



School of Physical and Occupational Therapy

b.sc. OCCUPATIONAL THERAPY U3

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

McGILL UNIVERSITY
School of Physical and Occupational Therapy

B.Sc. OCCUPATIONAL THERAPY U3 CURRICULUM

OVERALL COURSE STRUCTURE

Ø Important Dates B.Sc. Occupational Therapy U3

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

PROFESSIONAL COURSE DESCRIPTIONS

Ø COMBINED PHYSICAL & OCCUPATIONAL THERAPY COURSE

- POTH-401 RESEARCH METHODS
- POTH-445 ADMINISTRATION/MANAGEMENT

Ø OCCUPATIONAL THERAPY

- OCC1-420 CLINICAL AFFILIATION IV
- OCC1-422 CLINICAL AFFILIATION V
 - Guidelines for International Placements
 - Guidelines for Non-Traditional Community Placements

- OCC1-424 SPLINTING AND ORTHOTICS
- OCC1-436 OT PRACTICE V: MEDICAL & SURGICAL CONDITIONS
- OCC1-437 OT AND COMMUNITY MENTAL HEALTH
- OCC1-438 PSYCHOSOCIAL THEORIES IN OT
- OCC1-440 PREVOCAATIONAL & VOCATIONAL REHABILITATION
- OCC1-441 ADVANCED TECHNOLOGY

Ø PROFESSIONAL SPECIALTY COURSES

- OCC1-442 ENABLING ENVIRONMENTS
- POTH-402 ADVANCED RHEUMATOLOGY
- POTH-403 PAEDIATRICS
- POTH-410 CHILD & ADOLESCENT PSYCHIATRY
- POTH-446 CURRENT TOPICS IN REHABILITATION – GERIATRICS

B.Sc. OCCUPATIONAL THERAPY U3 IMPORTANT DATES

FALL TERM:	Registration Period	Mar. 27 to Aug 4, 2003
	Labour Day	Sept. 1, 2003
	Lectures Begin	Sept. 8, 2003
	Course Change (drop/add period)	Mar. 27 to Sept. 14, 2003
	Thanksgiving Day	Oct. 13, 2003
	Last Day of Lectures	Nov. 7, 2003
	Examination Period	Nov.10 to 14, 2003

WINTER TERM: Classes Commence Feb. 9, 2004
 Course Change (drop/add period) Mar. 27, 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

U3– (5) Week Rotations

- Nov. 17 to Dec. 19, 2003
- Jan. 5 to Feb. 6, 2004

U3 CURRICULUM PLAN 2003-2004 OCCUPATIONAL THERAPY PROGRAM

FALL TERM

WINTER TERM

Academic Term (9 wks) + Exams (1 wk) + clinical affiliation (5wks) = total 15 Wks

Clinical affiliation (5wks) + academic Term (8 wks + Exams (2 wks) = Total 15 Weeks

Academic Term		Exams	Clinical Affiliation		Clinical Affiliation		Academic Term		Exams
Sep 8 to Nov 7		Nov 10 to 14	Nov 17 to Dec 19		Jan 5 to Feb 6		Feb 9 to Apr 13		Apr 15 to 30
POTH-401 RESEARCH METHODS	3cr		OCC1-420 CLINICAL AFFILIATION IV		OCC1-422 CLINICAL AFFILIATION V		POTH-445 ADMINISTRATION/MANAGEMENT	4cr	
OCC1-424 SPLINTING & ORTHOTICS	2cr			3cr		3cr	OCC1-440 PRE & VOCATIONAL REHABILITATION	2cr	
OCC1-436 OT PRACTICE V: Medical & Surgical Conditions	3cr						OCC1-441 ADVANCED TECHNOLOGY/ERGONOMICS	2cr	
OCC-438 PSYCHOSOCIAL THEORIES IN OT	3cr						<i>PROFESSIONAL SPECIALTY COURSE FALL OR WINTER TERM</i>	3cr	
OCC1-437 OT & COMMUNITY MENTAL HEALTH	3cr								
<i>PROFESSIONAL SPECIALTY COURSE FALL OR WINTER TERM</i>	3cr								

NOTE: OCC1 = Occupational Therapy
 POTH = Occupational/Physical Therapy
 ANAT = Anatomy
 PHGY = Physiology

