



School of Physical and Occupational Therapy
3654 Promenade-Sir-William-Osler
Montreal, Quebec
H3G 1Y5

COURSE GUIDE

B.Sc. OCCUPATIONAL THERAPY U-3

2002-2003

IMPORTANT DATES

Term A:	Registration Period	May 14 - Aug 5, 2002
	Labour Day	Sept. 2, 2002
	First Day of Classes	Sept. 4, 2002
	Course Change (drop/add period)	Sept. 4 - 15, 2002
	Thanksgiving Day	Oct. 14, 2002
	Last Day of Classes	Nov. 1, 2002
	Examination Period	Nov. 4- 8 , 2002
	Clinical Rotation	Nov. 11 - Dec. 13, 2002
Term B:	Clinical Rotation	Jan. 6 - Feb. 7, 2003
	First Day of Classes	Feb. 10, 2003
	Course Change (drop/add period)	Nov. 4, 2002 - Jan. 19, 2003
	Study Break	Feb. 26 - 28, 2003
	Last Day of Classes	Apr. 11, 2003
	Examination Period	Apr. 14 - 30, 2003
	Easter	Apr. 18 - 21, 2003

CLINICAL AFFILIATION

U3 - Two 5 Week Block Rotations

OCC1-420: November 11 to December 13, 2002

OCC1-422: January 6 to February 7, 2003

McGILL UNIVERSITY
School of Physical and Occupational Therapy

COURSE GUIDE
B.Sc. (OCCUPATIONAL THERAPY) U-3

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U3 CURRICULA PLAN - 2002-2003 - OCCUPATIONAL THERAPY PROGRAM

FALL: TERM A

Academic Term (9 wks) + Exams (1 wk)+ Clinical IV (5 wks) = Total 15 wks

WINTER: TERM B

Clinical I (5 wks) + Academic Term (8 wks) + Exams (2 wks) = Total 15 wks

Academic Term Sept 4 - Nov 1	Exams Nov 4 - 8	Clinical Block Nov 11 - Dec 13	Clinical Block Jan 6 - Feb 7	Academic Term Feb 10 - Apr 11	Exams Apr 14 - 30
POTH-401 RESEARCH METHODS <div style="text-align: right;">3cr</div>		OCC1-420 CLINICAL AFFILIATION IV 3cr	OCC1-422 CLINICAL AFFILIATION V 3cr	POTH-445 ADMINISTRATION / MANAGEMENT <div style="text-align: right;">4cr</div>	
OCC1-424 SPLINTING & ORTHOTICS <div style="text-align: right;">2cr</div>				OCC1-440 PRE & VOCATIONAL REHABILITATION <div style="text-align: right;">2cr</div>	
OCC1-436 OT PRACTICE V: Medical & Surgical Conditions <div style="text-align: right;">3cr</div>				OCC1-441 ADVANCED TECHNOLOGY/ ERGONOMICS <div style="text-align: right;">2cr</div>	
OCC1-438 PSYCHOSOCIAL THEORIES IN OT <div style="text-align: right;">3cr</div>				OCC1-437 OT & COMMUNITY MENTAL HEALTH <div style="text-align: right;">3cr</div>	
OCC1-437 OT & COMMUNITY MENTAL HEALTH <div style="text-align: right;">Q</div>				PROFESSIONAL SPECIALTY COURSE (Term A or B) <div style="text-align: right;">2cr</div>	

Note: OCC1 - OT
 POTH - OT/PT
 A - Fall Term
 B - Winter Term
 D - Fall and Winter Term
 Q - Course continues into next Term

Term A: Sept. 4 to Dec. 13, 2002
Courses: Sept. 4 to Nov. 8, 2002 (to include exam week)
Clinical: Nov. 11 to Dec. 13, 2002

Term B: Jan. 6 to Apr. 30, 2003
Clinical: Jan. 6 to Feb. 7, 2003
Courses: Feb. 10 to Apr. 11, 2003
Exams: Apr. 14 to Apr. 30, 2003

2002-2003 OCCUPATIONAL THERAPY PROGRAM - U3		
Course Number	Course Name	Credits
POTH-401	Research Methods	3
OCC1-424	Splinting and Orthotics	2
OCC1-436	OT Practice V: Medical & Surgical Conditions	3
OCC1-437	OT & Community Mental Health	3
OCC1-438	Psychosocial Theories in OT	3
OCC1-440	Prevocational & Vocational Rehabilitation	2
OCC1-441	Advanced Technology/Ergonomics	2
POTH-445	Administration/Management	4
Term A or B	One professional specialty course	2
OCC1-420	Clinical Affiliation IV	3
OCC1-422	Clinical Affiliation V	3
TERMS A & B - TOTAL CREDITS		30

