



## **School of Physical and Occupational Therapy**



**SP & OT**



EXCELLENCE THROUGH GROWTH

**B.SC. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY:  
COURSE GUIDE 2011-2012**

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# I. B.Sc. (Rehabilitation Science), Major in Occupational Therapy

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## A. Important Dates

### FALL 2011

June 9 – September 13	U1 Registration period
April 5 – September 13	U2 Registration period
March 31 – September 13	U3 and QY Registration period
September 1	Classes officially begin
September 13	Course add/drop deadline
December 7	Study day Wednesday
December 8	Exams begin
December 22	Classes and Exams end

### LEGAL HOLIDAYS

September 5	Labour Day
October 10	Thanksgiving Day

### WINTER 2012

January 9	Classes officially begin
January 18	Course add/drop deadline
February 20 - 24	Study Week
April 16	Classes end Monday
April 14 & 15	Study days Saturday and Sunday
April 17	Exams begin Tuesday
April 30	Exams end Monday

### LEGAL HOLIDAYS

January 1	New Year's Day Sunday (Administrative offices will be closed Monday January 2)
April 6	Good Friday
April 9	Easter Monday

## **B. Curriculum Plan 2011-2012**

### **U1 FALL U1 WINTER TERMS**

OCC1 245	OT Seminars	3cr
POTH 250	Health Care Delivery	3cr

### **U2 FALL U2 WINTER TERMS**

POTH 455	Neurophysiology	3cr
POTH 434	Musculoskeletal Biomechanics (previously Biomechanics of Injury)	3cr
POTH 401	Research Methods	3cr

### **U3 FALL U3 WINTER TERMS**

OCC1 545	Therapeutic Strategies in OT 1	8cr
OCC1 550	Enabling Human Occupation	3cr
OCC1 546	Strategies in Professional Practice	3cr
OCC1 551	Psychosocial Practice in OT	3cr
OCC1 547	Occupational Solutions 1	6cr
OCC1 548	Holistic Approaches in OT	3cr
OCC1 549	Therapeutic Strategies in OT 2	4cr

## C. Undergraduate Courses

The following course guides are meant to provide an overview of each course. Please be sure to confirm course details with the appropriate course instructor or coordinator at the start of the term.

### UNDERGRADUATE COURSES

OCC1 245	Occupational Therapy Seminars
OCC1 545	Therapeutic Strategies in Occupational Therapy
OCC1 546	Strategies in Professional Practice
OCC1 547	Occupational Solutions 1
OCC1 548	Holistic Approaches in Occupational Therapy
OCC1 549	Therapeutic Strategies in Occupational Therapy 2
OCC1 550	Enabling Human Occupation
OCC1 551	Psychosocial Practice in Occupational Therapy
POTH 250	Health Care Delivery
POTH 401	Research Methods
POTH 434	Musculoskeletal Biomechanics (previously Biomechanics of Injury)
POTH 455	Neurophysiology

## OCC1 245 OCCUPATIONAL THERAPY SEMINARS

**Credits:** 3

**Instructor/Course Coordinator:**

Cynthia Perlman M.Ed, OT (c), erg.  
Office: Hosmer 306  
Office hours by appointment.  
514-398-5593  
cynthia.perlman@mcgill.ca

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

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

**Course Structure:** The course comprises 3 hours per week. A variety of formats will be presented including lectures, site visits, practical sessions (situated learning), small group participation and seminars with guest speakers (clinicians, researchers and beneficiaries). On occasion, classes will be combined (inter-professionally) with the physical therapy students.

**Overall Objective:** Students will understand the role of the occupational therapist in various rehabilitation settings including the role of team member of a multidisciplinary health care team. Students will recognize domains of practice, the enablement of occupation and the contribution of the OT to health and well-being. Students will participate in the development of a professional identity through active involvement in teaching and learning environments.

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

1. Describe:

- Occupational therapy principles and practice
- Occupation and Occupational performance and Occupational engagement
- The OT profile competency roles
- The importance of health promotion and wellness
- Professional behaviour

## 2. Understand:

- Specific perspectives of the OT in patient care, including inter-professional practice and client and family-centered care
- Common ethical, personal, and professional issues that arise in occupational therapy practice
- Human rights and the role for client advocacy

## 3. Demonstrate adequate competency in:

- Collaborative effective communication
- Observational skills
- Interviewing skills  
Teaching and learning principles (Identifying, summarizing and communicating new knowledge) using evidence to support application
- Understanding and respecting others' values and beliefs

## 4. Compare and contrast the diversity of roles of OT in various settings.

**Course Content:** Through seminars and group work, students will be introduced to the role of occupational therapists in the Quebec health care system. Occupational therapists from diverse fields or settings of practice and persons who have received OT interventions will be invited to be present.

Students will be exposed to various learning environments used to facilitate active participation in a seminar. These techniques will address issues pertaining to a) preparation prior to attendance, b) observations of clinicians in practice, c) active listening during the seminar, d) asking pertinent and clear questions immediately following the seminar, e) identifying new knowledge obtained through the seminar, and f) applying new knowledge. Students will also be exposed to aspects of professionalism and professional practice in occupational therapy including a) teaching and learning strategies, b) professional issues, c) professionalism and ethics, d) interviewing skills.

### **Course Materials:**

**Required Readings:** posted on-line through McGill Health Sciences Library/Course Reserves Catalogue and from postings on WebCT.

### **Student Assignment and Evaluation:**

- |   |     |
|---|-----|
| 1. Assignment on readings-prepare study questions: occupation | 5%  |
| 2. Communication and Interviewing assignment –OT/PT dyad      | 30% |
| 3. Comparative site-visit Journal entry                       | 15% |
| 4. Final Exam (multiple choice and short essay)               | 50% |

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to Section 9.4.7, Examinations, pages 154-155 of the 2011-2012 McGill University Health Sciences Calendar for information on University regulations regarding final and supplemental examinations. This course falls under the regulation concerning individual and group evaluation.

**Plagiarism/Academic Integrity:** McGill University values academic integrity.

Therefore, all students must understand the meaning of consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information).

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

**Attendance:** Attendance at all classes is expected. A student who misses in excess of 10% of compulsory seminars or site visits will lose 10 marks on the final course mark.

**Right to write in (English or in) French:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends. Papers must be submitted by 5 p.m. on the due date.

**Disability:** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009, particularly if you require accommodation for exams. Please register early in the semester.



## POTH 250 INTRODUCTION TO PROFESSIONAL PRACTICE

**Credits:** 3 credits

**Instructors:** Marie-Eve Bolduc, OT, M. Sc.      Crystal Garnett, PT, M. Sc.  
Office: Hosmer 303B                              Davis Room 311  
Please make appointments by email.  
(514) 398-1021                                      (514) 398-4400 ext.09678  
marie-eve.bolduc@mcgill.ca                      crystal.garnett@mcgill.ca

**Day, place and time of classes:** This course will be offered once a week for 3 hours/week for 13 weeks or equivalent. The course is scheduled on Mondays from 14h30 to 17h30 in room LEA COCK 232, except for massage labs, in which students will be placed in one of four groups: see WebCT for group schedules

**Prerequisites:** Successful completion of PT Seminars PHTH 245 or OT Seminars OCC1 245.

**Learning Outcomes:** By the end of this course the student will:

- ✓ List and define the principles of professionalism in health care
- ✓ List and define the major principles of cultural competence and how they apply to various client scenarios
- ✓ Identify the roles that occupational and physical therapists play in primary health care
- ✓ Apply the principles of interviewing skills to history taking
- ✓ Apply basic patient/therapist interactions
- ✓ Apply basic massage skills incorporating indications and counter indications
- ✓ Apply the principles of portfolio development by maintaining a reflective journal based on client visits
- ✓ Write references using APA Style
- ✓ Shadow an M1 Student in a clinical setting for 3 hours

**Course Content:** This course is a follow-up course to the OT/PT seminar given in the fall. It introduces students to the fundamentals of professionalism and professional behavior. It also introduces the concept of cultural competence and how it applies to clinical practice. In this course students will develop the basic skills necessary to conduct an initial interview with a client by practicing these skills during four (4) weekly client visits with a client. Specific topics addressed in the course include interviewing, massage, journal writing and portfolio development. A description of the topics to be addressed in the course is provided in Table 1.

