McGill

SCHOOL OF PHYSICAL AND OCCUPATIONAL THERAPY

COURSE GUIDE 2010-2011

B.Sc. (REHABILITATION SCIENCE)
MAJOR IN OCCUPATIONAL THERAPY

U1 – U2 – U3

Welcome to the School of Physical and Occupational Therapy
for the 2010-2011 Session

You have been accepted into a challenging and exciting 90 credit six-semester Program over three years leading to a

B.Sc. (Rehabilitation Science)
Major in Occupational Therapy

Year I 2010-2011

- Fall 2010 Semester (13 weeks beginning September 1st, 2010)
- Winter 2011 Semester (13 weeks starting January 4th, 2011)

Year II 2011-2012

- Fall 2011 Semester (13 weeks)
- Winter 2012 Semester (13 weeks)

Year III 2012-2013

- Fall 2012 Semester (13 weeks)
- Winter 2013 Semester (13 weeks)

This curriculum has been designed to prepare the Occupational Therapist or Physical Therapist for the Year 2011 and beyond.

The two undergraduate Programs at the School of Physical and Occupational Therapy at McGill are designed to prepare a student to enter graduate studies in Occupational Therapy or Physical Therapy.

The knowledgeable and effective practice of Occupational or Physical Therapy in today's society requires students in these disciplines to develop life long learning skills.

The undergraduate Programs are responsible for initiating this value system and its related behaviors. The goal of these Programs is to educate individuals who will strive to achieve the highest ethical and performance standards and to prepare them for Professional Graduate Programs.

After completion of the Undergraduate and Graduate Professional Programs, the graduate will be expected to:

- have acquired a knowledge of normal and abnormal physiology and behavior across the lifespan.
- have acquired the skills required to obtain relevant information from clients and other sources and to organize and interpret this information for making clinical decisions
- critically assess, analyze problems and propose solutions across various practice settings and environments.
- have acquired the knowledge and skills necessary for entry-level practice.
- have the adaptability to meet various professional roles as a scholarly practitioner, treatment or research team member, educator, administrator/practice manager, consultant, innovator and change agent.
- have the ability to critically appraise the rehabilitation literature and to integrate new scientific information for treatment planning.
- have acquired an appreciation of the medical, psychological and social and spiritual aspects of illness and disability.
- be committed to health promotion and the facilitation of health, function and participation.

- have acquired interpersonal and communication skills that facilitate both effective and empathetic relationships with clients/family members/care givers.

- have acquired professional ethics and attitudes and accepted the responsibilities of a professional.

- comprehend the necessity for ongoing education and self-directed learning.

- have attained the knowledge, aptitudes and competencies necessary for licensure and certification in keeping with provincial, national and international requirements.

- have the administrative knowledge, management skills and attitudes requisite for effective interaction within the health care system.

Dr. Annette Majnemer
Director (Interim)
School of Physical and Occupational Therapy

Dr. Bernadette Nedelec
Director
Occupational Therapy Program
Associate Director
School of Physical and
Occupational Therapy

Dr. Judith Soicher
Director
Physical Therapy Program
Associate Director
School of Physical and
Occupational Therapy

Preamble

For your convenience, this Course Guide has been divided into five Sections:

I. Rules and Regulations for Student Evaluation and Promotion

II. Important Information for Students

III. B.Sc. (Rehabilitation Science); Major in Occupational Therapy U1 Professional Courses

IV. B.Sc. (Rehabilitation Science); Major in Occupational Therapy U2 Professional Courses

V. B.Sc. (Rehabilitation Science); Major in Occupational Therapy U3 Professional Courses

Mission Statement of the School of Physical and Occupational Therapy

Excellence in teaching and research is the foundation and tradition of the School of Physical and Occupational Therapy at McGill University. The Faculty educates professionals and, through research, generates the body of knowledge which guides our professions to advance the health, function and participation of individuals in society. The educational programs apply and promote principles of interprofessional education, evidence-based practice and knowledge exchange with the expectation that students become self-directed, life-long learners.