2002-2003 PHYSICAL THERAPY PROGRAM - U3		
Course Number	Course Name	Credits
POTH-401	Research Methods	3
PHTH-420	Clinical Affiliation IV	3
PHTH-421	Clinical Affiliation V	3
PHTH-432	Pain Management	3
PHTH-433	Coordinated Rehabilitation I	3
PHTH-434	Biomechanics	3
PHTH-435	Coordinated Rehabilitation II	3
PHTH-438	Fitness/Injury Management	2
POTH-445	Administration/Management	4
POTH-446	Current Topics in Rehabilitation	2
POTH-447	Specialized Areas of Practice	2
TERMS A & B - TOTAL CREDITS		31

POTH-401 - RESEARCH METHODS

Credits: 3

Lecturer: N. Korner-Bitensky

Topic Experts: Members of Faculty

COURSE STRUCTURE

Two 2-hour interactive sessions per week for nine weeks. Lectures, seminars or self-directed sessions.

TIME FRAME: Fall term in the third year of the program

COURSE PURPOSE AND LEARNING OBJECTIVES

The purpose of this course is to expand the knowledge and skills related to research, so that the graduating therapist is able to critically appraise the quality of the research available in the literature and to participate in a research project under the direction of an experienced researcher..

Upon completing the course the student will be able to:

1. Describe strengths, weaknesses and applications of various research designs..
2. Design a questionnaire for use with clients, family members or health professionals.
3. Discuss the factors to be considered when selecting a measurement tool for clinical practice or research.
4. Design an evaluation of an existing or a new program.
5. Describe the concepts of cost, cost effectiveness and cost benefit and how they relate to intervention studies.
6. Serve as a member of an ethics committee that reviews rehabilitation protocols.
7. Classify the current evidence on an intervention according to specific guidelines.

COURSE SCHEDULE

1. Overview of course: survey methods (sampling)
2. Questionnaire design
3. Statistics: use and misuse
4. Cross-sectional studies: theory and application in rehabilitation
5. Case control studies: theory and application in rehabilitation
6. Cohort studies: theory and application in rehabilitation diagnostics
7. Experimental and quasi-experimental designs. Cross-over studies.
8. Association versus cause
9. Outcome measures: reliability, validity, responsiveness
10. Outcome measures: selection and application in rehabilitation
11. In-class quiz
12. Asking and answering a research question

13. Single subject designs: use in clinical practice and research
14. Program evaluation
15. Qualitative approaches
16. Cost analysis in healthcare
17. Ethics in research
18. Seminars for selected topics

REQUIRED TEXT

Portney, Leslie Gross, & Watkins, Mary P. *Foundations of clinical research: Application to practice* (2nd ed.). Appleton & Lange: Norwalk, Connecticut, 2000.

EVALUATION

- | | |
|--|-------------------------------|
| 1. Quiz | 30 marks |
| 2. Seminar presentation and topic critique | 35 marks (10 oral/25 written) |
| 3. Final exam | 35 marks |

POTH-445 - ADMINISTRATION/MANAGEMENT

Credits: 4

Lecturers: E. Aston-McCrimmon (Co-Coordinator), C. Storr (Co-Coordinator)
P. Allard, A. Di Re, Presidents of the Professional Orders, Guest Lecturers

COURSE STRUCTURE

The course geared to Physical and Occupational Therapy will consist of lectures/seminars/presentations over an eight week period on Monday and Wednesday mornings from 9:30 a.m. - 12:30 p.m. starting February 10 to April 9, 2003.

COURSE OBJECTIVES

As the practice of Physical and Occupational Therapy shifts from a hospital/rehabilitation base to ambulatory care, the community and the private sector, increased business and management skills are needed. This course is designed to incorporate business administration as it pertains to the health field to include organizational and management knowledge for the development of skills and behaviours required to support practice both in the public and the private sector. It incorporates an understanding of organizational and change theory, as well as marketing and entrepreneurial strategies.

These skills and behaviours in administration and management are developed and refined with experience gained following graduation, and are not expected to be well developed in the entry-level practitioner.

Thus, the skills and behaviours anticipated in the new graduate will involve knowing where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to administration and management functions which may be required in the work situation. Life-long learning in the area of administration/management is an anticipated outcome.

The goal of this course therefore is to sensitize students to the administrative and management processes appropriate for the changing roles that the physical or occupational therapy graduate will have in the years to come.