U3 PHYSICAL AND OCCUPATIONAL THERAPY LIST OF REQUIRED COURSES

Fall Term: **Clinical Affiliations** **Winter Term**

Sept. 8, to Nov. 7, 2003

Nov. 17, to Feb. 6, 2004

Feb. 9, to Apr. 13, 2004

Exam Period:

Nov. 10, to 14, 2003

Exam Period:

Apr. 15, to 30, 2004

2003-2004 OCCUPATIONAL THERAPY PROGRAM U2		
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
Fall or Winter Term	Professional Specialty Course	2
OCC1-420	Clinical Affiliation IV	3
OCC1-422	Clinical Affiliation V	3
FALL & WINTER TERMS – TOTAL CREDITS 30		

2003-2004 PHYSICAL THERAPY PROGRAM – U2		
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
FALL & WINTER TERMS – TOTAL CREDITS 31		

POTH-401 RESEARCH METHODS

Credits: 3

Lecturer: N. Korner-Bitensky, Hosmer H201, (514) 398-5457,
nicol.korner-bitensky@mcgill.ca

Topic Experts as Seminar Hosts: Members of the faculty

Course Structure:

Two 2-hour sessions per week for 9 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 and to actively participate in research projects.

Upon completion of this 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. Classify the current evidence on the effectiveness of an intervention according to specific guidelines and synthesize this information for clinical applicability.
5. Design an evaluation of an existing or a new program.
6. Describe the concepts of cost, cost effectiveness and cost benefit and how they relate to intervention studies.
7. Have the necessary understanding of research ethics guidelines to serve as a member of an ethics committee that reviews rehabilitation protocols.

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 health care
17. Ethics in research
18. Seminars for selected topics

Required Text:

Foundations of Clinical Research : Applications to Practice. 2nd ed. Portney LG, Watkins MP. 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

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).

POTH-445 ADMINISTRATION/MANAGEMENT

Credits: 4

Lecturers: C. Storr (Coordinator) Davis D2, (514) 398-6561, caroline.storr@mcgill.ca

Course Structure:

The course geared to Physical and Occupational Therapy will consist of lectures, seminars, presentations over an eight week period. The course will be given on Monday and Wednesday mornings from 9:30 a.m. - 12:30 p.m. starting in 2004 following Clinical Affiliation OCC1 422, PHTH 422.

Course Rationale:

This course is the second professional issues course and builds on knowledge acquired in Healthcare and Professionalism; POTH 250

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 legisla-tion, health professional organizations and unionization;
2. Relate professional ethics, liability issues and the law to professional practice;

3. Apply the dimensions of Codes of Ethics to the practice of Occupational and Physical Therapy.
4. Reflect on personal leadership abilities in preparation for a professional practice as a clinician and a fieldwork educator;
5. Given public and private rehabilitation facility situations:
 - a) Perform an environmental scan
 - b) Identify the administrative tasks involved in their management;
 - c) Identify and prepare pertinent facility records and reports and indicate how they are used and maintained;
 - d) Design a rehabilitation facility for each setting taking into account the specific client population needs and the economic, architectural and human resource factors and merits;
 - e) Understand and apply marketing principles;
 - e) Outline a total quality management control program including risk and utilization parameters;
6. Analyse the intricacies of interpersonal relationships and team interactions within the health care system;
7. Identify and provide positive reinforcing recommendations for interpersonal relationships and team management.
8. Assess and modify program process and outcomes

Course Content:

A. Principles of Organizational Theory:

- organizational design and behaviour theory
- development and strategy
- organizational change theory and strategy
- organizational restructuring
- governance

B. Principles of Management Theory to Include:

- development of mission and mandate
- leadership theory
- facilitation of teams
- program and service delivery planning
- matrix and program management and evaluation
- quality management, quality improvement, quality assurance, risk management
- policies and procedures - purpose and development
- departmental planning in public and private sectors

C. Strategic Information Management:

- outcome/effectiveness indicators and charting
- management information, productivity and service utilization
- client-based information systems (case mix, grouping, methodologies and clinical records)
- market and business analysis
- privacy/confidentiality requirements and responsibilities

D. Human Resource Policy, Planning and Management:

- recruitment, selection, retention, evaluation

- compensation systems
- supervision, delegation and facilitation
- labour relations - impact on workplace, work teams, conflict resolution
- curriculum vitae/resume - preparing and interpreting
- job interview process, job preview process
- employee assistance, e.g. stress management counselling
- alternative employment contracts
- equity issues

