

MCGILL UNIVERSITY

Clinical Practica Reference document

Clinical Practica 1-4

This document is one of four student references accompanying the clinical courses

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Clinical Practica 1,2,3,4 (OCC1501, 502, 503, 602)

Comprehensive Outline

The overall Program is made up of 58 credits of academic and clinical courses. There are 4 clinical practicum courses which cumulatively require over 1000 hours of clinical practice and have a value of 28 credits.

Course number	Course Title	Number of full-time weeks	Number of credits
OCC1-501	Clinical Practicum	6	7
OCC1-502	Clinical Practicum	7	7
OCC1-503	Clinical Practicum	8	7
OCC1-504	Clinical Practicum	8	7

*** Exception: Students undertaking international placements will have a course duration of 61 days (more than 8 weeks) if they intend to apply for financial aid.**

Practice education will be arranged with McGill affiliated facilities. It is mandatory that students be able to speak English and French for these facilities. At times, students may request a clinical practicum outside the Montreal region (these regions may also include Canada and international locations including the US). The Occupational Therapy Program has developed specific guidelines pertaining to out-of-province and international placements. All students must follow these guidelines without exception.

Every attempt will be made by the university to place students within McGill's catchment territory. In the event that there is no availability, students will be placed in rural areas of Quebec and more remote McGill RUIS territory. All costs related to local and distant locations are the students' responsibility and it is expected that students will plan accordingly. In some instances, partial funding is available and all attempts will be made to assist students. Once students have been assigned to their respective course locations, based on interest, clinical profile requirements and site availability, students are NOT permitted to request changes. Traditional, community service development and role-emerging fieldwork sites will be used. The latter two will consist of facilities/agencies/programs, which do not employ an Occupational Therapist directly on

site. Supervision/consultation will be provided offsite by Occupational Therapists who work in various settings with the relevant expertise. The type of supervision will be commensurate with the student's level of training, interest and previous fieldwork experience. Typically, the role-emerging experience is better suited for the level 2b and 3 students.

All students are expected to be familiar with the clinical documents (4) which support the 4 clinical courses. These include the following:

1. Clinical Reference document (located on website)
2. Appropriate clinical course outline (OCC1-501, OCC1-502/503, and OCC1 602) (located on website)
3. Clinical experience booklet (provided to students in fall term) U3/QY year
4. Clinical manual (provided to students in winter term) U3/QY year

Supporting students in difficulty during Clinical Practicum:

Mid-term feedback from sites

Student progress in clinical practica is monitored closely by the ACCEs through mid-term follow-up to clinical educators. The follow-ups allow feedback on the student's performance as well as detect difficulties early in the fieldwork learning experience. This feedback mechanism is in place to ensure that students are provided with adequate counseling and assistance in order to optimize chances for a successful learning experience. All students are given the opportunity to discuss learning objectives as well as strengths and weaknesses individually with an ACCE. This individualized counseling and mentoring program is in place for all students regardless of whether they have been identified as having difficulties in their clinical courses or not. Students are expected to keep a professional portfolio of their CBFE-OTs, projects and learning objectives and to review these prior to each clinical course.

Support for students in difficulty

In situations where students are presenting with difficulties, sites and/or students are encouraged to contact the ACCE for discussion and problem solving. When necessary, a visit is scheduled for a meeting to take place between the clinical educator, the student and the ACCE from the university. This allows for effective communication between the parties and provides support for both the student and the clinical educator.

Prerequisites:

CPR/First Aid: Students are responsible for certification and renewal of their CPR/First Aid certification. A minimum of a level C course including adult, children and infants, is required. It is the student's responsibility to contact one of the CPR/First Aid course providers (e.g. Red Cross, St-John's Ambulance, Bronze Medallion...), to register and pay the registration fees. Students are required to bring a proof of status to the third clinical seminar in winter term U3/QY year (TBA).

Immunization and Mask-Fitting Instructions: Prior to starting their first clinical course, students must ensure that their immunization records are complete and that they have completed their mask fitting. Failure to do so will prevent students from starting their first clinical course. Students must contact Student Health Services for a mask fitting appointment or attend announced group appointments. All supporting documentation regarding immunization must be submitted to McGill Student Health Services.

McGill Student Health Services will provide students with cards that will attest the completion of the immunization requirements and will contain information regarding mask fit. Cards will be provided to students upon immunization and mask fitting completion. Students are required to submit a copy of the immunization card provided by McGill Health Services to the third clinical seminar in winter term U3/QY year (TBA).