LEARNING OUTCOMES

Based on a knowledge of organizational theory, management, health care and human resource policies, the student shall be able to:

1. position the professions of Occupational and Physical Therapy in relation to legislation, health professional organizations and unionization;
2. relate professional ethics and the law to professional practice;
3. apply the dimensions of Codes of Ethics to the practice of Occupational and Physical Therapy.
4. given public and private rehabilitation facility situations:
 - a) identify the administrative tasks involved in their management;
 - b) identify and prepare pertinent facility records and reports and indicate how they are used and maintained;
 - c) design a rehabilitation facility for each setting taking into account the specific client population needs and the economic, architectural and resource factors and merits;
 - d) understand and apply marketing principles;

- e) outline a total quality management control program including risk and utilization parameters;
- 5. analyse the intricacies of interpersonal relationships and team interactions within the health care system;
- 6. identify and provide positive reinforcing recommendations for interpersonal relationships and team management.

COURSE CONTENT

- A. Principles of Organizational Theory:
 - C organizational design and behaviour theory
 - C development and strategy
 - C organizational change theory and strategy
 - C organizational restructuring
 - C governance
- B. Principles of Management Theory to Include:
 - C development of mission and mandate
 - C leadership theory
 - C facilitation of teams
 - C program and service delivery planning
 - C matrix and program management and evaluation
 - C quality management, quality improvement, quality assurance, risk management
 - C policies and procedures - purpose and development
 - C departmental planning in public and private sectors
- C. Strategic Information Management:
 - C outcome/effectiveness indicators and charting
 - C management information, productivity and service utilization
 - C client-based information systems (case mix, grouping, methodologies and clinical records)
 - C market and business analysis
 - C privacy/confidentiality requirements and responsibilities
- D. Human Resource Policy, Planning and Management:
 - C recruitment, selection, retention, evaluation
 - C compensation systems
 - C supervision, delegation and facilitation
 - C labour relations - impact on workplace, work teams, conflict resolution
 - C curriculum vitae/resume - preparing and interpreting
 - C job interview process, job preview process
 - C employee assistance, e.g. stress management counselling
 - C alternative employment contracts
 - C equity issues
- E. Fiscal Resource Management Including:
 - C budgeting process
 - C productivity
 - C cost-effectiveness
- F. Modes of Service Delivery Including:
 - C institutional practice
 - C private practice
 - C community based practice including health management organizations (HMOs), local community health clinics (CLSCs)
 - C industrial/worksites based practice

C evidence-based practice

G. Standards of Practice Issues:

- C efficiency
- C efficacy
- C appropriateness
- C cost effectiveness
- C outcome measures
- C ethical/legal considerations

H. Marketing and Entrepreneurial Strategies:

- C environmental analysis
- C developing the business plan and requests for proposal
- C outsourcing on non-core competencies, e.g. technical writing, public relations
- C strategic marketing
 - business marketing, strategic business planning
 - social marketing

**Course Schedule
WINTER TERM - 2003**

The course will be given from 9:30-12:30 on Mondays and Wednesdays starting on February 10th, 2003.

37296	I. Leadership & Human Resources Policy	C. Storr
37298	II. Marketing Concepts	C. Storr
37303	III. Entrepreneurship & Small Business	C. Storr
37305	IV. The Basics of Financial Accounting	Maribeth Ford
37317	V. Private Practitioner Panel/ Workshop	Guest Lecturers
37319	VI. Principles of Management Theory	A. DiRe
37324	VII. Quality Management	A. DiRe
37326	VIII. Standards of Practice Issues	A. DiRe
37331	IX. Fiscal Resources & Strategic Information Management	A. DiRe
37333	X. Ethical Issues	P. Allard
37338	XI. Professional Issues	OT President & Syndic of OEQ PT President & Syndic of OPQ
37340	XII. Student Presentations	Faculty
37347	Student Presentations	Faculty
37352	Student Presentations	Faculty
37354	Student Presentations	Faculty
37359	Student Presentations	Faculty

REQUIRED READINGS

Code des Professions - Editeur Official du Québec
To be assigned by different lecturers.

RECOMMENDED READINGS

Bailey, D.M. & Schwartzberg, S.L. *Ethical and Legal Dilemmas in Occupational Therapy*. F.A. Davis.

Blair, J. & Gray, M. (1985). *The Occupational Therapy Manager*. The American Occupational Therapy Association.

Health Care Restructuring: A Resource Manual for Physiotherapists (CPA) (Available from the McGill Book Store)

Hickok, R.J. *Physical Therapy Administration and Management*, (2nd edition). American Physical Therapy Association.

Physiotherapy/Occupational Therapy Workload Measurement System. Health and Welfare Canada, 1988.

Purtilo, R. (1993). *Ethical Dimensions in the Health Professions*. W.B. Saunders.

The Canadian Patient's Book of Rights - Lorne Elkin Rozovsky.

Treatment and Progress Records: A Guide to the Preparation and Keeping of Treatment and Progress Records- Canadian Physiotherapy Association.

Walter, J. (1993). *Physical Therapy Management*. Mosby.

