

OCC1 602 CLINICAL PRACTICUM 4

Credits: 7

Course Coordinators/Instructors:

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Prerequisites: Successful completion of OCC1-503 Clinical Practicum 3 course.

Course Description: In this final clinical practicum students will be involved in complex patient scenarios, education, and research activities related to OT practice. Students will be exposed to different roles of health care practitioners, interdisciplinary and specialized client-centered care. Integration of academic and clinical experience are expected to be at entry-level practice upon completion. 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 fourth of four clinical practicum courses. This fourth course is scheduled for 8 weeks full-time and Students completing an international elective with travel mobility funding must complete 61 days. In this practicum, learning objectives and expectations will be considered level 3.

- **HIV/AIDS Interprofessional Seminar:** All students are expected to attend this compulsory interprofessional seminar on HIV/AIDS (Date: term C)

M2). Students who do not attend will be expected to submit and complete the seminar assignment. Failure to do so will result in an incomplete grade assignment for this clinical practicum course.

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 course assignment confirmation email. 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 3 Learning Objectives: The student will be able to:

1. Establish own learning objectives, self-evaluate their performance and include goals in CBE.
2. Achieve entry-level professional competence in communication, initiative, problem-solving and professionalism
3. Be independent in work management skills
4. Demonstrate entry-level to practice clinical reasoning and critical thinking
5. Carry a workload which is close to that of entry-level practitioner upon completion
6. Be fully accountable for his/her patients and use clinical educator as a coach/mentor.
7. Demonstrate motivation to be involved in other areas of practice and role-emerging areas.

8. Be independent in representing patients in all aspect of health care interventions
9. Liaise with community agencies and be an advocate for his/her patients
10. 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 5 texts are required for all four Clinical Practicum courses:

1. Bossers, A., Miller, L., Polatajko, H., and Hartley, M. (2007). Competency Based Fieldwork Evaluation for Occupational Therapy CBFE-OT. Toronto, ON: Nelson Education.
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 in first clinical seminar)
4. Student Clinical Practicum Manual (provided in second clinical seminar)
5. Clinical Reference Document (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

http://medreports.medicine.mcgill.ca/pls/htmldb/f?p=115:1:322269499841212:::P1_SCHOOL:OTH

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 upload their completed booklet at the latest one week post completion to the **final** clinical course (OCC1-602) mycourses dropbox. Failure to complete and upload the booklet will result in delay of clinical marks and **may delay graduation**. Students are expected to bring this booklet to the debriefing clinical seminars.

Students are expected to develop a **clinical portfolio** including the Student Clinical Experience Booklet, the CBF-E-OT evaluations of each placement, student learning objectives for each clinical course as well as clinical projects, letters of recommendation, case histories and current C.V.

Students are expected to continue referring and contribute to 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...). The discussion board creates an on-line community of learners and creates a forum for student discussion while students are geographical 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 as they will encounter different educational practices in different teaching facilities.

Special Requirements for Course Completion and Program Continuation:
OCC1-602 Clinical Practicum 4 is a PASS or FAIL course. Students who fail OCC1-602 Clinical Practicum 4 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 of consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

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 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 Write in English or French: Every Student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objectives of the course. Students are expected to write in the language of the facility during their clinical practicum.

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 (514) 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.