(Revised & Approved Nov. 11, 2009)

Mission Statement of the Occupational Therapy Program

The Mission of the Occupational Therapy Program at McGill University is to educate our students to become leaders and innovative practitioners. Our graduates use evidence and clinical reasoning to enable clients, families and communities to participate in meaningful occupations.

(Amended June 15, 2009)

Educational Philosophies of Occupational Therapy

Philosophy of Education

Our philosophy of education is based on the followed guiding principles:

The Use of Evidence

- Evidence based learning activities
- Evidence based practice
- Outcome assessment

Reasoning

- Clinical reasoning
- Interactive reasoning
- Reflective reasoning

Adult Learning Methodologies

- Self-directed learning
- Small group activities
- Case based activities
- Problem based learning

Communication

- Communication skills
- Interpersonal & professional

Education of an autonomous professional
Lifespan perspective
Promotion of health and prevention of illness
Client-centred practice

Goals

To prepare Occupational Therapists who possess the essential competencies to work effectively within a changing health care milieu in the context of the societal/cultural influences of both the national and the international community, to analyze the impact of occupation on health and quality of life in order to restore a functional interaction between the client and the environment:

- Through the application of a client-centred model to work with people of all ages, from infancy through midlife to old age, to enable them to face physical, emotional or social barriers.

- To promote a balance between the client's occupations in self-care, productivity and leisure in order to increase independent function, enhance development, prevent disability and/or handicap and promote participation.

As such, an essential goal in our Program is to foster independent, self-motivated, self-regulated thinkers and learners. Students who acquire these competencies can then profit from today's information rich society, think critically about what they find, and select and integrate knowledge.

The global goal of the Occupational Therapy Program is to provide a unique professional education of the Occupational Therapy student that focuses on the components central to Occupational Therapy practice. This education is client-centred, ethical, evidence-based, and prepares the student to meet the physical, cognitive, emotional and spiritual needs of clients. Students will be prepared to assume necessary professional roles to advance the profession, to meet the health care needs of the future and to expand the knowledge base of the profession through research.

The Occupational Therapy faculty strive to educate professionals who will be capable of generating new knowledge as well as being informed users of currently existing knowledge. It is recognized that Occupational Therapists will need knowledge specific to Occupational Therapy along with information of the broader health care issues and health systems that effect consumers and potential consumers of our services.

The educational Program is structured on the student's need for:

1. the acquisition of knowledge and skills,
2. critical thinking and problem-solving processes,
3. professional values and behaviours that will enable students to practice Occupational Therapy with the highest ethical and performance competencies, while using a framework that is inclusive and respectful of cultural diversity.

The educational Program is framed with the specific objectives of creating students who are competent, on an ongoing basis, in acquiring knowledge regarding:

1. enabling occupation
2. evidence based and scholarly practice
3. clinical reasoning
4. outcome assessment
5. lifespan perspective
6. promotion of health
7. prevention of illness
8. client-centred practice
9. inter-personal and professional communication skills
10. advocacy for those requiring or receiving Occupational Therapy services
11. autonomy of practice including the ability to diagnose key conditions, assess appropriately and choose effective interventions that are evidence-based and client appropriate, and to assess the outcomes of interventions.
12. ongoing education and self-directed learning
13. knowledge, attitudes and competencies necessary for licensure and certification in keeping with provincial and national requirements.
14. the knowledge skills and attitudes requisite for effective administration/practice management within the health care system.