Please consult this website for information on the specific immunization requirements: <http://www.mcgill.ca/studenthealth/immunize/>

Language: All clinical sites in the province of Quebec require students to speak French. Students who do not speak French may request out of province or international assignments as per the appropriate guidelines. Such requests are strictly subject to availability and cannot be guaranteed.

PDSB: Principles for Moving Patients Safely (PDSB) is a pre-requisite for the 4 clinical practica. All students must attend the mandatory PDSB course content in POTH563 in term A U3/QY and maintain competency in transfer and mobility techniques.

Name Tags: Nametags are organized by the clinical education team and are given to the students during the Nametag Ceremony at the end of the U3/QY Winter term, prior to OCC1-501 Clinical Practicum I. Name tags are mandatory and must be worn at all times during the clinical practicum.

Clinical Practicum Seminars: All students must attend the mandatory clinical practicum seminars (TBA). This content builds on the knowledge developed in the

Qualifying Year course POTH-563 with which students are expected to be familiar. An outline of the clinical practicum seminars is provided at the end of this document.

Computer and Web Access: Computer and web access are required for the mandatory *MyCourses* component of the course.

Security Checks: All students must complete a criminal record check in January 2014, prior to the start of the first clinical course. The security check should be initiated in January 2014 as it will take 4 weeks to complete. Proof of completion must be submitted during the third clinical seminar in term B U3/QY year. Some sites (e.g.: Ste. Anne's Veterans Hospital, Summit School, Peter Hall School, Quebec Society for Disabled Children) have their own process so students assigned to those sites will have additional vulnerable sector screening requirements. Students are expected to review the site approval document for the site specific information.

Confidentiality form: All students must sign the School of Physical and Occupational Therapy confidentiality statement on protection of personal health information prior to the start of their first clinical practicum. This form is found in the Clinical experience document provided to students. Students should submit a copy of this form during their first clinical seminar in term A U3/QY year.

Language Awareness form: All students must sign the School of Physical and Occupational Therapy language awareness statement indicating their awareness of language requirements in the province of Quebec prior to the start of their first clinical practicum. This form is found in the Clinical experience document provided to students. Students should submit a copy of this form during their first clinical seminar in term A U3/QY year.

IMPORTANT:

Pre-requisites

Failure to complete the required prerequisites before the clinical course may result in a student's non-admission to a clinical facility and subsequent inability to complete the clinical course. This policy applies to all placements including international and out-of-province course assignments.

TYPES OF CLINICAL PRACTICA

There are 2 types of Practice Education:

1. Traditional/Community Service Development Placements
 - A) Quebec Placements
 - B) Out-Of-Province Placements
 - C) International Placements
2. Role-Emerging Fieldwork Placements

I. TRADITIONAL PLACEMENTS/ COMMUNITY SERVICE DEVELOPMENT PLACEMENTS

Although every effort will be made to place students in the Montreal region (unless otherwise requested), students should expect the possibility of being placed in areas outside Montreal region, in the event of shortage of placement offers. 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 cancellations.

A) QUEBEC PLACEMENTS:

Students will be placed in McGill Affiliated Facilities in the greater Montréal area/McGill RUIS depending on availability, profile requirements, language proficiency and interest. Students must be able to communicate in both official languages (French and English). Requests can be made for clinical practica beyond the McGill RUIS in the province of Quebec to the ACCE. Availability is dependent on other universities' clinical practica schedules and sites' ability to accept a McGill student within a non-McGill RUIS institution.

B) OUT-OF-PROVINCE PLACEMENTS:

Students who are interested in requesting the opportunity in doing a clinical placement in another province may do so by following the application procedure as announced by email by the ACCE during the Fall and Spring term. This out-of-province service is operated by an independent, national service provider. Please refer to www.nfps.ca for complete information regarding their policies. Students must complete the NFPS application form. There is an application fee for out-of-province placements (currently 150\$ plus GST) which is paid by cheque only. Failure to abide by their policies and regulations will result in immediate cancellation of the application. Availability is not guaranteed and is subject to seasonal fluctuation based on availability and demand. Students must confirm in writing that they will accept the out-of-province offer upon application. Offered sites/matches will only be

refused in the event that the practice rotation does not match the student's profile. In the event that the National Placement Service cannot find a practice site for the student, the application fee is non-refundable.

All students are strongly encouraged to develop fluency in both official languages in order to be able to complete some of the clinical practica courses in the province of Quebec .