Clinical Practice Guidelines, A Discussion Paper for the Canadian Physiotherapy Association - The Canadian Physiotherapy Association, May 1996.

EVALUATION

- | | | |
|--|-------|------------|
| 1. Group OT/PT Project | | 60% |
| a) Presentation (scheduled during last 5 classes) | (25%) | |
| b) Paper (due last day of class) | (35%) | |
| 2. Written Examination - Case-Based Format (during Examination Period) | | 40% |

OCC1-420 - CLINICAL AFFILIATION IV
OCC1-422 - CLINICAL AFFILIATION V

Credits: 3 580-420
3 580-422

Coordinator: C. Storr, Academic Coordinator of Clinical Education
A. Thomas, Assistant Academic Coordinator of Clinical Education

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, elderly, young adults).

SCHEDULE

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.

2000-2001	Winter Term (March - April, 2000)	OCC1-220	6 weeks	0 credits
2001-2002	Summer Term (April - June, 2002 or June - July, 2002)	OCC1-320	6 weeks	6 credits
2001-2002	Summer Term (June - July, 2002 or July - August, 2002)	OCC1-321	6 weeks	6 credits
2002-2003	Fall Term (November - December, 2002)	OCC1-420	5 weeks	3 credits
2002-2003	Winter Term (January - February, 2002)	OCC1-422	5 weeks	3 credits

Fieldwork placements will be arranged with McGill teaching hospitals, McGill affiliated hospitals and centres. 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 CAOT (Canadian Association of Occupational Therapists) placements. Please refer to page 11 for further details.

Both traditional and non-traditional fieldwork placements will be used. The latter will consist of facilities/agencies/programs which do not employ an occupational therapist.

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.

This course is structured as follows:

- I Clinical Affiliation Meetings**
- II Traditional Fieldwork Placements**
- III Non-Traditional Fieldwork Placements**

I CLINICAL AFFILIATION MEETINGS

In Term A, U3 students will participate in one small group session. Students who participated in international placements will be invited to a lunch get-together for debriefing in Term A.

COURSE STRUCTURE

Term A: Small group scheduled in September.

LEARNING OUTCOMES

1. To be made aware of the procedures required for obtaining licensure in order to practice in Quebec/Canada/USA;
2. To acquire strategies in improving his/her employability.
3. To review clinical profile and address outlined strengths and weaknesses in U2 clinical placements.

COURSE CONTENT

- C Level 3 competencies
- C Development of clinical profile
- C Individual learning objectives
- C Sharing of clinical experiences
- C Follow-up continuation of WebCT

REQUIRED TEXT: Competency Based Fieldwork Evaluation for Occupational Therapists. Ann Bossers, Linda T. Miller, Helene Polatajko and Mark Hartley.

EVALUATION

ATTENDANCE WILL BE COMPULSORY

II TRADITIONAL FIELDWORK PLACEMENTS

CLINICAL AFFILIATION IV and V: OT Practice (Consolidation: Level 3)

LEARNING OUTCOMES

1. To further pursue the application of theoretical concepts to the fieldwork setting;
2. To continue gaining experience in:
 - (a) evaluating clients
 - (b) establishing treatment goals
 - (c) planning and implementing treatment
 - (d) modifying treatment
 - (e) presenting reports - written or oral;
3. To continue defining the Occupational Therapist's role within the facility/agency/program;
4. To master the skills necessary for entry level professional practice.

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 letter grade.

CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPY PLACEMENTS

Students who are interested in doing their level 3 clinical placement in another province may do so by applying to the Canadian Association of Occupational Therapists (CAOT). This application process is organized by the ACCE, who will notify students of the application deadlines in the Fall of Term A. The cost for this application is \$45 and is non-refundable.

Successful acceptance in a CAOT placement depends on the availabilities of the facilities in the different provinces.

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 Clinical Coordinator 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: if a specific student visa is required, if a letter from fieldwork coordinator and/or letter from facility re: purpose of stay is needed).
 - c) Accommodation (at times, the clinical coordinator/immediate supervisor 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 fieldwork coordinator has confirmed the international placement). The student is responsible for all travel costs. Travel arrangements cannot conflict with examination period.
 - 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 enough 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 Clinical Coordinator/Occupational Therapy Faculty. The student shall obtain a letter of reference from one fieldwork supervisor 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 many restrictions apply to US placement for 2002-2003.

Both placements cannot be overseas.

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 (580-321). 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 CBFE are completed at the Mid-Term and Final. At the end of the placement the student must submit a completed copy of the CBFE to the ACCE.

A representative from the fieldwork facility and/or the student will contact the Academic Coordinator of Clinical Education or the Associate 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 Supervisor 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 Occupation 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 (see - page 12).
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.
7. 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. E-mail correspondence is preferred.