**Instructional Methods:** This course will use readings, WebCT, lectures, practical massage labs and on-site client visits in selected facilities.

**Course Materials:**

- No text is required for this course
- Suggested and required readings, handouts and lecture notes will be posted on WebCT

**Assignments and Evaluation**

Assignments	Description	%
Quiz #1	Professionalism and scope of practice– multiple choice questions (January 16 <sup>th</sup> )	10%
Case based assignment 1	Principles of searching for literature (due on January 30 <sup>th</sup> )	10%
Case-based assignment 2	Defining the principles of cultural competence (due Feb 27 <sup>th</sup> )	10%
Individual Reflective Journal	Reflective journal from <u>4 client site-visits</u> (due March 26 <sup>th</sup> )	40%
Final Exam	Summative Final Exam - During Final Exam Period	30%

**It is the students' right to submit in English or in French written work that is to be graded (except for courses in which acquiring proficiency in a language is one of the objectives).**

Table 1 – Description of Course Content by Date

Dates	Topics	# Hours
Monday Jan 9	*Present course outline, objectives and assignments 1) Identity Development, Scope of Practice, Professional Roles & Introduction to Professionalism (Profs. Bolduc & Garnett)	3 hours
Monday Jan 16	2) 15- minute quiz on contents from lecture 1 Interviewing Skills/History Taking Lecture and interviewing assignment (Profs. Bolduc & Garnett)	3 hours
Monday Jan 23	3) Searching workshop (Jill Boruff), (Profs. Bolduc & Garnett) @Mc Lennon & Red Path libraries	3 hours
Monday Jan 30	4) Shadowing Visit with M1 students	3 hours
Monday Feb 6	5) Cultural Awareness Lecture (Dr. Park), (Profs. Bolduc & Garnett)	3 hours
Monday Feb 13	6) Massage Lecture – (Profs. Garnett) – 1.5 hr 7) Journal Writing (Prof. Bolduc ) – 1.5 hr	3 hrs
<p><u>From February 20<sup>th</sup> to March 19<sup>th</sup> Four Client Visits</u> will be organized in pairs of OT &amp; PT students (as much as possible). Students are to <u>visit the same client 4 times</u> &amp; maintain a portfolio/log of their visits and activities. <u>3 hours are allocated to this activity, which includes the actual visit and one- way travel time.</u></p> <p>The Visits called <b>“Adopt a Grand-Parent”</b> will be planned with Yellow Door &amp; Fulford House, etc. The duration of the actual visit with a patient each week will be between 60-90 minutes according to the patient’s tolerance and travel time required.</p>		
Monday Feb 27	8) <b>Visit #1:</b> Initiating: Introduction, taking social history with patient or family member; medical history; identifying what treatments patients have received in the past;	3 hrs
Monday Mar 5	9) <b>Visit #2:</b> Identifying client’s perceived needs and the services available in the patient’s community. Plan an indoor activity with the client based on their interests	3 hrs
Monday March 12	10) <b>Visit #3:</b> Plan an outing with the client (i.e.; to the mall, hair dresser, doctor’s appointment grocery shopping, etc.)	3 hrs
Monday March 19	11) <b>Visit #4:</b> Wrap-up, closure of relationship and make simple recommendations. <b><u>Students will organize this last visit according to their own schedule.</u></b>	3 hrs
Mar 26: 14h30 – 16h30	12) Massage Lab #1 - Leg Massage in 4 groups of 26	2 hrs/stud

<b>Dates</b>	<b>Topics</b>	<b># Hours</b>
Mar 26: 16h30 – 18h30	students (Prof. Asseraf–Pasin)	
Apr 2: 14h30 – 16h30 Apr 2: 16h30 – 18h30	13) Massage Lab #2 - Back & Neck Massage in 4 groups of 26 students (Prof. Asseraf–Pasin)	2 hrs/stud
Apr 16: 14h30 – 16h30 Apr 16: 16h30 – 18h30	14) Massage Lab #3 - Foot and Hand in 4 groups of 26 students (Prof. Asseraf–Pasin)	2 hrs/stud
	<b>Total</b>	<b>36 hours</b>

“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 <http://www.mcgill.ca/students/srr/honest/> for more information).”

(approved by Senate on 29 January 2003)

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the **right to submit in English or in French** any written work that is to be graded.”

(approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

“If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the **Office for Students with Disabilities** at 398-6009 (online at <http://www.mcgill.ca/osd>) before you do this.”

"Additional policies governing academic issues which affect students can be found in the **McGill Charter of Students' Rights** (Chapter One of the Student Rights and Responsibilities Handbook available as a PDF on <http://www.mcgill.ca/files/secretariat/Student-Handbook-2009-English.pdf>)."

"McGill University shall strive to be recognized as an environmentally safe and responsible institution, and as a model of environmentally responsible living. (see [www.mcgill.ca/tls/policy/environmental\\_policy](http://www.mcgill.ca/tls/policy/environmental_policy))"

“In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.” (see <http://www.mcgill.ca>)

## POTH 455 NEUROPHYSIOLOGY

**Credits:** 3

**Prerequisites:** PHGY209 Mammalian Physiology 1 – 3 credits and PHGY210 Mammalian Physiology 2 – 3 credits or an equivalent knowledge base as judged by the professors.

**Instructors:** Philippe Archambault, OT, PhD  
Office: Davis 34B  
Office Hours: By appointment  
(514) 398-7323  
philippe.archambault@mcgill.ca

Hugues Barbeau PT, PhD  
Hosmer 103  
Office hours: By appointment  
(514) 398-4519  
hugues.barbeau@mcgill.ca

Lesley Singer, PT  
lesley.singer@mail.mcgill.ca

**Course Objective:** To provide the student with neurophysiological principles, concepts and mechanisms underlying normal and pathological functioning of the individual. These principles will be illustrated by reference to normal brain functions in animals and man as well as through illustrations of the effects of their disruption in diseases and other conditions that compromise the normal functioning of the nervous system. At the end of this course, the student will understand the function of major brain structures and will have learned signs and symptoms of some important neurological disease processes that illustrate principles of brain function.

**Course Structure:** Two, two-hour sessions per week totalling four hours. Sessions will consist of didactic lectures and sessions that use case histories, student presentations and discussion questions to link neurophysiological principles to neurological conditions.

**Student Learning Objectives:** Upon completion of this course the students will be able to:

1. **Describe** neurophysiological concepts, principles and mechanisms underlying normal functioning and **explain** their relationships to normal and pathological functioning of the individual
  2. **Identify** key components of the etiology, the epidemiology and the clinical characteristics of common neurological conditions associated with malfunctioning of brain structures and **appreciate** factors leading to a differential diagnosis.
  3. **Identify** key components of the medical treatment and surgical interventions associated with common neurological conditions and **understand** the impact of such treatment on the functional outcome of clients.
1. **Organize** available information about the neurological conditions presented and **select** information that is potentially important in regard to their needs as future rehabilitation specialists.
  2. **Recognize** the main impairments associated with common neurological conditions and **appreciate** how rehabilitation intervention can address the resulting disabilities.

