional impact and treatment of alcoholism, drug abuse and gambling.

Required Text:

Sadock, B.J. & Sadock, V.A. Kaplan and Sadock's Synopsis of Psychiatry/Behavioral Sciences/Clinical Psychiatry. (Latest edition).

Evaluation:

30% of OCC1337 - OT Practice III: Psychiatry

Evaluation Method:

Exam: Multiple choice and short answer questions based on the lectures and required readings.

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SECTION B: OT APPLIED AS IN PSYCHIATRY

Course Structure :

Principles of basic psychosocial assessment and intervention approaches regarding the most common psychiatric conditions. Section B will consist of 2 hours of lectures per week during the first semester.

Learning Outcomes:

On completion of section B the student will be expected to :

1. integrate the basic concepts of occupational therapy when applied to psychiatric conditions ; in a life span perspective.
2. understand the structure and milieu provided by psychiatric settings ;
3. become familiar with the domains of concerns and the diverse therapeutic tools and methods involved in the OT therapeutic process ;
4. understand the use of different treatment modalities and therapeutic use of self, activities and environment in psychiatry.

Content:

Part 1 : Introduction and Theories in Psychiatry

- History of Mental Health and the Psychiatric System – Acute, Chronic and Community care
- DSM IV and the basic concepts used in Occupational Therapy in psychiatry
- Domains of Concern
- The tools of OT I : Therapeutic use of self
- Presentation on Adult Acute Care

Part 2 : Treatment Process

- Evaluation I: Interview, effective communication and assessment skills
- Evaluation II: Goal setting and documentation
- Presentation on Day Hospitals
- The tools of OT II: The use of environment, activities and leisure
- Presentation on Eating Disorders
- Treatment plan and implementation and termination
- Presentation on Psychogeriatric Care
- Presentation on Child Psychiatry

Required Texts:

Stein, F & Cutler, S.K. (2001). Psychosocial Occupational Therapy: A Holistic Approach.

Evaluation:

70% of OCC1337 - OT Practice III: Psychiatry

Mini-tests on readings	10%
Class assignment	5%
1 Case study	25%
Final exam (short answers and essays)	30%

N.B. The case study and class assignments must be submitted for this course to be completed.

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OCC1-338 OT PRACTICE IV: MENTAL HEALTH

Credits: 3

Lecturers: B. Tallant (Coordinator), Hosmer 205, (514) 398-4522
beverlea.tallant@mcgill.ca and lab instructors

Course Structure:

This course will consist of two-hour lectures and 2 two-hour laboratory sessions weekly for the entire term.

Section 1: Group Dynamics will include the theories of group dynamics and practical application of groups in the practice of occupational therapy.

Section 2: Therapeutic Use of Projective Techniques will include the theory of projection and the therapeutic use of projective media for treating individuals or groups across the life span.

Detailed information on the course content will be distributed during the first week of class.

Goal:

On completion of the course, the student should:

1. have acquired the skills and knowledge necessary to use groups and projective techniques in a therapeutic manner with clients;
2. gain some self-awareness and personal growth due to participation/observation in the group and projective process in the lab experiences.

Learning Outcomes:

Section 1: Group Dynamics

On completion of the lecture series, the student will:

1. be familiar with theories of group dynamics;
2. understand group development;
3. be familiar with group observation techniques;
4. design therapeutic groups.

The acquisition of this knowledge will be evaluated through written assignments.

On completion of the laboratories, the student will have:

1. summarized the content and process of a group;
2. designed therapeutic groups;
3. led and co-led groups;
4. evaluated a group session;
5. acquired knowledge of normal behaviour in a group;
6. begun the acquisition of interpersonal and communication skills that facilitate both effective and empathetic client relationships in a group setting;
7. demonstrated professional ethics and attitudes as well as the acceptance of the responsibilities of being a group leader.

Section 2: Therapeutic Use of Projective Techniques

On completion of the course the student will be expected to:

1. define and discuss the theory of projection and its relevance to treatment;
2. define and discuss the psychotherapeutic process involved in using projective media with individual patients, groups and families;
3. discuss the development of therapeutic themes for individual patients, groups and families;
4. design treatment programs in occupational therapy selecting the appropriate projective media, themes and therapeutic environment for individual and/or groups of patients and families.

On completion of the laboratories, the student should be able to:

1. discuss and select the therapeutic use of projective media for individual patients, groups and families;
2. discuss ways of grading, presenting, and/or adapting the projective media;
3. understand, through participation as a group member and/or observer, the therapeutic use of projective activities.

Required Texts:

Section 1: Group Dynamics

Posthuma, B.W. (1996). Small Groups in Counselling and Therapy. Process and Leadership. (2nd 3rd edition). Toronto, ON, Allyn and Bacon.

Section 2: Therapeutic Use of Projective Techniques

Course Pack.

Required Supplies:

Section 1: VHS videotape

During the lab sessions, students will co-lead (in pairs) one group. This group will be videotaped to assist students in learning to analyse group content and process. **Students must supply their own videocassette.**

Evaluation:

Detailed information on the evaluation process will be distributed during the first week of class.