INTERNATIONAL PLACEMENTS SCHEDULE

Fall Term (U2): Deadline for initiating an international placement that will take place in U3.

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 are completed at Mid-Term and Final	end of placement

III NON-TRADITIONAL PLACEMENTS

NON-TRADITIONAL COMMUNITY 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, mental retardation, 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 sociocultural environment of the client(s)
- C to gain experience in resourcefulness
- 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 (a 2nd year placement, rotation #3, will consist of 6 weeks and a 3rd year 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

A pass/fail system will be in place. 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 logical
- 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 4.4 Academic Advancement in the Health Sciences Calendar, page 83.

Failure Policy

OCC1-420 ad OCC1-422 are given a letter grade. Students must pass all required courses preceding any fieldwork placement associated with those courses. If a student fails a fieldwork placement, one supplemental fieldwork 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 are mandatory to be able to continue in this 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 to find a solution.

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 CAOT 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 packages 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:
 - (a) checking assessments the student proposes to use;
 - (b) checking proposed treatment programs;
 - (c) checking written reports;
 - (d) supervising student practice appropriate to the student's level of experience;
 - (e) 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.

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 provide the site with a copy of the fieldwork evaluation.
6. To email/fax the immediate supervisor's contact information to the ACCE during the first week of placement.
7. To complete facility evaluation forms and provide facilities with feedback on learning experience.

C. Academic Coordinator of Clinical Education

1. To contact facilities prior to assigning students to a facility.
2. To develop student's 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 supervisor.
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 encourage students to fill out facility evaluation forms so that this information can be used to provide facilities with constructive feedback.
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 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.
11. To ensure that all fieldwork records are kept up to date.

OCC1-424 - SPLINTING AND ORTHOTICS

Credits: 2

Course Coordinator: Genevieve Côté-Leblanc
Davis House, Room 34A, Tel: 514-926-7555
E-mail: genevieve.cote-leblanc@mcgill.ca

Lecturers: S. Maislin, M. Rabzel, A. Pagnotta, M. Alfano, A. Taylor

INSTRUCTIONAL METHOD

This course consists of 18 hours of lectures (nine sessions, 2 hours per class) and 17.5 hours of laboratory (seven sessions, 2½ hours per lab).

LEARNING OUTCOMES

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

1. use a problem-solving approach to splinting;
2. design, fabricate and modify splints to meet the needs of clients of different age groups;
3. apply biomechanical principles involved in the fabrication of static and dynamic splints;
4. use evidence-based practice integration of splinting in OT treatment program.

Pre-requisite: Working knowledge of musculoskeletal anatomy and review of Occupational Therapy Practice I (OCC1-236B).

REQUIRED TEXTS

McKee, P. and Morgan, L. (1998). *Orthotics in Rehabilitation: Splinting the Hand and Body*. Philadelphia, F.A. Davis Company.

EVALUATION

Lab Work (3 out of the 5 splints)	30%
Case-study (group of two)	30%
Final Exam (during examination period)	40%

**** NOTE:** The **first two** splints will be corrected during the week of **Oct. 15-19**.
The **final** splint will be evaluated during the week of **Oct 29-Nov. 1**.
Exact dates and time will be scheduled by appointment with the course coordinator.

DATE	LECTURE	LABS	LECTURER
37502	General splinting principles		M. Rabzel
37509	Congenital hand anomalies		M. Rabzel
September 11-16		Dynamic thumb splint	M. Rabzel
37516	Neurological conditions		M. Rabzel
September 18-23		Cone splint	M. Rabzel
37523	Hand stiffness		M. Alfano
September 25-30		Serial casting	M. Alfano
37530	Peripheral nerve injury		S. Maislin
October 2-7		Dynamic radial nerve palsy splint, part I	S. Maislin
37537	Rheumatoid arthritis		A. Pagnotta
October 9-14		Dynamic radial nerve palsy splint, part II	A. Pagnotta
37544	Fractures		S. Maislin
October 16-21		Ulnar deviation splint	S. Maislin
37551	Flexor tendon		A. Taylor
October 23-28		Dynamic MCP/IP flexion splint	A. Taylor
37558	Extensor tendon		A. Taylor

OCC1-436 - OT PRACTICE V: MEDICAL AND SURGICAL CONDITIONS

Credits: 3

Coordinator: A. Thomas (Coordinator)

Office: Davis House, Room 30

Office hours: By appointment or see schedule outside my office

Telephone: (514) 398-4496

E-mail: aliki.thomas@mcgill.ca

COURSE CONTENT

This course is divided in two sections:

Section A: Conditions (Tuesdays from 3:00-5:00 p.m. and Thursdays from 3:30-5:00 p.m.)