E. Fiscal Resource Management Including:

- budgeting process
- productivity
- cost-effectiveness

F. Modes of Service Delivery Including:

- institutional practice
- private practice
- community based practice including health management organizations (HMOs), local community health clinics (CLSCs)
- industrial/worksite based practice
- evidence-based practice

G. Standards of Practice Issues:

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

H. Marketing and Entrepreneurial Strategies:

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

Course Schedule

Winter Term - 2004

The course will be given from 9:30-12:30 on Mondays and Wednesdays starting on February 9th, 2004.

I	Leadership	C. Storr
II	Human Resource Policy	C. Storr
III	Marketing Concepts /Consumer Behaviour	C. Storr

IV The Basics of Financial Accounting/ Maribeth Ford

Cost-benefit analysis:

V Entrepreneurship & small business C. Storr

VI Private Practitioner Panel/workshop C. Storr

VII Principles of Management Theory A. DiRe

VIII Quality management /program evaluation A. DiRe

IX Standards of Practice Issues A. DiRe

X Fiscal Resources & Strategic Information
Management A. DiRe

XI Professional Issues C. Storr/L. Asseraf-Pasin
Advocacy, Cross-Cultural Issues and Liability Orders

XII Service Delivery Models/Gaps in Service G. Prata

XIII Student Presentations C. Storr

XIV Student Presentations C. Storr

XV Student Presentations C. Storr

XVI Student Presentations C. Storr

XVII Student Presentations C. Storr

Required Readings:

Code des Professions - Editeur Officiel 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 Physi-cal 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%**
 1. Presentation (scheduled during last 5 classes) (25%)
 2. Paper (due last day of class) (35%)
 - Paper = 25%
 - Project Outline = 5%
 - Peer Group Evaluation = 5%
2. Written Examination - Case-Based Format (during Examination Period) **40%**

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OCC1-420 CLINICAL AFFILIATION IV

OCC1-422 CLINICAL AFFILIATION V

Credits: 3 OCC1-420
3 OCC1-422

Lecturer: C. Storr, Academic Co-ordinator 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).

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.

(March - April, 2001)	2001-2002	Winter Term	OCC1-220	6 weeks	0 credits
(April - June, 2003 or June - July, 2003)	2002-2003	Summer Term	OCC1-320	6 weeks	6 credits
(June - July, 2003 or July - August, 2003)	2002-2003	Summer Term	OCC1-321	6 weeks	6 credits
(November - December, 2003)	2003-2004	Fall Term	OCC1-420	5 weeks	3 credits
(January - February, 2003)	2003-2004	Winter Term	OCC1-422	5 weeks	3 credits

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 that 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 Meetings**
- II. Traditional Fieldwork Placements**
- III. Role-Emerging Fieldwork Placements**

I. CLINICAL AFFILIATION MEETINGS

In Term A, U3 students will participate in one small group session. Students who participated in international placements and role-emerging placements will be invited to make brief presentations during an informal colloquium during Term B.

Course Structure:

Term A: Small group scheduled in September.

Learning Outcomes:

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

Course Content:

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

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 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) resending reports - written or oral;
 - (f) functioning as a member of an inter-disciplinary team
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.
5. To mentor an OT U1 student for 1 day.

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.

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 Quebec.

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.
2. The School reserves the right to approve the qualifications of the supervising therapist.
3. 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.
 4. The School reserves the right to limit the total number of international placements organized per year.
 5. 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.

6. A second international placement may be undertaken only if the student has performed satisfactorily in the first international placement.
7. 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.
8. 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 CBFs are completed at the Mid-Term and Final. At the end of the placement the student must submit a completed copy of the CBFs 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.

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. Preference will be to provide email communication.

8. 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 all 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 consider 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:

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

- 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

- defined the occupational therapy role within the agency/program;
- identified the clientele/agency concerns or needs, as they relate to occupational therapy;
- 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:

- well sequenced
- well organized (time frame, resources to be targeted, etc.)
- realistic (in terms of time frame)
- 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.

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.

Failure Policy:

OCC1-420 and 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.