Deadlines for Out-of-Province placements in M1 and M2

Deadline to submit completed request form for a M1 placement in Winter and Spring/Summer periods 2014	September 26 th 2013
Deadline to submit completed request form for a M2 placement in Fall 2014	April 18 th 2014

IMPORTANT:

National policies:

Under no circumstances, should students attempt to contact sites independently within Canada (including McGill catchment area). Potential contact names should be given to the ACCE or AACCE. Non-compliance will result in the student's NFPS application being rejected without refund. This policy has been developed by the National Fieldwork Placement Service and the Canadian Committee on University Fieldwork (CUFE) to ensure equity to all applicants. Special considerations for late applications will only be considered for serious family emergencies.

FIELDWORK RESPONSIBILITIES IN TRADITIONAL AND COMMUNITY SERVICE DEVELOPMENT SETTINGS

A) Clinical Educator:

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 course.
3. To review with the student the plan set out for the fieldwork course, as well as to 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 ongoing feedback of their performance and provide suggestions for improving that performance if necessary.
6. To monitor student practice as necessary, depending on whether or not the student is inexperienced or experienced, by:
 - checking assessments the student proposes to use
 - checking proposed treatment programs
 - checking written reports
 - supervising student practice appropriate to the student's level of experience
 - being available for discussions with the students
7. To complete and present to the student a Mid-Term and a Final evaluation, as fairly and objectively as possible, using the evaluation forms provided by the student or university. Students are expected to complete and revise their own learning objectives on the evaluation form as the course progresses.
8. To return the completed evaluation to the ACCE by email or mail within requested time lines (2-3 weeks). The evaluation must be signed with licensure #. Fieldwork educators must have a minimum of 1 year's cumulative clinical experience or share supervision with a more experienced fieldwork educator having at least 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. Failure to respect client confidentiality will result in immediate failure of the clinical course.
2. To strive to reach a “competent” level in assessment, program planning, treatment, report writing and professionalism according to the Profile of OT Practice in Canada (2012).
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. Facilities offering specific rotations and clinical educators are subject to last minute change and students must accept these inevitable changes.
4. To contact the site coordinator or the clinical educator (depending on institution) **a minimum of three weeks** prior to the start date of the clinical course by writing a letter of introduction to confirm time and place of arrival, level of the clinical course, past related experience and expectations for preparation prior to the start of the course.
5. To complete the “student feedback on site” form and provide facility with feedback/evaluation on learning experience (this form is located on-line on our website and referenced in the red clinical manual). The student must also upload this form to the MyCourses platform in order to receive their final grade for each clinical course as proof of completion.
7. To upload a copy of the completed, signed Competency-Based Fieldwork Evaluation for Occupational Therapist (CBFE-OT) to the *MyCourses* platform in order to receive their final grades for the clinical course.

C) Academic Coordinator of Clinical Education (ACCE):

1. To assist with 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 based on availability, interest and clinical profile needs.
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 practice education, so as to receive feedback and support learning and teaching, 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 ongoing support/teaching to fieldwork educators, both onsite and offsite.
9. To review each fieldwork placement with the student as necessary, facilitate student in developing learning objectives for improved performance at the next clinical course.
10. To be available for counseling 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.

C) INTERNATIONAL PLACEMENTS

Policy Eligibility Criteria:

1. To be considered for a clinical course outside Canada, students must be approved by the Academic Coordinator of Clinical Education (ACCE). Approval consists of 2 phases, Phase 1: Applicant acceptance, Phase 2: Site/Project acceptance.

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 judgment skills as documented on previous performance evaluations [Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT)].
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 have some contacts 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. Students are encouraged to contact the McGill Exchange Office located in the Brown Building for additional funding support. There is the possibility of travel mobility award (\$1000.00) provided that the student's clinical course is of 61 days duration. The ACCE will review eligibility for the mobility award on a case by case basis.
- 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 cancellations. Cost of supervision in countries where there is a fee for supervision (at times this is encountered; if it does happen, the student must to be prepared to pay this extra fee). This is not the responsibility of the University.
- e. 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 electives during the first clinical seminar, term A U3/QY year. If a student is considering this option, he/she must initiate the request in writing for an international placement with the ACCE by the announced deadline. An announcement will be sent to the class in fall term QY/U3 (phase 1) announcing the application deadline. Please note that there is only one application opportunity for international electives in the Masters Professional Program.