Section B: OT Applied to Medical & Surgical Conditions (Mondays from 9:30-12:30, with the exception of 3 classes which will be held on **Friday, October 18th, Wednesday, October 23rd, and Wednesday, October 30th.**

Section A: Conditions

This section comprises a total of 9 lectures and 2 seminars. During the 1st week of the term (**September 4th and 6th, 2002**) the combined OT/PT class will meet for 2 case-based, problem solving seminars on the topic of HIV and AIDS. The remainder of the classes will be 2-hour lectures on various medical and surgical conditions for the OT students only. Classes for this section begin on **September 10, 2002**.

Section B: OT Applied to Medical & Surgical Conditions

This section comprises 9 lectures on Mondays from 9:30-12:30. Various clinician guest lecturers will present on OT application (evaluation and treatment) of the conditions covered in Section A. Classes for this section begin on **September 10, 2002**.

LEARNING OUTCOMES

1. Describe the etiology, pathophysiology and clinical features of medical and surgical conditions seen in rehabilitation
2. Outline the medical and/or the surgical approach to the treatment of these conditions
3. Understand the functional implications of the deficits related to these conditions
4. Be familiar with principles of Occupational Therapy treatment of medical and surgical conditions in pediatric and adult settings
5. Develop treatment strategies based on assessment results, treatment goals and theoretical frameworks
6. Link clinical experience with the theoretical knowledge base of medical and surgical conditions.

COURSE CONTENT

A detailed course outline will be distributed at the beginning of the term.

REQUIRED TEXT AND READINGS

Each lecturer in the course will assign readings that are specific to their topic. It is the responsibility of the student to read all assigned course materials prior to the lectures. The following textbook is required for both sections in the course:

Trombly, C. (1995). *Occupational Therapy for Physical Dysfunction*, (4th edition). Williams & Wilkins.

EVALUATION

To be announced

OCC1-437 - OT AND COMMUNITY MENTAL HEALTH

Credits: 3

Lecturers: **Part I:** C. Vallée
 Part II N. Gervais

COURSE STRUCTURE

This course is divided in two parts:

Part I: Focus on Occupational Therapy in Community Mental Health
Part II: Focus on Occupational Therapy in the International Community

PART I: FOCUS ON OCCUPATIONAL THERAPY IN COMMUNITY MENTAL HEALTH

COURSE STRUCTURE

This part consists of six hours of case-based lectures or seminars on alternate weeks, over half of a semester.

LEARNING OUTCOMES

These courses focus on the integration of people with psychiatric disabilities within their community. It is designed to acquaint the student with the various models of psychiatric rehabilitation and case management as they applied in the community. On completion of this course, the student will be expected to:

1. Differentiate community treatment services from rehabilitation or case management programs;
2. Reflect on the recovery process and its impact on occupational therapy practice;
3. Identify the challenges and issues associated with community mental health practice;
4. Demonstrate understanding of the psychiatric rehabilitation process;
5. Critically analyse psychosocial rehabilitation approaches and case management models as they relate to occupational therapy;
6. Define the various roles of occupational therapists within community mental health programs or services.

Course Content

- Recovery process
- Psychiatric rehabilitation technology
 - Assessing readiness
 - Setting rehabilitation goals
 - Functional assessments
 - Skill development
- Community mental health services
 - Case management programs
 - Assertive community treatment teams
 - Vocational rehabilitation approaches
 - Residential rehabilitation programs
 - Clubhouses and support groups

- Issues in community mental health
 - Boundaries and ethical dilemmas
 - Concurrent disorders

REQUIRED READINGS

Course Pack

EVALUATION

Individual assignment on case management	25%
Individual assignment on recovery	25%
Take home exam	50%

PART II: FOCUS ON OCCUPATIONAL THERAPY IN THE INTERNATIONAL COMMUNITY

COURSE STRUCTURE

This course consists of a three-hour lecture per week and one practical session for six weeks to focus on occupational therapy issues in international community health.

LEARNING OUTCOMES

The student occupational therapist will gain an understanding of the person/environment/occupation (PEO) model and its application in developing countries. The student therapist will learn how to adapt professional knowledge in challenging milieu. As well she/he will gain an understanding of intercultural differences when dealing with clients.

COURSE CONTENT

A detailed course outline will be distributed during the first class of Part II.

REQUIRED READINGS

Course Pack

EVALUATION

To be announced

OCC1-438 - PSYCHOSOCIAL THEORIES IN OT

Credits: 3

Lecturer: B. Tallant (Coordinator)

COURSE STRUCTURE

This course will consist of 5 hours per week of lectures and/or problem-solving case-based discussions over a nine week period.