COURSE GUIDE

Table of Contents

WELCOME TO THE SCHOOL OF PHYSICAL AND OCCUPATIONAL THERAPY..... 1

Mission Statement of the Occupational Therapy Program 5

Educational Philosophies of Occupational Therapy 6

List of Tables 11

I. RULES AND REGULATIONS FOR STUDENT EVALUATION AND PROMOTION.... 15

Introduction 15

Evaluation and Promotion 15

Promotion Periods 19

Examinations 20

Examination Regulations – Cheating 22

Assignments 23

Deferred Examinations, Remedial Work and Supplemental Examinations 23

Promotion and Review Committees 25

Review of Grades, Evaluations and Decisions 26

II. IMPORTANT INFORMATION FOR STUDENTS TO KNOW..... 29

Academic Integrity – Plagiarism 29

Attendance and Term Work 30

Leaves of Absence 30

Policy on Student Athletes 31

Policy on the Responsible Use of McGill Information Technology Resources 32

Code of Student Conduct 32

Counselling 34

Faculty Adviser 35
Email Policy 35
Student Rights and Responsibilities 36
Safety and Well-being 36
Guidelines for Writing a Term Paper 37
APA Research Style Crib Sheet 39
Audiovisual Equipment Borrowing Guidelines 55
McGill Libraries 58
Life Sciences Library: www.mcgill.ca/lsl/ 58
Assessment Library 60
Undergraduate and Graduate Computer Laboratory 60

III. B.SC. (REHABILITATION SCIENCE): MAJOR IN OCCUPATIONAL THERAPY U1 ... 62

B.Sc. (REHABILITATION SCIENCE): MAJOR IN OCCUPATIONAL THERAPY 63
U1 IMPORTANT DATES 63
U1 CURRICULUM PLAN 2010-2011 64
OCC1 245 OCCUPATIONAL THERAPY SEMINARS 65
POTH 250 HEALTH CARE DELIVERY 68

IV. B.SC. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY U2 ... 71

B.Sc. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY 72
U2 IMPORTANT DATES 72
U2 CURRICULUM PLAN 2010-2011 73
POTH 401 RESEARCH METHODS 74
POTH 434 BIOMECHANICS OF INJURY 77
POTH 455 NEUROPHYSIOLOGY 80

V. B.SC. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY U3... 85

B.Sc. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY 86

U3 IMPORTANT DATES..... 86

U3 CURRICULUM PLAN 2010-2011 87

OCC1 545 THERAPEUTIC STRATEGIES IN OT1 88

OCC1 546 STRATEGIES IN OT PROFESSIONAL PRACTICE 92

OCC1 547 OCCUPATIONAL SOLUTIONS 1 96

OCC1 548 HOLISTIC APPROACHES IN OCCUPATIONAL THERAPY 99

OCC1 549 THERAPEUTIC STRATEGIES IN OT2 103

OCC1-550 ENABLING HUMAN OCCUPATION 107

OCC1-551 PSYCHOSOCIAL PRACTICE IN OT 110

List of Tables

Table 1	Services/Support to Students with Contact Information	Page 12
Table 2	List of Committees with Student Representation	Page 13
Table 3	POTUS - 2010-2011	Page 14

Table 1: Services/ Support to Students with Contact information	
Service or Support	**Contact Person and contact information**
Within the School of Physical and Occupational Therapy	
• Registration • Course changes/add/drop • Intra university transfer • Credit exemption • Supplemental deferrals • Exam conflicts	Ms. Marlene Brettler Hosmer House Room 100 Tel: (514) 398-4500 Fax:(514) 398-6360 e-mail marlene.brettler@mcgill.ca
• C.P.R. certification • PDSB Course • Clinical placement supervision information • Immunization • Appointments with the ACCE	Ms. Croce Riggi Davis House Room D4 Tel: (514) 398-1293/6561 Fax::(514) 398-6360 e-mail: croce.filteau@mcgill.ca e-mail: caroline.storr@mcgill.ca
• Audiovisual equipment lending or arrangements • Learning aids e.g. CD's, skeletal material, Videos • Room booking (non academic) e.g. student meetings, variety show rehearsal, etc. • Lost and Found H100 • Access to (key for) coach house	Mr. Alan Hammaker Hosmer House Room 100 Tel:(514) 398-4516 Fax:(514)398-8193 e-mail: alan.hammaker@mcgill.ca
• Assessment Library	Mr. Robert Everitt Hosmer House Room H13 Tel: (514) 398-2048 e-mail: librarian.spot@mcgill.ca
Within the University	
STUDENT SERVICES - Dean of Students Office • Athletics • CAPS Career and Placement Service • Chaplaincy Service • Counseling Service • First Peoples House • First Year Office • Health Services & Dental Clinic • International Student Services • Mental Health Services • Students With Disabilities • Tutorial Service • Student (Financial) Aid Office • Residences & Student Housing • Student Housing (Off campus) • First Year Assistance for Francophone Students	ww2.mcgill.ca/stuserv Tel 514-398-3825 • Tel: 514-398-7000 • Tel: 514-398-3304 • Tel: 514-398-4104 • Tel: 514-398-3601 • Tel: 514-398-3217 • Tel: 514-398-6913 • Tel: 514-398-6017 • Tel: 514-398-4349 • Tel: 514-398-6019 • Tel: 514-398-6009 • Tel: 514-398-6011 • Tel: 514-398-6013 • Tel: 514-398-6368 • Tel: 514-398-6010 • Tel: 514-398-6913
POTUS	See separate page

