

OCC1 501 CLINICAL PRACTICUM 1

OCC1 502 CLINICAL PRACTICUM 2

OCC1 503 CLINICAL PRACTICUM 3

OCC1 602 CLINICAL PRACTICUM 4

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	7	7
OCC1-502	Clinical Practicum	7*	7
OCC1-503	Clinical Practicum	7*	7
OCC1-504	Clinical Practicum	8	7

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

Practice education will be arranged with McGill affiliated facilities. At times, students may request a clinical practicum outside of 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.

Both traditional, community service development and role-emerging fieldwork sites will be used. The latter 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 student.

Supporting students in difficulty during Clinical Practicum:

a. Mid-term feedback from sites

Student progress in clinical practica is monitored closely by the ACCEs through scheduled 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 encouraged to keep a portfolio of their CBFE-OTs, projects and learning objectives and to review these prior to each clinical course.

a. Support for students in difficulty

In situations where students are presenting with difficulties, sites and/or students are encouraged to contact us 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 first clinical seminar in January 2013 (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. 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 maintains an active record that is sent to the faculty twice during an academic year.

McGill Student Health Services will provide students with cards that will contain information regarding mask fit and missing vaccines to complete their immunizations. Cards will be provided to new students during their orientation or during a nursing appointment. When the immunization is complete, the card will be signed and stamped by a nurse from McGill Student Health Services. Students will also be provided with a copy of their record. It is, however, the student's responsibility to ensure that they receive a copy of these records from McGill Student Health Services and bring them to each clinical course.

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

Language: 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 subject to availability.

PDSB: Principles for Moving Patients Safely (PDSB) is a pre-requisite for this practicum. All students must attend the mandatory PDSB course content in OCC1-546 in term A 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 OCC1-546 with which students are expected to be familiar. An outline of the clinical practicum seminars is provided in the subsequent document.

Computer and Web Access: Computer and web access are required for the mandatory Desire2Learn component of the course.

Security Checks: Some sites (e.g.: Ste-Anne's Veterans Hospital, Summit School, Peter Hall, Centre de Réadaptation de l'Ouest de Montréal,...) require security checks. The security check should be completed as soon as possible as it will take 4 weeks to complete. The institution dataform and FS-PRO indicate which teaching sites require this.

IMPORTANT:

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 and interest. 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 practice offers. 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 doing their clinical placement in another province may do so by following the application procedure as announced by email by the ACCE during the Fall term. Availability is subject to fluctuation and all students are strongly encouraged to develop fluency in both official languages in order to be able to complete some of the clinical practica courses in the province of Quebec. There is an application fee for out-of-province placements (currently 150\$ plus GST) which is paid by cheque only.

Students must confirm in writing that they will accept the out-of-province offer upon application. Offered sites 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.

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

Approximate deadline to submit completed request form for a M1 placement in summer periods 2013	January 2013
Approximate deadline to submit completed request form for a M1 placement in Jan/Feb 2014	End of September 2013 (exact date to be confirmed/announced by email)
Approximate deadline to submit completed request form for a M2 placement in Sept/Oct 2014	May 2014

IMPORTANT:

Under no circumstances, should students attempt to contact sites independently within Canada. Possible contact names should be given to the ACCE and AACCE. Non-compliance will result in the student's application being rejected without refund.

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 within requested time lines. The evaluation must be signed with licensure #. Fieldwork educators must have a minimum of 1 year's clinical experience or share supervision with a more experienced fieldwork educator.

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.
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 (2007).
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 clinical educator **a minimum of three weeks** prior to the starting date of the clinical course by writing a letter of introduction to confirm time and place of arrival. Students are responsible for picking up their institution dataform according to instructions in the confirmation email sent by Croce Riggi. (clinical education administrative assistant)

5. To email/fax the immediate clinical educator's contact information (name, phone, local and email) to the administrative coordinator for clinical education, Mrs. Croce Riggi (clinicaleducation.spot@mcgill.ca) during the first week of each clinical course.

6. To complete facility evaluation forms and provide facilities with feedback/evaluation on learning experience (this form is located on-line on our website and referenced in the red clinical manual).

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 counselling to students who are experiencing difficulties in their clinical placements and make site visits as needed.
11. To ensure that all fieldwork records are kept up-to-date.

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). Prior to making a recommendation, the ACCE will require the student to demonstrate the following criteria:
 - a. The student must have maintained a minimum academic standing of a GPA of 3.5 and have progressed through the Program with no conditions.
 - b. The student must maintain a B+ (75-79%) standing in each of their fieldwork placements prior to the international placement.
 - c. The student must demonstrate strong interpersonal skills, including tact and diplomacy, and well developed 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 possible funding support. There is the possibility of partial funding support based on financial need provided that the student's clinical course is of 61 days duration. Applications are made directly to that office and it is suggested that the application supports the student in citing the entire degree program costs as students cannot work during the continuous Masters Professional program. This office will review eligibility 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 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 placements during the first clinical seminar. If a student is considering this option, he/she must initiate the request for an international placement with the Academic Coordinator of Clinical Education by the announced deadline. An announcement will be sent to the class in January of QY/U3 announcing the application deadline. Please note that there is only one application opportunity in the Masters Professional Program.

Twelve months before the onset of the applicable fieldwork session, the student must request in writing, to the Academic Coordinator of Clinical Education, his/her wish to complete practice education outside of Canada.

The letter should state:

1. The country of desired destination, indicating an awareness of cultural, gender and social differences, and environment
2. Why the student would like to do an international placement in that country, 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 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 Academic Coordinator of Clinical Education (ACCE).