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-of-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:
 - 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. 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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OCC1-424 SPLINTING AND ORTHOTICS

Credits: 2

Lecturers: Genevieve Côté-Leblanc, (Coordinator), Hosmer H303B, (514) 926-7555
genevieve.cote-eblanc@mcgill.ca, M. Rabzel, M. Alfano, A. Taylor

Course Structure:

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 (OCC1-236).

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: Exact dates and time will be scheduled by appointment with the course coordinator for examination of the splints. All splints need to be completed even if not all splints are evaluated. 1% will be deducted from the total score for each incomplete splint.

Details of the schedule for the lectures and the labs will be provided in the course outline to be given on the first day of class.

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OCC1-436 OT PRACTICE V: MEDICAL & SURGICAL CONDITIONS

Lecturers: Aliko Thomas, (Coordinator) Davis D30, (514) 398-4496, aliko.thomas@mcgill.ca
Office hours: By appointment or see schedule outside office

Course Structure:

This is a course where the etiology, epidemiology, assessment and treatment of a number of medical and surgical conditions are presented. The course is divided in 2 sections.

Section A: Conditions (Tuesdays from 3:00 to 5:00 pm and Thursdays from 3:30 to 5:00 PM)

In this section a number of physicians discuss the evaluation and management of various medical and surgical conditions relevant to Occupational Therapy practice (pulmonary conditions, adult and pediatric cardiac conditions, diabetes, congenital hand deformities, palliative care, cardiovascular conditions and lower extremity amputations, etc...).

Section B: OT applied to Medical & Surgical Conditions (Fridays from 9:00 to 12:00). The information presented in the conditions section is subsequently integrated and applied in the section B of the course where expert Occupational Therapists discuss the OT assessment and treatment of those conditions.

Learning Outcomes:

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

1. Describe the etiology, pathophysiology and clinical features of medical & 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 OT treatment of medical & 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 & surgical conditions.

Section A: Conditions:

This section comprises a total of 11 lectures and 2 seminars. During the first week of term, 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.

Section B: OT Applied to Medical & Surgical Conditions:

This section comprises 9 lectures on Fridays from 9:30-12:30. Various clinician guest lecturers will present on OT application (evaluation and treatment) of the conditions covered in section A.

Required Texts:

There will be required and recommended readings which will be assigned every week. It is the student's responsibility to attend classes prepared by reading all notes and handouts. All readings are helpful in completing lectures and understanding subject matter.

Evaluation:

TBA

NOTE:

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OCC1-437 OT AND COMMUNITY MENTAL HEALTH

Credits: 3

Lecturers: Part I Catherine Vallée, cvallee@uottawa.ca
Part II Nathalie Gervais, Nathalie.gervais@mcgill.ca

Course Structure:

This course is divided into two parts:

Part I Focus on Occupational Therapy in Community Mental Health

Part II Focus on Occupational Therapy in the International Community

Part 1: 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 the Fall 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:

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

Course Content:

1. Recovery process
2. Psychiatric rehabilitation technology
3. Assessing readiness
4. Setting rehabilitation goals
5. Functional assessments
6. Skill development
7. Community mental health services
8. Case management programs
9. Assertive community treatment teams
10. Vocational rehabilitation approaches
11. Residential rehabilitation programs
12. Clubhouses and support groups
13. Issues in community mental health
14. Boundaries and ethical dilemmas
15. Concurrent disorders

Required Texts:

Course pack.

Evaluation:

Preparation of a study guide	10%
Individual assignment on case management	20%

Two team assignments	30%
Examination	40%

Part II: Focus on Occupational Therapy in the International Community

Course Structure:

This part consists of one three-hour lecture and one practical session per week for six weeks. The focus is on Occupational Therapy issues in international community health.

Learning Outcomes:

On completion of this course the student therapist will:

1. Demonstrate an understanding of the person/environment/occupation (PEO) model and its application in developing countries.
2. Understand how to adapt professional knowledge in challenging milieus
3. Gain an understanding of the influence of intercultural differences when dealing with clients.

Course Content:

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

Required Texts:

Course pack.

Evaluation:

TBA

NOTE:

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OCC1-438 PSYCHOSOCIAL THEORIES IN OT

Credits: 3

Lecturer: B. Tallant (Coordinator), Hosmer H205, (514) 398-4522 beverlea.tallant@mcgill.ca

Course Structure:

This course will consist of 5 hours per week of interactive 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:

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

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 Frame of Reference

Required Texts:

Bruce, Mary Ann Giroux & Borg, Barbara (2002) Psychosocial frames of reference: Core for occupation-based practice, 3rd edition, Thorofare, NJ: SLACK Incorporated.

