

OCC1 501 CLINICAL PRACTICUM 1

Credits: 7

Course Coordinators/Instructors:

Caroline Storr, BSc, MBA,
Assistant Professor/Academic Coordinator of Clinical
Education (ACCE)
Office: Davis house room 2
Office hours: TBS
398-6561
caroline.storr@mcgill.ca

Susanne Mak, B. Sc. M.Sc
Assistant Academic Coordinator of Clinical Education
(AACCE) and Faculty Lecturer
Office: Davis house room 38
Office hours: TBS
398-2772
susanne.mak@mcgill.ca

Course Description: This first clinical practicum introduces students to history taking, clinical reasoning, assessment and treatment skills for physical and psychiatric conditions and provides exposure to the different roles of health care practitioners in inter-disciplinary client-centered care. Students are expected to begin integration of theory and application to different clinical scenarios. Students will be exposed to different OT interventions in traditional, community service development and role-emerging areas of practice and develop understanding of inter-disciplinary client-centered care.

Course Structure: This is the first of four clinical practicum courses. This first course is scheduled for 7 weeks full-time. In this practicum, learning objectives and expectations will be considered level 1.

Instructional Methods: Clinical education will be provided by occupational therapists that work in various settings, depending on the rotation type of practicum offered. The type of teaching will be commensurate with the student's level of training and previous fieldwork experience. In conjunction with the on-site

practicum learning, students will be expected to engage in peer-learning by using web-based technology tools and maintain a student professional portfolio.

Course Content: The exact nature of the interventions and the type of clientele seen during the clinical course will depend on the clinical setting where each student will be placed. Prior to the beginning of the course, students will be informed in which setting they will be doing their course and with which type of clientele. Details will be specified by the clinical educators at the beginning of the course. Many sites have completed the national site approval document (CGFE-OT) and students are expected to review this material in preparation for their clinical course. Please note that the most up to date contact information is contained in the institution dataform. Students are expected to abide by policies established at each institution and failure to do so can result in immediate failure and termination of the course. Students are expected to work the hours as stated by the individual setting and additional preparation during off-work hours is expected.

Level 1 Learning Objectives:

The student will be able to:

1. Define OT role and develop professional identity
 - The student will identify and understand the role of OT in the specific setting
 - The student will begin the process of comparing the role of OT in his/her setting with other settings (using Web-CT)
 - The student will understand his/her role within the setting and begin assuming the role of an OT
2. Develop observational skills
 - The student will be expected to observe all aspects of OT interventions and communicate observations with clinical educator
 - The student will be able to report his/her observations to peers, and other team members
3. Interact Professional
 - The student will initiate contact with other professionals and share client issues
 - The student will understand the role of the interdisciplinary team

- The student will demonstrate professionalism in all aspects of placement (time management, confidentiality, communication, reliability, decision-making)
4. Demonstrate competency in communication
 - The student will be able to write simple notes
 - The student will be able to share thoughts with clinical educator in a clear manner
 - The student will be able to report client issues using professional terminology in team meetings with supervision
 5. Interview
 - The student will be able to perform a client interview and share findings with clinical educator
 6. Analyze activity
 - The student will be able to plan activities for treatment and analyze the activities with accuracy
 7. Implement assessments and plan treatment
 - When appropriate, the student will perform parts of or complete assessments
 8. Collect data and synthesize information
 - The student will begin process of synthesizing information gathered from interviews and assessments
 - The student will be able to write short and long term goals
 9. Apply the concepts of feedback, critical thinking, clinical reasoning as well as self-directed learning
 - Understand the importance and the impact of these concepts in clinical practice
 10. Develop personal learning objectives
 - Include these in CBFÉ
 11. Complete a critical appraisal of a research article that relates to the practice setting using the “McGill form” and share with supervisor

Required Texts: The following 4 texts are required for all four Clinical Practicum courses throughout the remainder of the program:

1. Bossers, A., Miller, L., Polatajko, H., and Hartley, M. (2007). Competency Based Fieldwork Evaluation for Occupational Therapy CBFE-OT. Toronto, ON: Nelson Education.

Please note that it is essential that each OT student purchases this text during the start of the Winter term prior to the first clinical seminar (early January). Note that the bookstore returns all un-bought books in mid-March so this text must be purchased before that time as it will not be available later on. All students must submit a section of this text (blank evaluation form) as proof of purchase in accordance with copyright law in the second clinical seminar.

2. Principles for Moving Patients Safely. Montreal: ASSTSAS, 1999.
This text is required for workshop participation and a reference for all future clinical practicum.
3. Student Clinical Experience Booklet(provided on-line in first clinical seminar)
4. Student Clinical Practicum Manual (provided on-line in first clinical seminar)

Additional readings that sites may assign.

