

## OCC1 546 STRATEGIES IN OCCUPATIONAL THERAPY PROFESSIONAL PRACTICE

**Credits:** 3

**Coordinators/**

**Instructors:** C. Storr (OT) M. Hunt (PT)

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Office hours: by appointment. Please email to make an appointment.

**Course Description:** Study and analysis of foundations for professional practice and systems which impact the role of the occupational and physical therapy professional in health service delivery settings. This course includes sections on 1) healthcare environments and systems; 2) management, safety and quality assurance; and 3) professionalism and ethics.

**Course Structure:** Classes take place for three hours per week. This course is designed to help students develop foundational knowledge and skills required for the 4 Clinical Practica Courses, and for future OT/PT practice in the public and private healthcare sectors. The course includes three sections.

- Section A focuses on the functioning of healthcare systems and environments as they relate to rehabilitation. This topic will be considered at the local, provincial, national and international levels.
- Section B includes topics related to practice, management, patient and therapist safety and quality assurance in healthcare. The material covered in this section will help equip students to apply principles related to these themes in their clinical practice.
- Section C consists of topics related to ethical issues in rehabilitation care, and considerations related to professionalism and professional competencies. Ethical issues will be considered at the interpersonal, organizational and policy levels.

In addition, students will learn how to access supports, mentoring and resources to fulfill responsibilities related to clinical practice. This course is a component of the professionalism curricular theme.

## **Learning Outcomes:**

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

### *Section A: Healthcare environments and systems*

1. Analyze social, economic and political factors that shape the provision of OT/PT services and health promotion.
2. Analyze how structures of healthcare systems impact on rehabilitation services.

### *Section B: Management, safety and quality assurance*

3. Evaluate the human, physical and financial resources needed for delivery of a service program.
4. Apply the principles of effective teamwork with colleagues, clients, and employers.
5. Apply principles of health promotion, quality improvement, and safety (including body mechanics).
6. Analyze business management principles related to customer service, marketing, roles and functions of managers.

### *Section C: Professionalism and ethics*

7. Apply personal leadership attributes and competencies related to OT/PT profiles of practice.
8. Critically appraise ethical issues in rehabilitation.
9. Apply principles of professionalism and professional codes of ethics.
10. Apply the principles of OT/PT advocacy in practice domains.
11. Apply the principles of reflective practice, and professional portfolios.

## **Course Materials:**

### *Required Texts:*

1. Weekly required readings will be posted on MyCourses (Desire2Learn).
2. PDSB Participants Workbook: “Principles for moving patients safely” 2004 version ASSTSAS (will be used during PDSB theory and lab sessions).

*Complete reading list:* To be announced – Texts will be made available on MyCourses (Desire2Learn)

**Student Assignments and Evaluation:** The following assignments will be used to evaluate learning. A more detailed description of each of the assignments and evaluation methods will be posted on MyCourses (Desire2Learn). Additional information will also be provided during the course of the semester. All assignments must be produced with word processor, follow APA guidelines and not surpass the length identified by the instructors.

Assignment	Value
1. Reflective Journal Assignment	8%
2. Self-directed learning - On-line module	2%
3. "Navigating the healthcare system" (NHS) Assignment (15% indiv; 15% group)	30%
4. Debate (15% indiv; 5% group)	20%
5. Final Group Assignment (Groups can choose between SWOT analysis, Health promotion video OR ethics paper)	30%
6. Participation (breakdown: 2% IPE, 2% PDSB, 2% OEQ/OPPQ & 4% for class-based activities/ attendance)	10%

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

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

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

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

**Plagiarism/Academic Integrity:** "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information.)

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

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

**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)."*

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

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends. Any requests for extensions or delays in submitting assignments must be accompanied by a medical certificate.

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

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

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

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