Course Pack

Recommended Texts:

Stein, Franklin & Cutler, Susan K. (1998) Psychosocial occupational therapy: A holistic approach, 2nd edition, Albany, NY: Delmar, Thomson Learning Incorporated.

Evaluation:

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

NOTE:

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OCC1-440 PREVOCATIONAL AND VOCATIONAL REHABILITATION

Credits: 2

Lecturer: Mylene Kosseim, mylene.kosseim@mail.mcgill.ca

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 Texts:

Course Pack and Course Notes.

Evaluation:

Grading will be based on:

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

Distribution of marks will be handed out on the first day of class.

NOTE:

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OCC1-441 ADVANCED TECHNOLOGY

Credits: 2

Coordinator: Cynthia Perlman
Tel: 398-5593
Office: D28A
Email: cynthia.perlman1@mcgill.ca

Course Description:

Application of high and low-technology assistive devices to enhance performance and individual human needs, including alternative computer access, manual and powered mobility, augmentative communication, telecommunication and environmental control, social and professional issues regarding technology service delivery.

Course Structure:

The course consists of 3 hours per week for 13 weeks, comprising lectures, seminars, peer collaborative activities and community visits.

Learning Outcomes:

At completion of the course, the student should be able to:

1. Describe the theoretical frameworks applied to the therapeutic use of assistive technology in enabling occupational performance, health and function..
2. Recognize the functional, adaptive and integrative uses of current assistive technology.
3. Examine the principles of design and product development through evidence-based literature.
4. Examine knowledge of current assistive technology (low and high technology) used in both public and private sectors, including computer access, augmentative communication, environmental controls, and adapted mice, keyboards and switches.
5. Explore and appraise the appropriate functional, adaptive and contraindicated uses of current assistive technologies in relation to prior knowledge of various medical and developmental conditions.
6. Propose a comprehensive assessment for assistive technology which reviews the client's occupational roles and performance issues, preferences, motor and physical abilities, safety and environmental factors.
7. Translate knowledge of current assistive technology resources with respect to occupational performance needs, environmental and accessibility considerations, and long term planning objectives.
8. Recognize the role of professional and commercial resources commonly involved in the prescription and implementation of assistive technology in order to facilitate collaboration and appropriate referrals.

9. Recall basic knowledge about provincial regulation on the financing and accessibility of assistive technology.

10. Identify adequate strategies and proper channels to advocate for changes in governmental and corporate practice which can enable accessibility to assistive technology.

Required Text:

Cook, A.M. & Hussey, S.M. (Eds.) (2002). Assistive technologies: principles and practice. St. Louis, MO: Mosby.

Course notes and required readings.

Evaluation:

Project :	Oral presentation	20%
	Written presentation	30%

Final exam: 50%

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OCC1-442 ENABLING ENVIRONMENTS

Credits: 2

Lecturers: E. Gisel, Hosmer H204, (514) 398-4510, Erika.gisel@mcgill.ca and
C. Covo

Course Structure:

This course will consist of lectures, field trips, and studio work.

Learning Outcomes:

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

1. Assess an environmental problem taking the unique client needs into account.
2. Develop environmental solutions in collaboration between occupational therapy and architecture students.
3. Present their solution with justifications regarding their objectives, needs and feasibility of a given solution.

Course Content:

Course content focuses on the specific environmental needs of persons with disabilities. The history and provisions in the law for environmental accessibility will be explored.

Required Texts:

The workbook (available from E. Gisel) contains pertinent reading selections compiled from the medical as well as the architectural literature. Readings will be chosen to be pertinent with the weekly topics.

Evaluation:

Project: 100% 25% oral presentation
 75% written portion

Carl Charlap Prize:

Student projects will be evaluated by an independent jury according to the guidelines provided. The prize evaluation is independent of the course mark achieved.

Carl Charlap Prize Competition

Award: Value \$1,000.00

To be awarded by jury to the team of students pursuing the course in Enabling Environments (OCC1-442), judged to have presented an outstanding solution to a problem of environmental design for the disabled. The prize is supported by an annual donation from the Carl Charlap Fund at the Jewish Rehabilitation Hospital.