LEARNING OUTCOMES

The course is designed to acquaint the student with the current theoretical frames of reference used in occupational therapy for clients with psychosocial dysfunction. The implementation of these theories in the practice of occupational therapy will be discussed. On completion of this course the student will be expected to:

1. define the terminology inherent in each of the theories;
2. discuss and compare the theories and their relevant merits for specific psychiatric clients and/or group of clients with psychosocial dysfunction;
3. design treatment programs in occupational therapy selecting the appropriate theoretical frame of reference, evaluation procedures, therapeutic activities and relationships for a specific individual and/or group of clients with psychosocial dysfunction.

COURSE CONTENT

Theoretical Frames of Reference

- Object Relations Frame of Reference
- Life Span Development Frame of Reference
- Behavioural Frame of Reference
- Cognitive - Behavioural Frame of Reference
- Occupational Behaviour Frames of Reference

Detailed information on the course content will be distributed at the beginning of the course.

REQUIRED TEXTS

Stein, F. and Cutler, S. (1998). *Psychosocial occupational therapy: A holistic approach*, San Diego, CA: Singular Publishing Group, Inc.

Course Pack.

RECOMMENDED TEXTS

Hemphill, B.J. (1983). *The Evaluative Process in Psychiatric Occupational Therapy*, Thorofare, NJ, Slack Inc.

Bruce & Borg. (1993). *Psychosocial Occupational Therapy: Frames of Reference for Intervention*, (2nd edition), Thorofare, NJ, Slack Inc.

EVALUATION

Detailed information will be distributed during the first week of lectures.

OCC1-440 - PREVOCATIONAL AND VOCATIONAL REHABILITATION

Credits: 2

Lecturer: M. Kosseim

COURSE STRUCTURE

This course presents the main components of vocational rehabilitation (job demands analysis, functional capacity evaluation, and return to work). Vocational rehab issues for hand injuries and head traumas are presented. Ergonomic principles are introduced. Practical learning opportunities include a measurement lab and an on site workplace evaluation.

The course consists of 6 hours per week for nine weeks.

LEARNING OUTCOMES

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

1. conduct a worksite job demands analysis;
2. define and discuss ergonomic principles and their application to rehabilitation;
3. define, discuss and critically evaluate functional capacity evaluation protocols;
4. develop safe and effective return to work rehabilitation programs.

COURSE CONTENT

A detailed course outline will be handed out on the first day of class.

REQUIRED READINGS

Course Pack and Course Notes.

EVALUATION

Grading will be based on:

1. Lab work
2. Group Project
3. Final Exam

OCC1-441 - ADVANCED TECHNOLOGY

Credits: 2

Lecturer: TBA

COURSE STRUCTURE

The course consists of 3½ hours per week for eight weeks.

LEARNING OUTCOMES

1. To provide general theory on computer hardware and software for therapeutic use and as assistive technology used in enabling occupational performance.
2. To provide “hands on” experience with the equipment most frequently encountered in the clinical setting.
3. To meet clients using adapted equipment and to visit centres where microcomputer technology is used.

COURSE CONTENT

A detailed course outline will be distributed on the first day of class.

REQUIRED READINGS

Course notes and required readings.

EVALUATION

To be announced.

Note: The lectures covering Ergonomics will be covered in 580-440 Prevocational and Vocational Rehabilitation. A change of course title to reflect this change has been submitted.

POTH-402 - ADVANCED RHEUMATOLOGY

Credits: 2

Lecturers: S. Sofer, A. Pagnotta

COURSE STRUCTURE

The condensed course will be taught on Sundays; 6 hours per weekend, and consists of seminars and/or clinical demonstrations at the Jewish Rehabilitation Hospital.

N.B.

This course generally begins on the Sunday following the completion of Clinical Affiliation I. Therefore, students with out-of-town placements must assure that they can return in time for the first class.

Students will be expected to do required readings for specific sessions (to be identified).

Exercises in evaluation and treatment planning will be incorporated using clinical case studies.

LEARNING OUTCOMES

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

1. describe the pathology, clinical features and current trends of interdisciplinary treatment for rheumatic diseases;
2. assess clients with rheumatic diseases, identify problems and provide solutions which enhance occupational performance taking into consideration the total management of the client in the hospital, home and community;
3. function as an inter-disciplinary team member in establishing treatment goals for clients with rheumatic diseases.

COURSE CONTENT

I Content will include discussion of major rheumatic diseases such as:

1. Polyarthritis:
 - a) Rheumatoid Arthritis
 - b) Juvenile rheumatoid Arthritis
 - c) Ankylosing Spondylitis
 - d) Psoriatic Arthritis
 - e) Reiter's Syndrome

2. Connective Tissue Disorders:
 - a) Systemic Lupus Erythematosus
 - b) Scleroderma

- c) Polymyositis and Dermatomyositis
- 3. Degenerative Joint Disease
- 4. Other:
 - a) Fibro Myalgia
 - b) Polymyalgia Rheumatica

II Detailed Assessments in the following areas:

- 1. Musculoskeletal
- 2. Self-care
- 3. Function
- 4. Hand
- 5. Foot
- 6. Environmental Barriers

III Treatment interventions in the area of:

- 1. Patient Education
- 2. Assistive devices and adaptive equipment
- 3. Splinting
- 4. Footwear
- 5. Surgery
- 6. Exercises and Physical Modalities

REQUIRED TEXTS

Course Pack.