The application letter (hard copy only) 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, what the student hopes to learn and what the student can contribute to the international agency/institution
3. The requested clinical course for completing this experience

International practice education is a privilege and both the applicant and site are subject to the approval of the ACCE/Occupational Therapy Faculty. The student shall obtain a letter of reference from a suitable referee (past mentor) OR one faculty member to support the application to participate in out-of-country fieldwork. These letters of reference must be forwarded directly to the ACCE by hardcopy only.

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 international fieldwork.

The student will then be advised in writing, by the ACCE, whether he/she has been granted approval to begin planning an international placement. Final site/project approval is done in consultation with the ACCE.

The international practicum 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 practicum and to reassign the student locally based on existing availability.

Restrictions:

The student will be granted one international placement with the following restrictions:

1. The countries chosen must be members of the World Federation of Occupational Therapy. The school reserves the right to approve the qualifications of the clinical educator.
2. The school will develop a maximum of five new international placements (please refer to international binder if past experiences and CD rim in D4)
3. The school reserves the right to limit the total number of international placements organized per year subject to capacity.
4. The first opportunity for a student to do international fieldwork will be in the second summer clinical practicum in M1. The course can be scheduled during the available weeks following Clinical Practicum 1.

FIELDWORK RESPONSIBILITIES IN INTERNATIONAL PLACEMENT

A) Student:

The student will:

1. Commit to the practicum 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 annual fee paid by the student to the Student's Society 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 that 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 is explained in the red clinical booklet).

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.

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 practicum in which he/she wishes to complete his/her fieldwork. The following should be included in the letter:
 - Permission has been granted from McGill University - Occupational Therapy Program to investigate the possibility of completing fieldwork in that country.
 - Reasons for seeking fieldwork in that country.
 - Dates and length of the international elective.
 - A request for a list of universities or facilities to contact for fieldwork opportunities if indicated.
 - Link to school website relevant documents (i.e. supervisor responsibilities, learning objectives etc.)

4. Be responsible for timely fulfillment 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 ACCE with copies of correspondence and confirmation between student and facility offering the placement. The student should not call or write to the facility without prior application acceptance from the ACCE. Final site confirmation (Phase 2) is subject to ACCE approval. Contracts of affiliation will be initiated at this time only.
7. Continue correspondence with the National Occupational Therapy Association, university and facility to ensure requirements of the facility and McGill University - Occupational Therapy Fieldwork are met.
8. Begin fieldwork.
9. Agree to provide and complete the Student Feedback Form on Site, as well as any addendum specific to international placements (international student experience form) and ensure that the CBFE-OT is completed at the Mid-Term and Final. All students participating in international fieldwork are expected to prepare a short presentation for the international symposium seminar (Term B) to document their learning.
10. In the event of unforeseen last minute cancellations, the student must advise the site in writing.
11. Students are expected to communicate with the ACCE upon arrival and at mid-term.

B) Fieldwork Facility:

The fieldwork facility will:

1. Provide the following information in writing, in order to meet the fieldwork site approval criteria:
 - a) Confirm their ability to accept a student for an international elective learning experience and state dates of acceptance upon request.
 - b) Documents required as per institution guidelines
 - c) An abbreviated resume of the clinical educator(s) if deemed necessary

The above must be forwarded to:

Caroline Storr (caroline.storr@mcgill.ca)
Assistant Professor/Academic Coordinator of Clinical Education
Occupational Therapy Program
School of Physical & Occupational Therapy
McGill University
3654 Promenade Sir-William-Osler
Montreal, Quebec
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 (CBFE-OT) in English or French.
3. Sign an affiliation agreement between McGill University and the Facility, prior to the commencement of the clinical elective and define a contingency plan within the facility or another agency in case of cancellation of the rotation or illness of the occupational therapy clinical educator.
4. 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 ACCE.

C) 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. Reserve the right to request an abbreviated resume for the Occupational Therapy Department and the potential clinical educator, 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

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. Liability certificate from McGill risk management office
 - d. School of Physical & Occupational Therapy Course Guide(s) containing curriculum and/or electronic documentation
 - e. Student performance/fieldwork objectives
 - f. Policies related to:
 - i. Marking guidelines
 - ii. Student Evaluations
5. Notify student to finalize travel and accommodation arrangements.
6. Provide resource material for clinical educator (when necessary) which will be delivered by the student.
7. Initiate contact with facility via email at mid-term in order to obtain feedback re: progress in placement,
8. Write letter of appreciation to facility during annual acknowledgement period.