Suggested Readings:

1. Course materials from the previous semesters.
2. Site approval document (CGFE-OT) for specific setting (located on the school website)

Student Assignment and Evaluation: The **Competency Based Fieldwork Evaluation** for Occupational Therapists (CBFE-OT) is used to evaluate students' performance. The copyright 2007 is the only accepted version used for grading. Although each clinical educator evaluates students' performance, it is the ACCE who assigns the final grade of PASS or FAIL. All students must complete the on-line site feedback form and submit a downloaded copy of this form to their clinical educator at the time of final evaluation. This form is available at

It is mandatory for students to complete the **Student Clinical Experience Booklet (a component of the student professional portfolio)** throughout the Program. Each clinical educator must sign this document following each clinical course. Students must bring their completed booklet at the latest one week post completion of the **final** clinical course (OCC1-602) to the Academic Coordinator of Clinical Education (ACCE), Caroline Storr. Failure to complete the booklet and return it will result in delay of clinical marks and **may delay graduation**.

Students are strongly encouraged to develop a **clinical portfolio** including the Student Clinical Experience Booklet, the CBFE-OT evaluations of each placement, student learning objectives for each clinical course as well as clinical projects, letters of recommendation and case histories that may have been completed during their clinical practica.

Students are expected to post a minimum of two (2) messages on the Desire2Learn discussion board related to their clinical practicum during each clinical course (describe the clinical setting, the OT role, case studies as described in the clinical seminar and clinical manual...). Failure to do so will result in a delay of mark assignment. The discussion board creates an on-line community of learners and creates a forum for student discussion while students are geographically distant.

Students may be expected to complete a project/assignment during their clinical practicum (this will be determined in collaboration with the clinical educator). Students must be prepared to learn in different clinical teaching models such as a peer learning situation, multiple clinical educators with different clientele in the same center and/or inter-professional models.

Special Requirements for Course Completion and Program Continuation:

OCC1-501 Clinical Practicum 1 is a PASS or FAIL course. Students who fail OCC1-501 Clinical Practicum 1 may be granted permission to do a remedial clinical practicum if they are in satisfactory standing. The dates of the remedial will be arranged with the Academic Coordinator of Clinical Education (ACCE) and will depend on the availability of clinical sites. Every effort will be made to have the remedial completed with the same or subsequent promotion period (see [Clinical](#)

[practicum Guidelines](#)). If the repeated course or any subsequent clinical course is failed, the student will be asked to withdraw from the Program.

Students are reminded that, due to the sequential nature of the Program, the failure to successfully complete a clinical practicum may lead to delayed completion of the Program (see [Clinical practicum 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/ 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/)."

Dress Code: Professionalism with respect to dressing is encouraged throughout the clinical courses. It is the student's responsibility to understand and respect the specific dress code of the clinical site throughout the duration of the placement. Appropriate attire includes closed-toe shoes, trousers/shirts that permit physical movement of clients and shirts of a professional nature (not tank tops). It is recognized that appearance is fundamental to the establishment of trust with clients and the professional team. Failure to do so may result in the student being dismissed until appropriate dress code is followed.

Attendance: Attendance during university based mandatory clinical practicum seminars is a prerequisite for each Clinical Practicum. Failure to do so will result in non-admission to the clinical practicum.

It is mandatory for all students to complete all practicum hours. If a student is absent due to health reasons, the student must make up the time missed. These arrangements are made between the clinical educator and the student understanding the requirements of the clinical site. In most situations, students exceed the working hours when their additional preparation time is considered. Students should contact the ACCE in case of prolonged absence. If the clinical educator is absent, he/she must arrange for the student's teaching/mentoring by

another therapist. If the clinical educator is a sole/charge therapist, alternative arrangements are made between the ACCE and the clinical educator.

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.

"Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."

All students are reminded to determine their eligibility for licensure with OEQ, respecting Quebec's language laws during M1 of the program. It should be noted that there may be a waiting list to write the professional French language exam with the Office de la langue française. Failure to register early may result in excessive delay in becoming a member of the provincial order and inability to practice O.T. in Quebec.

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 of Students with Disabilities at 398-6009 before you do this. Failure to do so will result in an inability to accommodate specific learning needs.

Safety: The student has the right to refuse to do an intervention if this poses a risk to the student's safety or health or if it poses a risk to a patient's safety or health. Failure to respect patient safety at all times can result in immediate failure and termination of the learning experience.

Pregnancy: Students should be advised that many sites are not able to accommodate pregnant students given the work conditions. In such cases, students are recommended to defer their clinical practicum course. Students must inform the ACCE in the event of pregnancy so that appropriate planning can take place and that the site's workplace policies can be respected.

Student Clinical Profile: Students need to complete clinical hours with different populations and settings in order to be considered "entry-level". Students must fulfill rotations in adult physical medicine, mental health and geriatrics in both institutional and community settings. Course assignment is based on site

availability, student learning needs and language requirements. Individual interests are prioritized where possible. Students have 48 hours to discuss reasonable concerns once clinical course assignment is posted. Changes to assignments after that time will not be made. Students must be aware that last minute changes to practice area do occur from the site due to staffing issues and students must be prepared to adapt to these unforeseen changes.