**Course Content (by class period):**

Period	Date	Topics & Structure
1	09-07	A) Course Introduction B) The Neurological Exam C) Neuroembryology D) Circulation and Cerebrospinal Fluid
2	09-12	A) Blood-Brain Barrier and Cell Death B) Peripheral Nerve Function
3	09-14	A) Spinal Cord Function – General Introduction and Spasticity B) Case 1: Traumatic Spinal-cord Injury
4	09-19	A) Spinal Cord Function – The Motor Unit B) Case 2: Non-Traumatic Spinal-cord Injury
5	09-21	A) Spinal Cord Function – Spinal Reflexes and Neuroplasticity B) Cases 3-4: Spina Bifida and Hydrocephalus
6	09-26	A) Student presentations 1-2: Guillain-Barré Syndrome & Muscular Dystrophy B) Review Session
7	09-28	A) Quiz: Periods 1-6 & Cases 1-4

		<b>B) Autonomic Nervous System</b>
<b>8</b>	<b>10-03</b>	<b>A) The Great Neuromodulatory Systems</b> <b>B) Student presentations 3-4: Multiple Sclerosis &amp; Amyotrophic Lateral Sclerosis</b>
<b>9</b>	<b>10-05</b>	<b>A) Brainstem, Cranial Nerve Functions, vestibular function, Sleep and Consciousness</b> <b>B) Case 5: Autonomic Dysreflexia</b>
<b>10</b>	<b>10-10</b>	<b>No class</b>
<b>11</b>	<b>10-12</b>	<b>A) Localization of Higher Brain Functions</b> <b>B) Student presentations 5-6: Diabetic Neuropathy &amp; Brachial Plexus Avulsion</b>
<b>12</b>	<b>10-17</b>	<b>A) Somatosensory System</b> <b>B) Case 6: Stroke Signs &amp; Symptoms</b>
<b>13</b>	<b>10-19</b>	<b>A) The Special Senses – Olfaction, Vision and Audition</b> <b>B) Student presentations 7-8: Stroke Pathophysiology &amp; Treatment for stroke</b>
<b>14</b>	<b>10-24</b>	<b>A) Mechanisms of Pain</b> <b>B) Case 7: Fibromyalgia</b>
<b>15</b>	<b>10-26</b>	<b>A) Emotions</b> <b>B) Student presentations 9-10: Secondary Stroke Prevention &amp; Thalamic Tumor</b>
<b>16</b>	<b>10-31</b>	<b>A) Mental Health – Neural Mechanisms</b> <b>B) Student presentations 11-12: Schizophrenia &amp; Addiction</b>
<b>17</b>	<b>11-02</b>	<b>A) Review Session</b> <b>B) Review of Self-learning modules</b>
<b>18</b>	<b>11-07</b>	<b>A) Disorders of the Extra-pyramidal System</b> <b>B) Case 8: Parkinsonism</b>
<b>19</b>	<b>11-09</b>	<b>A) Disorders of the cerebellum</b> <b>B) Cases 9-10: Traumatic Brain Injury and Meningitis</b>
<b>20</b>	<b>11-14</b>	<b>A) Brain plasticity – Learning and Memory</b> <b>B) Case 11: Alzheimer's disease</b>
<b>21</b>	<b>11-16</b>	<b>A) Sensory-motor integration</b> <b>B) Motor Learning</b>
<b>22</b>	<b>11-21</b>	<b>A) Speech</b> <b>B) Case 12: Speech disorders</b>

23	11-23	A) Sexuality B) Student presentations 13-14: Cerebellar Disorders & Executive function
24	11-28	A) Attention Deficit/Hyperactivity Disorder, Autism B) Student Presentation 15-16: Whiplash Injury & Cerebral Palsy
25	11-30	A) Review session - Topics determined by students and instructors B) Review of self-learning modules
26	12-05	TBA

### Course Materials:

Purves, D, Augustine G.J., Fitzpatrick D, Hall W.C., Lamantia A-S, McNamara J.O., Williams S.M. (2004) Neuroscience (3rd ed) Sinauer Associates: Sunderland, MA.

Plus assigned readings.

### Student Assignment and Evaluation:

Quiz	15% (scheduled very early in the course)
Final Exam	40% (to be scheduled during exam period)
Assignments	45%

- Preparation for clinical presentations: (20% of final mark)
  - Online (WebCT) quizzes (10% of final mark)
  - Self-learning report (10% of final mark)
- Case presentations: (25% of final mark)
  - Oral (10% of final mark)
  - Written (10% of final mark)
  - Peer Evaluation (5% of final mark)

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

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. A supplemental exam is permitted in this course. Please refer to the appropriate section in the Health Sciences Calendar on University regulations regarding final and supplemental examinations.



This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion. The modalities used for remedial work will be determined by the instructors on a per case basis.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Attendance:** The instructors reserve the right to request attendance in classes where student participation is expected.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** An individual who does not complete a required assignment and who does not have a university recognized reason for deferral will receive a 0 in that portion of the course. Assignments submitted late will receive a deduction of 2% per day, including week-ends.

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

## POTH 434 MUSCULOSKELETAL BIOMECHANICS

<b>Credits:</b>	3
<b>Instructor:</b>	Richard Preuss pht PhD Office: H308 (by appointment) 514-398-4400 x00652 richard.preuss@mcgill.ca
<b>Day:</b>	Mondays & Wednesdays
<b>Place:</b>	McIntyre Medical Building 521
<b>Time:</b>	2:35 - 3:55
<b>Prerequisite:</b>	EDPK 206 (Biomechanics of Human Movement)

**Course Description:** This is a lecture-based course, primarily covering the biomechanical properties of musculoskeletal tissues, the mechanical factors involved in their injury, and their potential for adaptation and recovery. Some fundamental principles of motion will also be reviewed, with the aim of integrating the biomechanics of motion with the properties of the biological tissues involved. The students will learn how these principles relate to traumatic and chronic injury, and begin to incorporate them into scientifically-based clinical evaluations and treatments. Students are expected to have a firm understanding of the topics covered in the prerequisite course EDPK206 (Biomechanics and Human Movement), and the much of the content of POTH434 will expand on this previous material.

**Course Structure and Instructional Method:** The course will take place over two (2) 1.5-hour sessions each week, for 13 weeks. The course will be primarily lecture-based, with any additional instructional methods and approaches to be announced.

**General Learning Objectives:** At the end of the course, the student will be able to:

1. Describe, compare and contrast the fundamental biomechanical properties of various musculoskeletal tissues.
2. Compare and contrast the mechanisms through which various musculoskeletal tissues become injured, recover, and adapt to specific loading conditions.
3. Integrate these principles with prior knowledge of anatomy, physiology, physics and mathematics.
4. Describe the potential effects of exercise interventions, as well as other therapeutic techniques, on the health and biomechanical properties of various musculoskeletal tissues.
5. Begin to integrate the requirements for functional movement with the biomechanical properties of the musculoskeletal system.
6. Begin to integrate each of these concepts into their analysis and critique of the current scientific and clinical literature.