INTERNATIONAL PLACEMENTS SCHEDULE

Qualifying year/U3 option: Announcement to students regarding the deadline for applying for international practica and orientation and introduction to International Placements. This is announced during the first clinical seminar (Fall term).

*** Requests after this period will not be considered**

RESPONSIBILITIES OF STUDENT	SUGGESTED TARGET DATES
Request the international clinical course (or Item # 1)	12 months prior to clinical course. Students must respect deadline provided by the ACCE.
Accept responsibility for all items mentioned (Item #2)	Immediately upon acceptance by ACCE
Find the facility and/or select from list of available sites and write a letter requesting a placement (or Item 3)	Immediately upon being granted approval by the ACCE
Be responsible for all requirements for entry into the country of choice (or Item 4)	ongoing
Keep ACCE informed of all communications and/or provide copies of correspondence with the facility (or Item 6)	ongoing
Continue correspondence with the facility and the University in order to ensure that all requirements are met (or Item 7)	ongoing
Must <u>consider</u> a contingency plan (practica in Quebec or outside Quebec) if the international placement is cancelled	ongoing
Agree to complete student evaluation of practica and ensure that CBFE-OT is completed at Mid-Term and Final	end of practica

II ROLE-EMERGING FIELDWORK PRACTICA

Introduction: The 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 Occupational Therapy Program at McGill University: 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, disability management, medical-legal liability, 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, primary care, etc.) 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 Quebec: 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 clienteles (e.g. psychiatry, intellectual impairment, substance abuse, Alzheimer's, etc.) are based in community agencies.

General Purpose of this Practica:

- to allow students to learn new roles in community programs/services
- to produce a therapist more confident to move into new settings
- to produce a therapist more competent in sustainable program development
- to gain experience in identifying clients'/agency needs
- to become familiar with the socio-cultural environment of the client(s)/program
- 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: Seven (7) or eight (8) weeks full-time placement (in Clinical Practicum 2, 3 or 4). Each agency/program will receive at least two (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 clinical educator).

It is the students' responsibility to secure an interested facility and an off-site OT clinical educator. Students should arrange a meeting with the ACCE for a list of sites and clinical educators to assist their search. Students must meet with their site contact person and their off-site OT prior to starting the clinical experience to ensure that the clinical course objectives are clearly communicated to all parties.

Students are expected to be self-motivated and autonomous in this type of learning experience.

Student 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 by implementing an environmental scan or needs analysis.
- determined how the clientele/agency needs will be met

Supervision: Each group of students will be supervised by an off-site clinical educator (member of the OEQ) for an average of 4 hours/week. Supervision can be remote, virtual or face to face depending on the individual project. The supervision will be based on a consultative model; the clinical educator will provide direction/guidance as needed, as well as discuss Occupational Therapy theories and concepts related to the particular placement. The off-site clinical educator will also assist the student in affirming his/her role within the agency/program. Lastly, the offsite clinical educator 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 daily journal to assist with the reflection process as well as a planning tool for the clinical educatory meetings. The pairing of students will offer students the opportunity to discuss and refine ideas amongst themselves, prior to meeting with the off-site clinical educator. The students will be largely responsible for developing the content of their supervisory meetings depending on their own, individual or group learning needs.

Student Evaluation: The same evaluation tool (CBFE-OT) and process will be followed as per traditional placements although a formal mid-term might not always be appropriate. 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 clinical educator at the end of the placement, so that pertinent information concerning student's performance can be considered. The student must also complete the Student Clinical Experience Booklet as for a traditional placement. Students are expected to review and refer to role responsibilities as outlined in the white

role-emerging booklet provided free of charge to all students upon request to ACCE completing a role-emerging placement.

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 needs (e.g. identifying children with developmental delays)
- analyzing 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 clinical educator 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, based on the needs analysis and an environmental scan. 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 problems and clinical reasoning
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 clinical educator.

References:

1. Bossers, A. et al. (1997). Understanding the role-emerging fieldwork placement. DJOT, April 1997, vol. 64, issue 1, pp. 70-81.
2. Report of the Curriculum Committee, Spring 1995. School of Physical & Occupational Therapy, McGill University.
3. 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.

Special note:

In the unexpected circumstance that a traditional setting, community service development or a role-emerging setting is not available during the course dates, the clinical course for the student in question will be deferred, resulting in late graduation. This decision will be made by the ACCEs.