List of Committees with Student Representation

The School of Physical and Occupational Therapy values the input of our students in all academic, social and administrative functions. The following is a list of committees with student representation.

Table 2: List of Committees with Student Representation		
Name of Committee	Student Based only	Student & Faculty Based
Fitness Center	√	
Golden Key Honors Society	√	
Intramural Sports Team	√	
Physical and Occupational Therapy Undergraduate Society (POTUS)	√	
Canadian Association of Occupational Therapists (CAOT) Representative		√
Curriculum Committee		√
Clinical Advisory Committee		√
L'ordre des ergothérapeutes du Québec (OEQ)		√
OT Faculty Meetings		√
School of Physical and Occupational Therapy Faculty Meetings		√
Student Faculty Liaison Meetings		√

Table 3: **POTUS**

PHYSICAL AND OCCUPATIONAL THERAPY UNDERGRADUATE SOCIETY 2010-2011

Title	Name	E-mail
President	Lorraine Lau	lorraine.lau@mail.mcgill.ca
VP PT	Sina Maftoon	sina.maftoon@mail.mcgill.ca
VP OT	Julien Bergeron	julien.bergeron@mail.mcgill.ca
VP Administration	Aditi Kapoor	aditi.kapoor@mail.mcgill.ca
VP Finance	Shuo Peng	shuo.peng@mail.mcgill.ca
VP External	Khaled Ramadan	khaled.ramadan@mail.mcgill.ca
VP Internal (Social)	Chloe Fung Amin Aliakbar Alissa Roseman	chloe.fung@mail.mcgill.ca amin.aliakbar@mail.mcgill.ca alissa.roseman@mail.mcgill.ca
PT U3	Amin Aliakbar Benjamin Lou	amin.aliakbar@mail.mcgill.ca benjamin.lou@mail.mcgill.ca
OT U3	TBA	
PT U2	Arthur Woznowski-Vu Rosi Abitbol	arthur.woznowski.vu@mail.mcgill.ca roza.abitbol@mail.mcgill.ca
OT U2	Patrick Smallhorn Laurent Shaker	patrick.smallhorn@mail.mcgill.ca lauren.shaker@mail.mcgill.ca
PT U1	TBA TBA	
OT U1	TBA TBA	
PT QY	TBA TBA	
OT QY	TBA TBA	
PT M1	TBA TBA	
OT M1	TBA TBA	
CAOT/OEQ	Valerie Watters	valerie.watters@mail.mcgill.ca
CPA/OPPQ	Zili Wang Benjamin Lou	zili.wang@mail.mcgill.ca benjamin.lou@mail.mcgill.ca
OT Curriculum	Kathryn Martin	kathryn.martin@mail.mcgill.ca
PT Curriculum	Jacqueline Lam	jacqueline.lam@mail.mcgill.ca
Athletics	Riad Zouggari Jean-Nicolas Champagne Tanya Hurtubise	riad.zouggari@mail.mcgill.ca jean-nicolas.champagne@hotmail.com` tanya.hurtubise@mail.mcgill.ca
CLOM/Technical	Khaled Ramadan	khaled.ramadan@mail.mcgill.ca
Grad Committee	Isabelle Gerbeau Pamela Dinunzio Latin Olivier Niyonsaba	isabelle.gerbeau@mail.mcgill.ca pamela.dinunzio@mail.mcgill.ca latin.niyonsaba@mail.mcgill.ca
Fundraising	Lina Osseiran Vanessa Gatti Samantha Lepoidevin	lina.osseiran@mail.mcgill.ca gatti_nessa@hotmail.com samantha.lepoidevin@mail.mcgill.ca
Frosh/Discover Director	Laurent Shaker	laurent.shaker@gmail.com