N.B. Specific learning objectives will be outlined prior to each section

**Course Content:**

- Review – Tissue Mechanics
- Connective Tissue Ultrastructure
- Bone
- Articular Cartilage
- Synovial Fluid and Joint Lubrication
- Fibrocartilage
- Meniscus
- Labrum
- Intervertebral Disc
- Ligament
- Tendon
- Peripheral Nerves
- Skeletal Muscle
- Joint Stability
- Coordinated Movement

## **Class Schedule:**

January 4 (W)	Tissue Mechanics
January 9 (M)	Tissue Mechanics (cont) & Connective Tissue Ultrastructure
January 11 (W)	Bone
January 16 (M)	Bone (cont.)
January 18 (W)	Articular Cartilage
January 23 (M)	Articular Cartilage (cont.)
January 25 (W)	Ligament
January 30 (M)	Joints
February 1 (W)	Review for exam 1
February 6 (M)	Exam 1
February 8 (W)	Fibrocartilage
February 13 (M)	Menisci & Labra
February 15 (W)	Intervertebral Disc
February 20 & 22	Reading Week
February 27 (M)	Intervertebral Disc (cont.)
February 29 (W)	Peripheral Nerves
March 5 (M)	Peripheral Nerves (cont.)
March 7 (W)	Tendon
March 12 (M)	Review for exam 2
March 14 (W)	Exam 2
March 19 (M)	Skeletal Muscle
March 21 (W)	Skeletal Muscle (cont.)
March 26 (M)	Skeletal Muscle (cont.)
March 28 (W)	Joint Motion and Stability
April 2 (M)	Dynamic stability
April 4 (W)	Posture
April 9 (M)	Easter Monday
April 11 (W)	Gait
April 16 (M)	Review for final exam
April 17 - 30	Final exam period

## Course Materials:

**Handouts:** The instructor's PowerPoint presentation notes, and supplementary materials, will be available through WebCT Vista during the semester.

**Textbook:** No required text.

## Additional Readings:

References will be provided for each topic, which the students may use as readings to supplement the lecture material.

Specific resources and materials will be placed on reserve at the Health Sciences Library.

## Summative Evaluation:

<b>Exam 1</b>	<b>25%</b>
Written; multiple choice and short answer format	
<b>Exam 2</b>	<b>25%</b>
Written; multiple choice and short answer format	
<b>Final Exam</b>	<b>50%</b>
Written; multiple choice and short answer format	
<b>Total:</b>	<b>100%</b>

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the rules and regulation for information regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Attendance:** Students are expected to attend all lectures.

**Right to write in (English or in) French:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

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

## POTH 401 RESEARCH METHODS

**Credits:** 3

**Prerequisites:** Successful completion of previous year courses.

**Instructor:** Judith Soicher, PT, PhD (coordinator)  
Office: Davis House 22  
(514) 398-8577  
judith.soicher@mcgill.ca

Guest lecturers (see course schedule)

**Course Objective:** The purpose of this course is to expand knowledge and skills related to rehabilitation research, in order to critically appraise scientific evidence and to actively participate in clinical research projects.

**Course Structure:** Two (2) 1.5 sessions per week for 13 weeks. Lectures or self-directed sessions as appropriate.

**Student Learning Objectives:** Upon completion of this course the student will be able to:

1. Describe strengths, weaknesses, sources of bias and applications of various research designs and statistics.
2. Understand questionnaire and survey design.
3. Discuss factors considered when selecting a measurement tool for clinic/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. Acquire a basic understanding of research ethics guidelines.

**Course Content:** See class schedule

**Suggested Text:**

- *Foundations of Clinical Research: Applications to Practice*. 3<sup>rd</sup> ed. Portney LG, Watkins MP. Appleton & Lange; Norwalk, Connecticut, 2008.

**Additional readings:** Additional readings may be assigned during the course.

## **Student Assignment and Evaluation:**

- |                 |          |
|-----------------|----------|
| 1. Midterm exam | 40 marks |
| 2. Final exam   | 60 marks |

**The content and/or evaluation scheme in this course is subject to change.**

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate section in the Health Sciences Calendar on University regulations regarding final and supplemental examinations. The student's mark will be affected by late submission of the assignment.

This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational and Physical Therapy Course Guides.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** An individual who does not complete a required assignment and does not have a university recognized reason for deferral would receive a 0 in that portion of the evaluation.

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



## OCC1 545 THERAPEUTIC STRATEGIES IN OCCUPATIONAL THERAPY I

**Credits:** 8

**Coordinators:** M.E. Bolduc, F. Coutinho, S. Mak, B. Nedelec, A. Robert

**Course Instructors:** Clinical OT faculty

**Course Description:** Occupational therapy (OT) evaluation and intervention in health conditions related to disorders of musculoskeletal structures.

**Expanded Course Description:** A musculoskeletal framework is used to evaluate occupational performance, to establish client-centered goals and to competently navigate case studies, across the lifespan. Case discussions will be framed using the Canadian Model of Occupational Performance and Engagement.

**Course Structure:** This course includes 4.5 hours of lecture, 4.5 hours of practical seminars where assessment and treatment skills will be developed and mastered, and 2 hours of interactive clinical reasoning workshops per week. Group and self-directed learning activities will be emphasized.

**Overall Objectives:** The student therapist will acquire knowledge and skills necessary to:

1. evaluate the physical, affective and/or spiritual performance components for various musculoskeletal conditions throughout the lifespan,
2. evaluate the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance,
3. establish client-centred goals, and
4. plan, initiate, carry out and evaluate occupational performance-based treatment that is appropriate for individuals of all ages.

**Learning Outcomes:** Upon completion of this course, the student therapist will demonstrate competence in the following areas:

1. Describe musculoskeletal conditions, associated pathologies and medical interventions.
2. Discriminate amongst the musculoskeletal conditions, associated pathologies and medical interventions.
3. Apply the Canadian Model of Occupational Performance and Engagement for a given client in relation to occupational therapy assessment and intervention.

4. Propose the 'most appropriate' OT assessments for a given client, based on scientific evidence and ethical considerations and guided by clinical reasoning.
5. Develop a comprehensive OT assessment plan for a given client and perform the assessments for:
  - a. voluntary movement
  - b. action
  - c. task
  - d. activity
  - e. occupation
  - f. client priorities & satisfaction with performance.
6. Analyse the physical, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance.
7. Synthesize and document assessment results in accordance with the Canadian Model of Occupational Performance and Engagement and professional standards.
8. Plan an OT treatment for a given client that is based on scientific evidence and ethical considerations and is guided by clinical reasoning.
9. Develop and document the OT problem list, long- and short-term goals and treatment plan that is the 'most appropriate' for a given client including:
  - a. therapeutic activities & modalities
  - b. strategies to enhance independent living
  - c. environmental modifications to enable health and well-being
  - d. psychosocial interventions.
10. Effectively implement Occupational Therapy by:
  - a. establishing a professional relationship with the client
  - b. using effective communication
  - c. choosing the best mode of service delivery
  - d. adhering to professional standards
11. Appraise and document the treatment outcome and client satisfaction using selected outcome measures.
12. Students will apply and discuss reflective practice principles.

**Course Materials:**

**Required Texts:** Course Pack

1. Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore.
2. Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario.
3. Van Ost, L. (2010). Cram Session in Goniometry: A Handbook for Students & Clinicians. Slack Inc.: Thorofare, NJ.

### **Recommended Texts:**

1. Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario
2. Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6th Edition, Lippincott, Williams and Wilkins: Baltimore

**Student Assignment and Evaluation:** Student evaluation will be done in an ongoing format throughout the term and will include both formative and summative evaluations.