CLINICAL PRACTICUM SEMINARS

Credits: 0

Instructors:

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Course Objective: To prepare students for their clinical practicum and review clinical profile.

Course Structure: Prior to M1, Qualifying Year/U3 students will participate in 3 preparatory seminars in term B.(TBA). Additional preparatory and debriefing seminars will be scheduled with respect to the clinical course dates in term A M1, term B M1. Students who participated in international placements and role-emerging placements may be invited to make brief presentations during the international fieldwork symposium seminar (term B) and all students are invited to attend.

Student Learning Objectives:

1. To inform students regarding the policies and procedures related to Clinical Practicum
2. Understand application of feedback and evaluation
3. Understand support learning tools (i.e. reflective journal)
4. To review clinical profile and address outlined strengths and weaknesses in previous clinical placements promoting reflective practice
5. To review personal learning objectives

6. To be made aware of the procedures required for obtaining licensure in order to practice in Quebec/Canada/USA
7. To acquire strategies in improving his/her employability
8. To prepare for future mentoring/teaching role

Course Materials: Refer to course materials for POTH 563 Foundations of Professional Practice and required texts for this course.

Attendance: Attendance during mandatory clinical practicum seminars is a prerequisite for each Clinical Practicum. Failure to do so will result in non-admission to the clinical practicum and / or late course assignment. Dates will be confirmed (room booking/ time tabling permits) by e-mail. An outline of the seminars is provided below.

Term	Date	Content	Preparatory Learning Activities
U3/QY Fall term	Seminar 1: (mandatory) September (2 hours)	<ul style="list-style-type: none"> • Overview of clinical courses • Processes for international and out-of-province clinical courses • Requirements: CPR, immunization, mask fitting, security check 	Reading: <ul style="list-style-type: none"> • Clinical Practica Reference document (students must review before seminar) • Student Clinical experience booklet (Given in class)
U3/QY Winter term	Seminar 2: (mandatory) 1 st week of January (2 hours)	<ul style="list-style-type: none"> • Overview of policies and procedures of clinical education • Competency based Fieldwork Evaluation • Feedback and evaluation • Student Professional Portfolio 	<ul style="list-style-type: none"> • Complete Module 1,3,7 www.preceptor.ca (submit reflections upon seminar arrival) • Course outline OCC1 – 501 • Review of CBFE-OT manual • Assigned readings from clinical manual (on-line) • Submit copy of CBFE from purchased

			manual
	Seminar 3: (mandatory) Early February (3 hours)	<ul style="list-style-type: none"> • Learning Tools • Documentation Review • Expectations for MyCourses participation • Being a McGill ambassador • Student request forms 	<ul style="list-style-type: none"> • Complete Module 2,4,5a,5b www.preceptor.ca (submit reflections) • Clinical Manual Document readings (On-line) • Submission of pre-requisite document proof
M1 Summer term		Clinical Practicum 1 (Level 1) 6 weeks Clinical Practicum 2 (Level 2A) 7 weeks	
M1 Fall term	Seminar 4: (mandatory) September (3 hours)	<ul style="list-style-type: none"> • Debriefing of summer clinical practica (strengths and weakness reflection) • Learning objectives and the Evaluation tool (CBFE) • Review of ethics and professionalism • Dealing with feedback and conflict 	<ul style="list-style-type: none"> • Complete Module 6 www.preceptor.ca (submit certificates) • TBA: Readings in manual clinical booklet • Students to bring completed red clinical experience booklets to seminar
M1 Winter term		Clinical Practicum 3 (Level 2B) 8 weeks	
M1 Winter term	Seminar 5: March (optional) (3 hours)	International Fieldwork Symposium	

	Seminar 6: March (mandatory) (2 hours)	<ul style="list-style-type: none"> • Debriefing of clinical practicum 3 • Professionalism and Ethics 	Students to bring completed red clinical experience booklets to seminar
	Seminar 7: April (mandatory) 2 hour)	<ul style="list-style-type: none"> • Reflection/Transition into Practice: New roles • Job search / interview strategies • Student request forms 	
	Seminar 8: April (optional) (1 hour)	<ul style="list-style-type: none"> • CAOT licensure, CAOT exam preparation and trends for practice 	
	Seminar 9: May (optional 1 hour)	<ul style="list-style-type: none"> • OEQ Guidelines for membership and charting guidelines 	
M2 Fall term		Clinical Practicum 4 (Level 3)	