NOTE:

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POTH-402 ADVANCED RHEUMATOLOGY

Credits: 2

Instructors: Ada Pagnotta, ada.pagnotta@mail.mcgill.ca
Susan Soler, actsofer@sprint.ca

Class Location: Jewish Rehabilitation Hospital
3205 place Alton Goldbloom
Chomedey, Laval
Report to Occupational Therapy Department on the second floor for the first class

Class Schedule: 9:00 to 12:00, 1 hour lunch, 13:00 to 16:00

5 consecutive Sundays (except for the one Sunday, February 22, 2004 that falls during spring break). Therefore class resumes on Sunday February 29, 2004.

Office Hours: Available by appointment only

Monday to Friday from 8:30 to 12:00

Jewish Rehabilitation Hospital

(450) 688-9550 ext. 221

Course Starts: Sunday, February 8*, 2004

**please note the date of Sunday February 8th, is one day prior to the*

beginning of the Winter Semester.

Course Ends: Sunday, March 14, 2004

Pre-requisite:

Basic knowledge of the rheumatic diseases and clinical experience in the treatment of physical disabilities.

Required Texts:

The Rheumatic Disease Assessment Battery. Ada Pagnotta and Susan Sofer, Jewish Rehabilitation Hospital Foundation.

Recommended Text:

Rheumatic Disease in the Adult and Child: Occupational Therapy and Rehabilitation. Jeanne Melvin, edition 3, F.A. Davis Company.

Suggested Text:

Several journal articles, pamphlets and prepared handouts are provided for additional reading and for deeper comprehension of the material covered in class but for which the student is not responsible for the final exam.

**Access to the Internet is necessary for part of assignment 1*

Course Description:

This course is designed for U3 Occupational Therapy students who are interested in developing professional proficiency in the specialized area of rheumatology practice.

The course offers a comprehensive review of disease pathology in several common rheumatic diseases, an orientation to specific O.T. tasks and responsibilities in this area of expertise, and opportunities to develop skills in O.T. evaluation and treatment in rheumatology practice.

Concept Map:

IN RHEUMATOLOGY

Disease Knowledge

**OT Tasks
&
Responsibilities**

**OT Evaluation
&
Treatment
Skills**

O. T. PROFICIENCY

Course Plan :

Learning Outcomes :

By the end of the course, students will be able to:

1. identify the common rheumatic conditions from a multi-system focus of disease process such as disease etiology, pathophysiology and pathomechanics of deformity
2. identify O.T. tasks and responsibilities as a member of an interdisciplinary rheumatology team and as a liaison for patients to arthritis community resources
3. demonstrate satisfactory skill in administrating O.T. physical evaluation
4. demonstrate satisfactory skill in interpretation of results from the physical and functional evaluations
5. demonstrate satisfactory skill in critical thinking and planning a comprehensive client-centred O.T. treatment

Course Content :

Content of the course will include coverage of:

1. Major rheumatic diseases such as:

- Polyarthritis :
- Rheumatoid Arthritis
- Juvenile Rheumatoid Arthritis
- Ankylosing Spondylitis
- Psoriatic Arthritis
- Reiter's Syndrome

Connective Tissue Disorders :

- Systemic Lupus Erythematosus
- Scleroderma
- Polymyositis and Dermatomyositis

Degenerative Joint Diseases

Other:

- Fibromyalgia

2. Detailed O.T. assessments in the following areas:

- Musculoskeletal
- Self-care
- Instrumental activities of daily living
- Hand
- Foot

3. O.T. treatment interventions in the area of:

- Patient education
- Functional adaptation such as adaptive methods and assistive devices in ADL, IADL, work, and leisure
- Orthotics
- Remedial activities and physical modalities

4. Review of current interdisciplinary practices in rheumatology

Instructional Method:

- Active thinking and participation of the students is expected in this course.
- Conjointly with lecture presentations on the same content and with instructor guidance, the students will engage in small group work for practice in administering evaluations and for practice of critical thinking in case management.
- Persons with arthritis will be invited on a regular basis to engage in discussions with the students and assist in demonstrations of evaluation procedures.
- Instructors individually teach different portions of the course.