### **Mark distribution:**

#### Competency based assignments – 10%

There will be 10 competency-based assignments throughout the semester. These will count for 10% of the final grade for the course. In order to obtain the 10%, students are required to show competency on all of the assignments.

#### Case-based assignments – 30%

There will be 5 case-based assignments throughout the semester. Students will be working in assigned groups.

#### Modified Objectively Scored Clinical Examination (mOSCE) - 40%

The mOSCE is a practical examination with simulated clients/patients used to assess clinical skills performance.

#### Final examination – 20%

The final examination is a written examination that takes place during the university final examination period. This exam will include both short answer and essay-type questions.

A detailed description of these evaluations will be provided as part of the course outline on the first day of class.

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

**Special Requirements for Course Completion and Program Continuation:**

For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities. When working with simulated patients student must be dressed professionally.

**Skills Building Attendance Mark:** Attendance at all seminars and clinical reasoning workshops is mandatory. Students will not be able to miss more than 10% (i.e. more than 2 per term) of the seminars or 10% (i.e. more than 1 per term) of the clinical reasoning workshops without a written excuse. If they do, 10% of the total course mark will be removed.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends.

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

**Professional Conduct:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

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

## OCC1 550 ENABLING HUMAN OCCUPATION

**Credits:** 3

**Instructor:** Cynthia Perlman, MEd (Coordinator)  
Office: Hosmer 306 (By appointment)  
(514) 398-5593  
cynthia.perlman@mcgill.ca

**Facilitators/TA:** TBA

**Course Objective:** This is a foundational course introducing students to theoretical and clinical practice frameworks and models of human occupation that will be used in all professional courses within the Program, thereby initiating the development of a professional identity as an Occupational Therapist.

**Course Structure:** One (1) two (2) hour lecture per week, and one (1) two (2) hour lab per week. Self-directed learning environments, including a Web-based tutorial, are provided to allow for additional practice and feedback with lecture and lab content.

**Student Learning Objectives:** On completion of this course the student will be expected to:

1. Define Occupational Therapy, occupation, occupational performance/identity/balance/development/engagement/participation.
2. Explore the underpinnings of occupational science within the contexts of evidence-based practice.
3. Explain the philosophies, definitions, frameworks and/or models of human occupation in relation to the concepts of health, well-being and justice (advocacy).
4. Experience a variety of purposeful activities and their impact on a client's
5. occupational identity, engagement and participation.
6. Discriminate between the domains of the Activity Analysis/ Traditional Analysis (TA) frameworks in order to apply a purposeful activity to meet occupational performance issues.

7. Relate the domains and sub-domains of two models of practice 1) Canadian Model of Occupational Performance (CMOP-E) and 2) Model of Human Occupation (MOHO) in terms of the individual and the environment.
8. Apply 'activity analysis' to the Activity Analysis /TA frameworks, CMOP-E and MOHO, to case-based contexts.
9. Adapt or modify a purposeful activity (termed grading), in relation to a new content and context, to facilitate health, well-being and justice.
10. Examine the influence of culture on occupation through the professional concept models, including the KAWA Model.

**Course Content:**

- Introduction to the history and philosophies of Occupational Therapy
- Introduction to models of human occupation (CMOP-E, MOHO and KAWA).
- Orientation to the analysis of a variety of occupational performance issues in the context of these models and/or framework.
- The adaptation and modification of these issues for therapeutic purposes will be studied.

**Course Materials:**

**Required Texts:**

1. Townsend & Polatajko (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being and Justice through Occupation*. Ottawa, ON: CAOT Publications ACE.
2. Kielhofner, G. (Ed.) *Model of human occupation: Theory and application* (4th ed.). Baltimore, MD, Lippincott, Williams & Wilkins
3. Course Pack (required readings) - Please see lecture outlines for mandatory and supplementary readings. A complete bibliography is included preceding the lecture outlines.

### **Recommended Text:**

- Leary, S. (1994). *Activities for Personal Growth*. Philadelphia, PA: MacLennan & Petty Ltd. Sections of this text will be used in lab. Four copies of this text are in the Assessment library. Unfortunately, the book is out of print.

### **Student Assignment and Evaluation:**

Two (2) written journal entries(10pts ea) + journal synthesis (5 pts)	25%
Final Examination	35%
Project	35%
Completion of all Web tutorial assignments	5%

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

**Special Requirements for Course Completion and Program Continuation:** For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. A supplemental exam is permitted in this course. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

Advancement to the OCC1-501/502 Clinical Affiliation 1 is dependent on students successfully **passing OCC1-550 Enabling Occupation** (see Clinical Affiliation Guidelines).

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Attendance:** Students are expected to attend all lectures and labs, including Web-based tutorial labs. Students who have missed more than 10% of laboratory or small group sessions (i.e. *any* lab in this course), or who miss any required professional workshop or seminar, without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.



**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** All assignments must be completed in order to pass the course. Late submissions will result in a deduction of 5% of the assignment grade. Papers must be submitted before 5 p.m. on the due date.

**Disability:** "If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009.

## OCC1 546 STRATEGIES IN OCCUPATIONAL THERAPY PROFESSIONAL PRACTICE

**Credits:** 3

**Prerequisites:** Successful completion of OCC1-245 and POTH-250 or admission to qualifying year of entry-level professional masters program.

**Lecturers/Coordinator:**

C. Storr (OT)	M. Hunt (PT)
Office: D2	H205
398-6561	398-4400 ext. 00289
caroline.storr@mcgill.ca	matthew.hunt@mcgill.ca

**Access to the Instructors:** Office hours by appointment. Please email or call ahead to make appointment.

**Course Description:** Study and analysis of strategies and systems which impact the role of the occupational and physical therapy professional in health service delivery settings. This course includes selected topics on healthcare environments, service delivery models, professional competence, ethics, global health, administration, management and patient safety.

**Course Structure:** This course offered in the Fall U3/QY term will be hybrid in nature consisting of lectures, self-learning modules, case work, seminars and site visits for clinical reasoning/skill development. Lectures will be scheduled on Tuesday afternoons of varying duration with the exception of the first two weeks of October. This is the third of seven professional development courses offered in the combined undergraduate and master's professional program.

**Course Objective:** This course is intended to prepare students for the 4 Clinical Practica Courses and future practice by offering foundational knowledge and skills for developing, leading and managing OT/PT practice, both in the public and private healthcare sectors.

It incorporates an understanding of organizational and change theory, as well as professional competence at the level of the person, organization and policy.

Students will learn where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to practice which may be required in the work situation. The students will be exposed to both the Canadian and the Quebec health

care system as students are expected to learn in this Quebec environment for their 4 related clinical practicum courses.