Pagnotta, A. and Sofer, S. (1988). *Rheumatic Disease: Assessment Battery*, Jewish Rehabilitation Foundation.
(Available for purchase at the Jewish Rehabilitation Hospital)

EVALUATION

To be announced.

POTH-403 - ADVANCED PAEDIATRICS - Professional Specialty Course

“Clinical Reasoning in OT Interventions with Infants & Children”

Credits: 2

Lecturers: Dr. L.M. Snider
Office: Hosmer 302 (by appointment, please)
Tel: 398-5863
E-mail: laurie.snider@mcgill.ca

COURSE STRUCTURE

A lecture seminar course, which examines specialized interventions of the occupational therapist in developmental paediatrics. (10 sessions @ 4 hrs).

LEARNING OUTCOMES

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

1. Identify key steps in the clinical reasoning process and apply them to OT interventions that are specific to infants and/or children in developmental paediatrics.
2. Relate the fundamental processes of the International classification of Functioning, Disability and Health [body structure/function, activities/participation, environment] to the occupational performance of infants and children.
3. Explain how the motor and sensory systems influence movement and learning in infancy.
4. Identify key studies in the literature that address the quality of the evidence for motor and sensory system influence on functional outcomes.
5. In different professional contexts, be able to apply a cohesive process of clinical reasoning.

COURSE CONTENT

Detailed information on the course content, readings and evaluation process will be distributed at the beginning of the term.

REQUIRED TEXTS

Class Notes.

EVALUATION

To be announced.

POTH-410 - CHILD & ADOLESCENT PSYCHIATRY

Credits: 2

Lecturer: Sylvie Laplante

COURSE STRUCTURE

This course consists of 3½ hours weekly for eight weeks.

LEARNING OUTCOMES

Upon completion of this course, the student will:

1. be more familiar with the current psychiatric conditions pertaining to the early childhood, pre-adolescent and adolescent clientele followed in Occupational Therapy;
2. become familiar with the most common theoretical frames of reference used in child psychiatry;
3. have explored different occupational therapy assessment and treatment methods related to different diagnoses;
4. be able to write-up an assessment report from their observations of a child and prepare an appropriate intervention plan;
5. discuss practical aspects of occupational therapy practice in psychiatry, i.e.: assessment set up, specialized equipment available, treatment room used, how to begin, terminate and transfer cases; how to give feedback to the family.

REQUIRED READINGS

Course Pack.

EVALUATION

Class assignments:	40%
Quizzes on readings:	10%
Final exam:	50%

POTH-446 - CURRENT TOPICS IN REHABILITATION - GERIATRIC

Credits: 2

Lecturers: I. Gélinas, A. Thomas

OBJECTIVES

This is a professional elective course for third-year Occupational Therapy students. It is designed to address the complexity of the Occupational Therapy interventions with the geriatric client, examine the various causes of Occupational Performance dysfunction, examine the structure and organization of geriatric health care delivery and the unique role of Occupational Therapists in this context. Students in this course will utilize a client-centred approach to the evaluation and treatment of the older adult in different clinical scenarios.

LEARNING OUTCOMES

1. Identify the changes that accompany the normal aging process and describe the environmental factors that interact with the elderly person's occupational performance.
2. Identify and analyze the various risk factors that act upon an older adult's health and occupational performance and their associated causes and types of dysfunction.
3. Define the major agents of geriatric health care delivery and the associated referral process to multidisciplinary services.
4. Define the unique role of Occupational Therapy within the various areas of geriatric practice.
5. Utilize a client-centered approach in the evaluation and treatment of a geriatric clientele.
6. Critique the existing and developing methods of evaluation and treatment approaches used with a geriatric clientele in keeping with evidence-based practice.
7. Apply the Occupational Therapy intervention process to different geriatric clinical scenarios.
8. Include ethical considerations in the intervention approach to the geriatric client.

INSTRUCTIONAL METHOD

The course will be in a lecture/seminar format where students will be expected to attend classes prepared, actively engage in group discussions and critically evaluate topics discussed and literature reviewed. The instructors will use lectures, readings, discussions, presentations, critiques and field trips.

REQUIRED TEXTS

Bonder, B.R. and Wagner, M.B. (1994). *Functional performance in older adults*. Publisher: F.A. Davis.
Course Pack. Available at the McGill Bookstore.

EVALUATION

To be announced