I. Rules and Regulations for Student Evaluation and Promotion

Introduction

The goal of the undergraduate Programs in the School of Physical and Occupational Therapy is to provide students with the skills, knowledge, attitudes and behaviours required to progress to the entry-level professional Master's Degree program in Occupational Therapy.

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Information outlined in this section supplements the 2010-2011 McGill University Health Sciences Calendar, Section 9.4 Student Evaluation and Promotion.

Evaluation and Promotion

Students progress through the Program by successful completion of successive promotion periods.

Students will not be permitted to proceed to the next promotion period unless they have met all criteria of the current promotion period. Students with incomplete coursework (eg. failed or deferred courses) may not commence the professional courses in the subsequent Promotions Period until the incomplete courses have been successfully completed. This means that the courses must be passed.

1. Marks

An overall final mark of 60% (C+) is required to pass the courses with a designation of OCC1 or POTH. Similarly, the passing grade on any remedial activity or supplemental examination is 60% (C+) for these courses. The passing grade for other courses is 55% (C). Equivalent elective/complementary courses or anatomy and physiology equivalent courses taken at other educational institutions (e.g. TELUQ courses) must be passed with a letter grade of 55% (C) or better according to the credit system of the host university. The letter grades take precedence over numerical marks.

Students should be aware that courses having practical and theoretical components or individual and group work have specific criteria for promotion:

1.1 In any course which comprises both theoretical and practical evaluation components, each student must achieve a passing grade of 60% (C+) in each of these components, as well as in the overall course, in order to receive a passing grade for the course. If the overall course mark is a failure, the student will be permitted to write a supplemental exam in this course. If the overall course mark is a pass, but one component is a failure, the course mark is withheld from the record. The student must undertake remedial work in that failed component and successfully pass the additional evaluation within 30 days of being advised of the original mark. If the additional work is successfully passed, the original final course mark is then recorded. Students will have only one opportunity to attain a passing grade through remedial work. No further supplemental

exams will be permitted. Failure in remedial work will result in a final grade of "D" (failure) for the whole course.

1.2 In any course which comprises both individual and group evaluation components, each student must achieve a passing grade of 60% (C+) in each of these components, as well as in the overall course, in order to receive a passing grade for the course. If the overall course mark is a failure, the student will be permitted to write a supplemental exam in this course. If the overall course mark is a pass but one component is a failure, the course mark is withheld from the record. The student must undertake remedial work in that failed component and successfully pass the additional evaluation within 30 days of being advised of the original mark. If the additional work is successfully passed, the original final course mark is then recorded. Students will have only one opportunity to attain a passing grade through remedial work. No further supplemental exams will be permitted. Failure in remedial work will result in a final grade of "D" (failure) for the whole course.

2. Attendance

Students will be required to attend all small group and laboratory sessions, including Clinical Reasoning Workshops and Seminars, and are expected to attend all other course-related activities outlined in the course description and/or syllabus. For an absence (e.g., compassionate or medical reasons) to be approved, the absence must be supported by written documentation, such as a medical certificate (in the case of a medical reason), and submitted to the Program Director. The Program Director, at his or her entire discretion, may request additional information before approving the absence.

Students who have missed more than 10% of laboratory or small group sessions, or who miss any required professional workshop or seminar, without prior approval, will receive 0/10 for participation in the course. If a course does not have a participation mark, then the final course mark will be deducted by a 10% mark. This rule applies to labs and to all required workshops, seminars or professional activities.

No absences are permitted during any clinical fieldwork or visits. Any absences for illness or compassionate reasons must be documented at both the site and the School and the time must be made up. They must be approved by the Program Director.