Section 1: Group Dynamics	60%
Section 2: Therapeutic Use of Projective Techniques	40%

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OCC1-339 STRATEGIES FOR INDEPENDENT LIVING

Credits: 2

Lecturers: E. Gisel (Coordinator), Hosmer 204, (514) 398-4510 Erika.gisel@mcgill.ca
C. Perlman, Davis 34A, (514) 398-5593, Cynthia.perlman@mcgill.ca

Course Structure:

The course consists of 2 hour lectures and 2hour laboratory sessions weekly for the entire term.

Learning Outcomes:

On completion of this course the student will be expected to:

1. Assess functional capacity of a patient and determine needs for self-care.
2. Assess functional feeding skills, develop a treatment plan and strategies of intervention.
3. Assess wheelchair and adaptive equipment needs.
4. Evaluate architectural/environmental barriers and make suggestions for changes.
5. Understand the principals of skin care and take action to prevent pressure sores.
6. Apply principles of mobility and transfers for patient care.

Course Content:

- Activities of daily living and living environment

- Dysphagia
- Self care techniques - feeding, dressing, hygiene, skin care, bowel/bladder care
- Wheelchair and positioning evaluation and prescription
- Dressing skills
- Architectural barriers
- Mobility and transfers

Required Texts:

Trombly, C. (Ed.) (2002). *Occupational Therapy for Physical Dysfunction*, (5th edition). Philadelphia, Lippincott, Williams & Wilkins.

Selected Readings (workbook)

Evaluation:

	Written Final Examination	35%
	Project	35%
Two Home Assignments	30%	

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OCC1-340 ASSESSMENT OF PERFORMANCE II

Credits: 2

Lecturers: S. Everitt, Davis D24, (514) 398-4495, Sandra.everitt@mcgill.ca
Guest lecturers and teaching assistant

Course Structure:

Four hours per week for 13 weeks: two hours lecture, two hours laboratory. Instructor, student and self-directed learning.

Course Topics:

Section A Informed Decision-Making in Occupational Assessment

- Introduction
- Critical analysis of assessment tools
- Selection of assessment instruments
- Ethical considerations

Section B Assessment of Neuromotor Performance

- Introduction
- General principles of neuromotor evaluation
- Assessment tools related to neuromotor performance
- Observation and evaluation of neurological signs

Section C Assessment of Cognitive Performance

- Introduction
- Assessment of cognitive function
- Neuropsychological assessment

Section D Assessment of Psychological Performance

- Introduction
- Contemporary functional psychological assessments in Occupational Therapy
- Subjective vs. Objective assessments

Learning Outcomes:

On completion of the course the student will:

1. Have an awareness of commonly used assessment tools related to occupational performance in the areas of neurological, neuromotor, cognitive and psychological abilities across the lifespan.
2. Be able to critically evaluate an assessment tool.
3. Be able to choose an appropriate assessment tool that is consistent with a client-centered approach to therapy.

Course Outline:

The course outline will be handed out at the first class.

Required Texts:

Neistadt, M. E. (2000). Occupational therapy evaluation for adults: A pocket guide. Baltimore, Ma: Lippincott Williams & Wilkins.

Mulligan, Shelley. (2003). Occupational therapy evaluation for children: A pocket guide. Baltimore, Ma: Lippincott Williams & Wilkins.

Evaluation:

Two laboratory presentations and hand-outs:	15% each:	Total 30%
One independent assessment and summary:	10%	
Take - home examination:	60%	

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OCC1-341 ASSESSMENT OF PERFORMANCE III

Credits: 3

Lecturers: B. Tallant (Coordinator), Hosmer H205, (514) 398-4522,
Beverlea.tallant@mcgill.ca
S. Rouleau, suz_rouleau@hotmail.com

Course Structure:

Section 1: Projective assessment

This section will consist of a two-hour lecture for the first half of the term and a two-hour weekly laboratory session. Section 1 will focus on the use of projective assessments as a measure of psychological performance.

Section 2: Advanced and computerized assessment of daily living performance, environmental factors and quality of life

Section 2 will include advanced and computerized assessment of daily living performance and will address assessment of environmental factors and quality of life issues. A life span approach will be used.

Detailed information on the course content for each section will be distributed during the first week of class.

Overall Objectives:

On completion of the course the student should:

1. Be aware of the role of subjective assessments in the clinical management of the occupational therapy client;
2. Be aware of the impact of quality of life on the occupational therapy client;
3. Be aware of research issues in relation to assessment in occupational therapy.

Learning Outcomes:

Section 1: Projective assessments

On completion of the section the student will be expected to:

1. Define and discuss the theory of projection and its relevance to assessment;
2. Analyse patients' productions and associations;
3. Select, administer and interpret projective assessments used in occupational therapy;

4. Assess and interpret a series of patient productions for purposes of change detection;
5. Discuss and compare projective assessments and their relative merits for specific psychiatric clients.

Section 2: Advanced and computerized assessment of daily living performance, environmental factors and quality of life

On completion of this section the student will be expected to:

1. Discuss and compare computerized assessments and their relative merits for different client populations;
2. Formulate and apply assessment plans to differing client cases;
3. Select appropriate Quality of Life Scales for different client populations;
4. Select and be aware of the methods of administration and interpretation of selected assessments of performance and instrumental activities of daily living.

Required Texts:

Section 1: Projective assessments

TBA

Course Pack

Section 2: Advanced and computerized assessment of daily living performance, environmental factors and quality of life

Course Pack

Evaluation:

Detailed information on the evaluation process will be handed out to students during the first week of lectures.

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