Evaluation

Assignments 15%

Mini quizzes 20%

Lab exam 15%
Final exam 50%
=100%

Grading breakdown

Assignments: 15%

Assignments are group work projects.

- Exploring resources for people with arthritis in the community: short report, class presentation, due by session 3
- Case Presentations: setting goals and planning treatment, due dates TBA
- Designing a hand or foot home exercise program, due 1 week post the last class

Mini Quizzes: 20%

Given at the beginning of each class day with the exception of the last class when it is given at the end of the day. The quizzes cover the previous class material included in the lecture notes and required reading handouts. Short answer questions.

Lab Exam: 15%

Technique administration and identification of purpose in 5 pre-selected hand and foot evaluation methods. The lab exam is given on a designated lecture day.

Final Exam: 50%

The final exam will be given in a McGill campus location during off-class time 2 weeks prior to official final exam period (TBA).

The final exam is a combination of true and false, best answers, multiple choice, matching and short-answer questions. There will be 1 case presentation provided for long-term, short-term goals and intervention planning.

The student may submit their short answers in French.

Class Rules

Missing class is not tolerated barring a few exceptions (*i.e.*, sickness with medical note or a family tragedy).

The professors reserve the right to disqualify from the course any student who does not attend class without substantiated and valid reason(s).

If a student will be absent from a class (for reason's identified above), the instructor giving the class must be notified and the marks of the missed quiz will be redistributed.

Assignments must be handed in for due dates, no late submissions accepted.

A missed final exam will be recoupable by a term paper if the final exam was not written for substantiated and valid reason(s). The instructors require written notice of this circumstance.

Course Outline

Feb. 8 a.m. Systemic Joint Disease vs. Orthopedic Joint Disorders
O.T. Approach to all systemic joint diseases (Ada Pagnotta)

Feb. 8 p.m. Comprehensive team management of the rheumatic patient at different stages of physical and functional involvement (Ada Pagnotta)

Feb.15 a.m. Evaluation Methods and O.T. Interventions (Ada Pagnotta)

Feb. 15 p.m. Hand Pathology and Evaluation (Susan Sofer)

Feb. 22 **Off – Spring Break**

Feb. 29 a.m. Hand Pathology and Evaluation (Susan Sofer)

Feb 29 p.m. Foot Pathology, Evaluation and Treatment (Susan Sofer)

March 7 a.m. Patient Education Instruction
Architectural and Environmental Barriers
Assistive Devices and Equipment for Functional Difficulties(Ada Pagnotta)

March 7 p.m. Spondyloarthropaties, Fibromyalgia
Juvenile Rheumatoid Arthritis (Ada Pagnotta)

March 14 a.m. Connective Tissue Diseases
Surgical Interventions and Post-op Treatments (Susan Sofer)

March 14 p.m. Case Presentation
Lab preparation (Susan Sofer)

Lab Exam: **March 14, 2004**

Final Exam: **March 21, 2004**

NOTE:

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POTH-403 ADVANCED PAEDIATRICS

"Clinical Reasoning in OT Interventions with Infants & Children"

Credits: 2

Instructor: L. M. Snider, (by appointment, please), Hosmer 302, (514) 398-5863,
laurie.snider@mcgill.ca

Course Structure:

A lecture seminar course, which examines specialized interventions of the occupational therapist in developmental paediatrics. (10 sessions @ 3.5 hrs).

Learning Outcomes:

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

- I. Identify key steps in the clinical reasoning process and apply them to OT interventions, which are specific to infants and children in developmental paediatrics.
2. Relate the fundamental processes of impairment, disability and handicap 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 the process of clinical reasoning.

Required Texts:

Case-Smith, J. (1998). Pediatric occupational therapy and early intervention (2nd Ed.) Butterworth-Heineman.

Parham, L.D., Fazio, L.S. (1997). Play in occupational therapy for children. Toronto, Mosby.

Missiuna, C. (2001). Children with developmental coordination disorder: Strategies for success. New York: Haworth Press.

Dunn, W. (2000). Best practice occupational therapy – In community services with children and families. Thorofare: Slack (Chapters 3 &4)

Evaluation:

Class/Seminar Participation	20%
Clinical Intervention Project Presentation	40%
Clinical Intervention Project Report	40%

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POTH-410 CHILD AND ADOLESCENT PSYCHIATRY

Credits: 2

Lecturer: Sylvie Laplante, (514) 761-6131 Ext. 2028, sylvie.laplante@douglas.mcgill.ca

Course Structure:

Principles of basic psychosocial and developmental assessments and treatment approaches regarding the most common child and adolescent psychiatric conditions.