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

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

Restrictions: The student will be granted one international placement per academic year for a maximum of two placements, with the following restrictions:

1. The countries chosen must be members of the World Federation of Occupational Therapy. The School reserves the right to approve the qualifications of the clinical educator.
2. The School will develop a maximum of five new international placements per year and the rest must be selected from the list of approved international placements (please refer to international binder of 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. Students may apply for a maximum of two international placements, overall, in the following combination:
 - o one in the US* and one overseas;

*Please note that some restrictions may apply to US placements for 2012-2013. It is the student's responsibility to check with the sponsoring institution as to particular visa requirements and eligibility for a hands-on practicum.

5. A second international practicum may be undertaken only if the student has performed satisfactorily in the first international practicum.
6. 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.
7. 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.

Responsibilities:

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 will be made available to the student).

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

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

3. Write a letter of introduction to the National Occupational Therapy Association of the country or write to the coordinator of the school or facility requesting permission for a 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 placement.

A request for a list of universities or facilities to contact for fieldwork opportunities.

4. Be responsible for timely fulfilment of all requirements necessary for entry into that country, i.e. student visa (if required), medical preparation (i.e. immunization/vaccination) and coverage, financial obligations [i.e. travel and accommodations arrangements, coverage of extra malpractice insurance (if required)].
5. Be knowledgeable in the language of origin of the country he/she has selected.

6. Provide the ACCE with copies of correspondence between student and facility offering the placement. The student should not call or write to the facility without prior application acceptance from the ACCE.
7. Continue correspondence with the national occupational therapy association, university or 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 Evaluation of Placement Form, as well as any addendum specific to international placements (international student experience form) and ensure that the CBFE-OT are completed at the Mid-Term and Final. At the end of the placement the student must submit a completed copy of the CBFE-OT to the ACCE in order to receive a grade. All students participating in international fieldwork are expected to prepare a short presentation for the international symposium to document their learning.
10. In the event of last minute cancellations, the student must advise the site in writing.

A representative from the fieldwork facility and/or the student will contact the ACCE or the Director of the Occupational Therapy Program if specific concerns arise during the practicum.

Fieldwork Facility: The fieldwork facility will:

1. Provide the following information in writing, in order to meet the fieldwork site approval criteria:
 - a) Documents required as per institution guidelines
 - b) An abbreviated resume of the clinical educator(s) if deemed necessary

The above must be forwarded to:

Caroline Storr
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.
3. Sign an affiliation agreement between McGill University and the Facility, prior to the commencement of the clinical placement and define a contingency plan within the facility or another agency in case of cancellation of the rotation or illness of the occupational therapy clinical educator.
4. Commit to practicum (specific dates to be determined and approved by both the ACCE and supervising Occupational Therapist) in writing.
5. Ensure that the Occupational Therapist who will be supervising the student will have knowledge of the English or French language (oral and written) in order to be able to communicate with the ACCE and complete the evaluation form.

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

Winter term (qualifying year/U3 option): announcement to students of deadline for applying for international practica and orientation and introduction to International Placements. This is announced in OCC1-546 Fall term and presented during the first clinical seminar (Winter 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 <u>all</u> items mentioned in #2 (or 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 placement 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 one (1) one-half ($\frac{1}{2}$) day/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 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 (needs analysis/environmental scan) will describe how the clientele/agency needs will be identified and met. When writing this plan, the student(s) should consider the following criteria:

- well sequenced
- well organized (time frame, resources to be targeted, etc.)

- realistic (in terms of time frame)
- thorough (i.e. all aspects pertaining to clientele/agency needs will be explored)

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

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

Closing comments for the journal (daily):

1. Productive tasks of the day
2. Current 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 neither a traditional setting nor a role-emerging setting is 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 1-2 preparatory seminars in term B.(dates to be announced during term B). 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 an international fieldwork symposium (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. To review clinical profile and address outlined strengths and weaknesses in previous clinical placements promoting reflective practice

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

Course Materials: Refer to course materials for OCC1-546 Strategies in OT 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. An outline of the seminars is provided below.

Term	Date	Content	Preparatory Learning Activities
U3/QY Winter term	Seminar 1: (mandatory) 1 st week of January (2 hours)	Overview of policies and procedures of clinical education Requirements: CPR, immunization, mask fitting, criminal check Processes for international and out-of-province clinical courses	View Module 1 www.preceptor.ca
	Seminar 2: (mandatory) Early February (2 hours)	Competency based Fieldwork Evaluation (feedback and evaluation) Portfolio Desire2Learn Being a McGill ambassador	View Module 2,3 and 7 www.preceptor.ca TBA: Readings in Red clinical booklet
M1 Summer term		Clinical Practicum 1 (Level 1) Clinical Practicum 2 (Level 2A)	
M1 Fall term	Seminar 3: (mandatory)	Debriefing of summer clinical practica	View Module 6 www.preceptor.ca

	September (3 hours)	Learning objectives and the Evaluation tool (CBFE) Dealing with feedback and conflict	TBA: Readings in Red clinical booklet
M1 Winter term		Clinical Practicum 3 (Level 2B)	
M1 Winter term	Seminar 4: March (optional) (3 hours)	International Fieldwork Symposium	
	Seminar 5: April (mandatory) (2 hours)	Debriefing of clinical practicum 3	
	Seminar 6: May (mandatory) (1 hour)	Reflection/Transition into Practice: New roles	
	Seminar 7: June (optional) (1 hour) Seminar 8: (optional) (3 hours)	CAOT licensure OEQ Guidelines for Documentation workshop	
M2 Fall term		Clinical Practicum 4 (Level 3)	