**Student Learning Outcomes:** The students will be able to:

1. define and analyze personal leadership attributes and competencies related to respective profiles of practice
2. understand and analyze the current social, economic, political, geographic and demographic factors that promote the provision of OT/PT services and health promotion.
3. understand the human, physical and financial resources needed for delivery of a service program.
4. describe the principles of effective team work with colleagues, clients, employers
5. understand and apply principles of patient education, safety (including PDSB), and professionalism
6. understand the principles of evidence-base and best practice in PT/OT client-centred management
7. understand and apply ethical practice guidelines
8. apply the principles of OT/PT advocacy in practice domains
9. apply the principles of reflective practice, mentoring and professional portfolios

## Course Schedule:

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Readings</b>	<b>Lect.</b>
Sept. 6 McMed 504	Course Introduction; National Essential Competency Profiles, Reflective Practice (including professional portfolios, leadership)	- Reflective Journal Assignment introduced - Final Assignment introduced	1. Discipline specific national competency document 2. On-line module on reflective practice (to be completed by Sept 20 <sup>th</sup> )	C. Storr/M. Hunt/ J Soicher
Sept 13 McMed 504	Global Health and Rehab  (including intro to international fieldwork opportunities)	- Debate groups, topics and dates assigned	On WebCT	M. Hunt
Sept 20 McMed 504	Health Promotion and Well-Being (chronic disease model)	- Online module to be completed by this date	On WebCT	S. Ahmed
Sept 27 McMed 504	Evolving Canadian and Quebec healthcare and rehab	- Reflective Journal Assignment Due - Group Case Assignment introduced		C. Storr
Wed, Oct 5 (1/2 of class)	IPE workshop: Interprofessional Teams (1/2 class)			
Tues, Oct 11 McMed 504	OEQ: legal and ethical issues for OT	Attendance Compulsory	Code of Ethics of OEQ (WebCT)	OEQ (Jacques Gauthier)
Wed, Oct 12	IPE workshop: Interprofessional Teams(1/2 class)			

Thurs, Oct 13 @ 2pm McMed 504	OPPQ: legal and ethical issues for PT	Attendance Compulsory	Code of Ethics of OPPQ (WebCT)	OPPQ (Maude Laliberté)
Oct 18 McMed 504	Practice Manager	- Group Case Assignment due - Team and topics for Final Assignment should be reviewed with C Storr or M Hunt by this date	Customer service/marketing, patient education/disability tax credits/resource management	C. Storr
Oct 25 McMed 504	Quality Assurance and Patient Safety/PDSB theory	Attendance Compulsory	1.PDSB text	M. Daly/ F. Pennino
Nov 1 McMed 504	Ethics for Practice		On WebCT	M. Hunt
Nov 8 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate	Debate readings	F. Pennino/C. Storr/M. Hunt/M. Auais
Nov 15 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate	Debate readings	F. Pennino/C. Storr/M. Hunt/M. Auais
Nov 22 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate	Debate readings	F. Pennino/C. Storr/M. Hunt/M. Auais
Nov 29 Hosmer CH + Rooms	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate Final Assignment Due on <u>December 5th</u>	Debate readings	F.Pennino/ C. Storr/ M. Hunt/ M. Auais

TBA				
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**Course Materials:**

**Required Texts:**

1. Required readings will be posted on WebCT and/or placed on reserve in the McIntyre medical library
2. PDSB Participants Workbook: “Principles for moving patients safely” 2004 version ASSTSAS.

**Student Assignment and Evaluation:**

Reflective Journal Assignment	15%
Self-directed learning (On-line module)	5%
Group Case Analysis	25%
Debate	20%
Group Final Assignment	25%
Participation (PDSB, OEQ/OPPQ & class activities)	10%

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

**Special Requirements for Course Completion and Program Continuation:**

For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the professional program. It is each student's responsibility to have appropriate, professional attire during lectures, presentations and site visits.

**Attendance:** Students are expected to attend every lecture. Attendance is compulsory for all debates/PDSB/ OEQ and OPPQ content and will be marked accordingly.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives. Group poster presentations are to be given in English as they are a group learning activity.

**Consequences on not completing assignments as requested:** Assignments are due on dates posted on the schedule. Late assignments will be penalized by two (2) marks deducted for each day late.

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

## OCC1 551 PSYCHOSOCIAL PRACTICE IN OCCUPATIONAL THERAPY

**Credits:** 3

**Prerequisites:** Successful completion of OCC1-550 Enabling Human Occupation.

A university level course in Abnormal Psychology is highly recommended. Alternatively, preparatory reading on psychiatric diagnosis prior to the course is essential. A reading list can be provided upon request.

**Course Coordinator:**

Suzanne Rouleau  
514-340-8222, extension 5154  
suzanne.rouleau@mcgill.ca  
Meetings by appointment only

**Lecturers:**

Sandra Everitt, M.A.  
Melissa Park, Ph.D.  
Suzanne Rouleau, M.Sc.  
Hiba Zafran, M.Sc.

**Course Description:** This course will cover the basic principles and application of psychosocial assessments and treatment approaches in occupational therapy (OT) for clients with psychiatric conditions and/or psychosocial dysfunction. The Model of Human Occupation (MOHO) will be used as a theoretical framework.

**Expanded Course Description:** This is a lecture, clinical and case-based reasoning, and experiential course. It covers OT theory (MOHO), use of psychosocial assessments, goal setting, individual and group interventions in clinical OT, and therapeutic use of self for clients with psychiatric conditions, mental health issues and/or psychosocial dysfunction. Students will have the opportunity to practice essential clinical skills in the Applied Skills Laboratory sessions.

**Course Structure:** This course consists of 2 ½ hours/week of lectures and/or clinical reasoning case-based group discussions; and six (6) three-hour applied skills seminars during the winter semester.



**Learning Outcomes:** On completion of this course, the student will be expected to:

1. be aware of the roles of occupational therapists in mental health
2. analyze the impact of psychiatric conditions on a person's occupational identity and trajectory
3. determine and select an evaluation process for clients with various conditions
4. determine patient-oriented outcomes and select appropriate therapeutic interventions for a individuals and/or group of clients with psychosocial dysfunction.
5. engage in clinical reasoning, including reflective practice, while developing skills related to therapeutic use of self in mental health interviewing and group interventions
6. use the theory of group process to observe and analyze groups.

**Course Content:**

1. History of OT in psychiatry and roles of occupational therapists in mental health
2. The analytic application of the MOHO model to clients in mental health
3. The use of self in interviewing, eliciting patient oriented outcomes and leading groups
4. Principles and application of psychosocial assessments
5. Establishment of client-centered treatment goals
6. Introduction to treatment approaches for an individual and/or a group of clients with psychosocial dysfunction, across the lifespan.

**Applied Skills Seminars:**

1. Seminar on interviewing to elicit patient oriented outcomes
2. Simulation center: Interviewing clients with psychiatric conditions
3. Hands on Objective Assessments
4. Clinical reasoning workshop on setting goals and selecting assessments
5. Therapeutic Use of Self in a group context I: leadership styles, process vs. content
6. Therapeutic Use of Self in a group context II: facing therapeutic challenges

Detailed information on the lectures and seminars will be available on webCT.

## Required Texts

- Cara, E. & MacRae, A. (2004). *Psychosocial Occupational Therapy: A Clinical Practice, 2<sup>nd</sup> ed.* Clifton Park, NY: Thompson Delmar Learning.
- Dimock, H.G. & Kass, R. (2007) *How to observe your group.* 4<sup>th</sup> ed. North Concord, ON: Captus Press Inc.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health:*
- *An Integrative Approach, 2<sup>nd</sup> ed.* Thorofare: Slack.
- Kielhofner, G. (2008). *Model of Human Occupation: Theory and Application, 4<sup>th</sup> ed.*
- Philadelphia: Lippincott, Williams & Wilkins.
- Everitt, E., Park, M., Rouleau, S., Zafran, H. (2012) OCC1-551 Psychosocial Practice in Occupational Therapy – CoursePack

## Recommended Texts (copies on reserve at the library)

- Kaplan, H.I., & Sadock, B.J. (latest edition). *Kaplan and Sadock's Synopsis of Psychiatry.* Baltimore: Lippincott, Williams & Wilkins.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: DSM-IV-TR*, 4th text. rev. ed. Washington, DC: American Psychiatric Association.
- Bonder, B. (2004). *Psychopathology and function*, 3<sup>rd</sup> ed. Thorofare: Slack.