This course consists of 3 hours of lectures, observation and problem solving case-based analysis and discussions done in small groups or individually; once a week over a full semester.

Learning Outcomes:

Upon completion of this course the student will:

- Identify the characteristics (signs and symptoms) of the most commonly encountered psychiatric conditions in early childhood, pre-adolescence and adolescence seen in occupational therapy;
- Identify the functional consequences related to these conditions;
- Discriminate and apply the most commonly used theoretical frames of references used in youth mental health;
- Select appropriate assessment and treatment methods using evidence based knowledge;
- Produce intervention plans that are appropriate with the evaluations outcome and consistent with a client-centered practice;
- Discuss the significance of practical aspects of occupational therapy practice in youth psychiatry i.e.: considering the family, ensuring security, using specialized equipments, issues of confidentiality in children, use of play as therapy...

Become familiar with and able to apply the following therapeutic interventions: Basics of sensory integration therapy, Cognitive-behavioral techniques, basic behavioral methods: modeling, relaxation techniques, chaining for teaching skills; Psycho-educational methods, Group dynamics, and Play therapy .

Each student will be assigned a real case of a child or adolescent during the semester and elaborate an appropriate intervention plan using their researched knowledge.

Course Content:

1. Introduction to Occupational Therapy in Child Psychiatry: basic theories, general clinical information, and introduction to Psychiatric issues in Early Childhood: Conditions and OT intervention.
2. Developmental Disorders: Conditions and OT interventions.
3. Pre-adolescent Issues: Conditions and OT intervention
4. Adolescence and its challenges: Conditions and occupational therapy assessments and intervention particularities.
5. Visit to a Child and Adolescent Psychiatric Facility, participation in intakes, assessments and/or intervention, groups, class observation, therapeutic equipment trial...
6. Sexual Abuse Intervention as a Specialty.
7. Individual and group psychotherapy
8. Play Therapy

Evaluation:

A detailed description will be handed out at the first class. Evaluation will be based on:

Class assignments
Case study and class presentation
Final exam

Required Text:

Kaplan, H.I. & Sadock, B.J. (1998). Synopsis of Psychiatry – Behavioral Sciences/ Clinical Psychiatry. Eighth edition.

Course pack

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POTH-446 CURRENT TOPICS IN REHABILITATION- GERIATRIC

Credits:

Lecturers: I. Gélinas, Davis D37, (514) 398-4514, isabelle.gelinas@mcgill.ca
A. Thomas Davis D30, (514) 398-4496, aliki.thomas@mcgill.ca

Office Hours: By appointment

Course Structure:

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-centered approach to the evaluation and treatment of the older adult in different clinical scenarios. The course will be in a lecture/ seminar form 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 fieldtrips.

Learning Outcomes:

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

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. Explain the major agents of geriatric health care delivery and the associated referral process to the multidisciplinary team.
3. Explain the unique role of O.T. within the various areas of geriatric practice.

4. Analyze the various risk factors that act upon an older adult's occupational performance and the causes and consequences of the resulting dysfunction.
5. Identify and explain the existing and developing methods of evaluation and treatment approaches used with a geriatric clientele in keeping with evidence-based practice.
6. Apply a client-centered approach in the evaluation and treatment of a geriatric clientele within different clinical scenarios.
7. Analyze ethical considerations in the intervention approach to the geriatric client.

Required Texts:

Functional performance in older adults. Bette R. Bonder & Marilyn B. Wagner. Publishers: F.A. Davis, 2001.

Course pack available at the bookstore.

Evaluation:

In class participation	5%
Reading Guides (2)	10%
Site visit	20%
Quiz	10%
Project	55% (5% for outline, 50% for paper)

Participation will be evaluated by the instructors and involves active participation and quality contribution to the class and to the development of the course. Remember that participation is not based on quantity but rather on quality of contribution.

All group work will be monitored carefully and any evidence of inequitable contribution of team members to the assignments will be evaluated accordingly. Reading guides will be handed in to the instructors but will not be graded. All assignments must be produced with word processor, follow APA guidelines and not surpass the length determined by the instructors.

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