## Student Assignment and Evaluation: TBA, may consist of:

- Case-based assignments in groups
- Individual Reflective Journal
- Seminar attendance and participation
- Final Exam
- Details will be provided on the first day of class

**Handing in Assignments:** Assignments must be submitted on webCT by the due dates.

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

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least 60% must be obtained as a total course mark for B.Sc students and 65% for Qualifying Year students. A supplemental is permitted in this course. Please refer to the Rules and Regulations for information regarding final and supplemental examinations.

This course falls under the regulation concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Attendance:** Students are expected to attend every lecture and lab. Students who have missed more than 10% of laboratory or small group sessions (i.e. *any* lab in this course), or who miss any required professional workshop or seminar, without prior approval or a medical notice will have a 10% mark deducted from their final course mark. This rule applies to labs and to all required workshops, seminars or professional activities within this course.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** Lateness will be penalized by the loss of 1 mark/day.

**Disability:** "If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009.

## **The following behaviours are expected of health care professionals**

**Professional Conduct and Dress Code:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

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

## OCC1 547 OCCUPATIONAL SOLUTIONS I

**Credits:** 6

**Course Coordinators:**

Patrícia Belchior, BSc. OT, PhD	Cynthia Perlman MEd. , OT(C), erg.
Office: Hosmer House 203	Hosmer House 306
514-398-4400 ext 00675	514-398-5593
patricia.belchior@mcgill.ca`	cynthia.perlman@mcgill.ca

By appointment only

**Teaching Assistant:** TBA

**Course Description:** Assessment and treatment of clients across the lifespan with disorders of the nervous system, and a focus on motor, perceptual- cognitive and behavioural impairments.

**Course Structure:** Course consists of two 3-hour sessions per week (6 hours total) comprising lecture/practical sessions using cases-based/self-directed learning contexts. Clinical site visits are included, as well.

- Monday: 11:30 - 2:30 PM.
- Tuesday: 2:30 - 5:30 PM.

Room allocations may vary according to weekly class format and structure. Please check the syllabus and Minerva before each class to confirm room location.

### I. Professional Competencies

By participating in this course, the student will be able to:

1. Acquire knowledge of neurological conditions across the lifespan and their impact on the client's functioning and well-being.
  - a. Understand the pathology and impact on occupational performance, activities and participation;
  - b. Identify client strengths, challenges and resources available to assist in client-centered goal setting;

- c. Recognize the unique roles and arenas of occupational therapy practice for pediatric, adult and geriatric clients with neurological conditions.
2. Apply appropriate evaluation approaches according to the client's needs and provincial/national regulatory standards.
  - a) Select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context;
  - b) Thoroughly review, demonstrate and analyse the results of selected assessments;
  - c) Formulate a problem list from assessment results, and develop and prioritize treatment goals based on the problem list.
3. Develop and apply intervention strategies that address a client's needs in relation to the ICF, within a case-based context.
  - a) Implement a client-centered approach in the care of clients across the lifespan with neurological conditions (and their families).
  - b) Differentiate the different treatment/approaches of OT practice in neuro-rehabilitation and justify their use in the clinical setting;
  - c) Seek, appraise and apply evidence in the literature to clinical interventions in neuro-rehabilitation;
  - d) Develop treatment strategies based on assessment results, treatment goals and treatment approaches tailored to the client's individual needs in order to promote competence and health in occupational performance domains across the lifespan.

## **II. Professional Development**

The student will be able to:

1. Learn to utilise a self-directed approach to acquire and integrate new knowledge to clinical skills;
2. Develop skills in oral and written communication necessary for educating and consulting client, family, team members and students;
3. Value ethical, respectful behavior;
4. Value the importance of advocating on behalf of the clients;
5. Support a collaborative, interdisciplinary team approach.

## Required Texts:

1. Case-Smith J. and Clifford O'Brien J. (2010) *Occupational therapy for children: 6th ed.* (C-S)
2. Radomski and Trombly Latham (2008) *Occupational therapy for physical dysfunction: 6th ed.* (R&T)
3. Zoltan B. (2007) *Vision, perception, and cognition: a manual for the evaluation and treatment of the neurologically impaired adult: 4<sup>th</sup> ed.* (Zoltan)

**Additional Readings from the literature will be assigned.**

**It is expected that each student independently complete the modules [Physical and Occupational Therapy - Neuroscience Learning Resource for Rehabilitation Students](#) on WebCT, as this information is critical to your understanding of neurological illnesses and your ability to apply evaluation and treatment techniques to this population. The Neuroscience Learning Resource Modules, posted on WebCT, are a self directed activity and the contents of these modules will be incorporated into the course and into the mid-term quiz.**

## Course Evaluation:

Written and oral assignments (3)	25%
1) Adolescent and Adult Development (group)	5%
2) Neurological Conditions (group)	10%
3) Assessments (individual)	15%
Group A - Pediatrics	
Group B – Adults	
Midterm quiz (individual)	15%
Final case presentation (group)	25%
Final Exam (individual)	30%

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least C+ (60%) for U3 students or B- (65%) for QY students must be obtained as a total course mark. Both individual and group sections of the course must be passed. A supplemental exam is permitted in this course. Please

refer to Section 6.4, Student Evaluation and Promotion, McGill University Health Sciences Calendar for information on University regulations regarding final examinations and supplemental examinations.

**Plagiarism/Academic Integrity:** 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. Please see: [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information.

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)

**Professional Conduct and Dress Code:** Professionalism and accountability are expected throughout the professional program. This includes the on-going respectful nature of teacher-student as well as student-student interactions. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities, particularly during clinic visits.

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

**Attendance:** Attendance is expected for all classes and is mandatory for all lab sessions and clinical site visits. The instructors reserve the right to request attendance in classes where student participation is expected.

**Right to write in (English or in) French:** "Every Student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objects of the course." Group oral presentations are to be given in English as they are a group learning activity.

**Consequences of not completing assignments as requested:** An individual who does not complete a required assignment and who does not have a university recognized



reason for deferral will receive a 0 in that portion of the course. Assignments submitted late will receive a deduction of 5% per day, including week-ends. All assignments are due by 5:00 pm on the specific due date.

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

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

## OCC1 548 HOLISTIC APPROACHES IN OCCUPATIONAL THERAPY

**Credits:** 3

**Prerequisites:** Successful completion of OCC1 545  
Therapeutic Strategies in OT1  
OCC1 546 Strategies in OT Professional Practice and  
OCC1 550 Enabling Human Occupation

**Instructor:** Franzina Coutinho, PhD and guests

**Access to the Instructor:**

Office: 302 Hosmer House.  
Office hours: TBA  
514-398-4400 x 00394  
franzina.coutinho@mcgill.ca

Email and telephone messages are given priority and efforts are made to return student calls promptly.

**Date and time of lectures:** One 3-hour class per week. Day and time TBA.

**Calendar Course Description:** The theory, principles of treatment, clinical reasoning and therapeutic use of activities in the OT intervention of acute and chronic medical and surgical conditions.

**Online Course Evaluations:** Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying situations where a course or instructor needs assistance. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed in order to facilitate student learning

**Learning Outcomes:** Upon completion of this course, the student will be expected to:

1. Describe the clinical features of the most prevalent chronic health conditions seen in rehabilitation and across the lifespan.
2. Describe the general medical and/or surgical approach to the treatment of these conditions.

3. Analyze the impact of chronic health conditions on the general health and well being of the individual with a chronic condition
4. Describe and analyze the impact of these conditions on occupational performance
5. Define the occupational therapy assessment process for various chronic health conditions.
6. Develop and analyze an assessment plan for various chronic health conditions.
7. Develop a comprehensive and evidence-based treatment program based on the assessment results and chosen theoretical framework
8. Evaluate the effectiveness of assessment and treatment approaches generally used in OT with these client populations
9. Describe the concepts of chronic disease, health promotion, prevention, wellness, determinants of health and interprofessional practice
10. Analyze the application and relevance of these main concepts across the OT process and within all conditions covered

**Course Content:** The focus of the course will be on the occupational therapy process of various chronic health conditions. The students will be exposed to the observable clinical features and the occupational therapy assessment and treatment process involved in the management of clients with those conditions. All conditions will also be examined from the perspective of health promotion, disease prevention and interprofessional practice. The conditions which will be covered across the lifespan include respiratory problems, oncology, palliative care and end of life issues, adult and paediatric cardiac conditions, trauma and injury prevention, measures of health and well being, pain and the role of OT in the intensive care unit and emergency room.

**Instructional Methods:** This course will include readings, reading guides, lectures, WebCT, interactive lecturing, clinical cases and vignettes, small group work and site visits. The instructors will not be explicitly lecturing on the pathophysiology of the various conditions. The instructors may review the topics briefly and ask for student input on those aspects of the conditions. It is the responsibility of the student to acquire this content prior to class through the readings. Students are also expected to find literature in a self-directed manner in order to complement their understanding of the condition if deemed necessary. The majority of the class will be devoted to the occupational therapy assessment and treatment of those conditions. Classes will take place either in the classroom, in the simulation center or in actual health care settings.

**Course Materials:** Each class will have a designated list of readings and class notes. The class notes will be posted on WebCT. There will also be a required course pack that will include the readings assigned for each topic. This course pack can be purchased at the McGill bookstore. It is the responsibility of the student to read all assigned course materials prior to the lectures.

**Required Texts:**

1. Course pack for OCC1-548
2. Radomski, V. M. & Trombly Latham, C. (2008). *Occupational Therapy for Physical Dysfunction*, (6<sup>th</sup> edition), Wolters Kluwer

**Recommended Texts:**

1. Townsend, E., & Polatajko, H. (2002). [Enabling Occupation: An Occupational Therapy Perspective](#). Publication of the Canadian Association of Occupational Therapists.
2. Townsend, E., & Polatajko, H. (2007). [Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being & Justice through Occupation](#). Publication of the Canadian Association of Occupational Therapists
3. Publication Manual of the American Psychological Association, Sixth Edition

**Complete reading list:** TBA

**Student Assignment and Evaluation:** TBA

**\*\*\* Passing the course is contingent upon submission of all assignments.**

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

**Special Requirements for Course Completion and Program Continuation:** For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. The assignments that require a group presentation will be evaluated on presentation and professionalism both with respect to style and dress code. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Attendance:** Attendance at classes is expected. It is the responsibility of each student to attend classes prepared and be actively involved. The materials covered in class will be subject to evaluation.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** Assignments not completed on time will be penalized accordingly. In the event that an assignment cannot be submitted on its due date, students must make arrangements with the instructor before this date.

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

## OCC1 549 THERAPEUTIC STRATEGIES IN OCCUPATIONAL THERAPY 2

**Credits:** 4

**Prerequisite:** Successful completion of OCC1 545  
Therapeutic Strategies in OT1

**Course Coordinator:** Susanne Mak, Cynthia Perlman

**Course Instructors:** Clinical OT faculty

**Course Description:** Advanced occupational therapy (OT) evaluations and interventions for systemic and/or complex musculoskeletal conditions.

**Expanded Course Description:** This course will apply rehabilitation principles to systemic and/or complex conditions, using the same framework and approach as described in Therapeutic Strategies in OT1. A case-based approach is incorporated.

**Course Structure:** This course includes 1.5 hours of lecture, 1.5 hours of practical seminars where assessment and treatment skills will be developed and mastered, and 2 hours of interactive clinical reasoning workshops per week. Group and self-directed learning activities will be emphasized.

**Overall Objective:** The student therapist will build on the knowledge and skills acquired in OCC1 545 and will work with complex musculoskeletal conditions across the lifespan as well as environmental determinants to advance their problem-solving skills and clinical reasoning.

**Learning Outcomes:** Upon completion of this course, the student therapist will demonstrate competence in the following areas:

1. Describe and discriminate amongst the musculoskeletal conditions (across the lifespan), associated pathologies and medical interventions.
2. Apply the Canadian Model of Occupational Performance and Enablement, within a case-based context, in relation to occupational therapy assessment and intervention.
3. Critically evaluate an assessment tool based on clinometric properties and clinical considerations.
4. Propose and develop a comprehensive assessment plan within a client-centered context based on scientific evidence and ethical considerations while considering

the roles of the occupational therapist and other interprofessional team members. This incorporates knowledge and competency performing assessments of:

- a. voluntary movement and/or mental processes
  - b. action
  - c. task
  - d. activity
  - e. occupation
  - f. client priorities & satisfaction with performance
5. Within case-based contexts, students will analyse, synthesize and document the assessment results, to describe the physical, cognitive, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are limiting optimal occupational performance.
6. Plan the 'most appropriate' OT treatment for a given case incorporating client-centered approaches and interprofessional team practices based on scientific evidence and ethical considerations including:
- a. therapeutic activities & modalities
  - b. strategies to enhance independent living
  - c. environmental modifications to enable health and well-being
  - d. psychosocial interventions
7. Build on the OT profile roles by through Occupational Therapy practices by:
- a. establishing a professional relationship with the client and team members
  - b. documenting and effectively communicating observations, measurement findings and treatment plans to the client and team members
  - c. educating stakeholder to assume responsibility and advocacy for comprehensive client care
  - d. choosing the best mode of service delivery
  - e. adhering to professional standards
8. Appraise and document the treatment outcome and client satisfaction using selected outcome measures.

## Course Material

### Required Texts:

1. Course Pack
2. Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore.
3. Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario

### Recommended Texts:

- Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario
- Case-Smith, J (2001). Occupational Therapy for Children. 4<sup>th</sup> Edition. Mosby: St-Louis.
- Neistadt, M.E. (2000) Occupational Therapy Evaluations for Adults. Lippincott Williams and Wilkins: Baltimore.
- Sames KM (2005) Documenting Occupational Therapy Practice. Pearson/Prentice Hall: Upper Saddle River, New Jersey.
- Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore

**Student Assignment and Evaluation:** Student evaluation will be done in an ongoing format throughout the term. Several evaluation techniques will be used and may include peer evaluations, case-based assignments, and written theoretical exams.

Specific evaluation breakdown is provided in the “Evaluation Summary” document found on WebCT, which will be reviewed on the first day of class.

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



**Special Requirements for Course Completion and Program Continuation:** For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**Plagiarism/Academic Integrity:** 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/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Skills Building Attendance Mark:** Attendance at all seminars and clinical reasoning workshops is mandatory. Students will not be able to miss more than 10% of the seminars (i.e. more than 1 per term) or 10% of the clinical reasoning workshops (i.e. more than 1 per term) without a written excuse. If they do, 10% of the total course mark will be removed. If a clinical reasoning workshop or a seminar is missed due to illness, a doctor's note must be submitted.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends. Projects, assignments and peer evaluations must be submitted before 5 p.m. on the due date.

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