3. Student Standing

A student's overall standing in the Occupational and Physical Therapy Programs will be recorded as Satisfactory, Probationary or Unsatisfactory. In order to graduate, students must be in satisfactory standing.

Satisfactory Standing

- a McGill cumulative grade point average (cGPA) of 2.7 or greater.
- A term GPA (tGPA) of 2.51 or greater.
- Failure and/or incomplete in ≤ 1 academic course in an academic year.
- Professional behaviour that meets program standards.

Probationary Standing

- Failure and/or incomplete in two (2) or more academic courses in an academic year
- A cGPA between 2.3 and 2.69 in U1 and U2 or a cGPA of less than 3.0 in U3.
- A term GPA (tGPA) of ≤ 2.5.
- Unprofessional behaviour: Since Occupational Therapy and Physical Therapy are professions, our programs have more rigorous standards of behaviour than other programs. Professional behaviour is expected of students throughout their education, whether in a class or clinical setting. Lack of professional behaviour will result in the student being placed on probationary status. Unprofessional behaviour is defined in the Code of Student Conduct, Handbook of Student Rights and Responsibilities, Chapter 3. Academic or non-academic offences as defined in the Handbook of Students' Rights and Responsibilities are also considered unprofessional behaviour.
- Failure in a course which is followed by failure of the supplemental examination.
- Failure to take the supplemental examination.
- Failure in a deferred examination.
- Remedial work in two or more courses in the same term.

A Student in Probationary Standing may be required:

- to pursue specific remedial activity to address areas of weakness
- to meet specific performance criteria for subsequent Promotion Periods
- to meet on a regular basis with the Program Director and/or delegate

Students in probationary standing will be permitted to take a maximum of 12 course credits per term.

A student who is placed in Probationary Standing is automatically monitored by the OTPRC/PTPRC (Promotion and Review Committee). The OTPRC/PTPRC may require the student to remain in Probationary Standing, undertake remedial activity, or repeat a Promotion Period or repeat courses within that Period.

Unsatisfactory Standing

U1 and U2

- cGPA < 2.3.
- Failure of more than seven (7) credits of course work in an academic year.
- Failure of a repeated professional course or required science course.

U3

- cGPA < 2.3.
- Failure of more than two (2) courses or more than eight (8) credits of course work in an academic year.
- Failure of a repeated professional course or required science course.

Students in unsatisfactory standing are required to withdraw from the Program.

4. Promotion Periods

Promotion periods are used to track student progress. Due to the sequential nature of the curriculum, students will not be permitted to advance to subsequent promotion periods until all criteria of the previous promotion period are met. Students who are repeating courses or have deferred or incomplete courses will be considered to be repeating the promotion period. During a repeated promotion period, students are permitted to take optional or complementary courses; however, other courses within the Program may only be taken with the permission of the Program Director and the appropriate Program Promotion and Review Committee (OTPRC/PTPRC).

Failure in any Program course during a repeat promotion period will require the student to withdraw from the Program.

A student may not repeat more than one promotion period during the Program.

A student with two (2) failures within a Promotion Period will be required to repeat the promotion period as confirmed by the OTPRC/PTPRC.

A student with an overall cGPA of between 2.3 and 2.69 or tGPA of ≤ 2.5 in the promotion period will be placed on probation, reviewed by the OTPRC/PTPRC and may be required to repeat the promotion period.

Failure in any supplemental examination or remedial work will require the student to repeat the course and to repeat the promotion period as confirmed by the OTPRC/PTPRC.

In order to be permitted to take a supplemental examination in any Program course, a student must have a cGPA of at least 2.3 in that promotion period. Students may not be permitted to take supplemental exams if they have failed more than seven credits in an academic year.

The Evaluation System is under constant review by the School. The School may make changes to the policies and regulations at any time. In general, such changes will not come into effect during an academic year or promotion period; however, all changes and their effective dates will be communicated to the students of the Program with a reasonable amount of prior notice.

5. Promotion and Review Committees

The Promotion and Review Committees for the respective Programs (i.e. OTPRC, PTPRC) will review the entire records of all students.

The OTPRC/PTPRC will track the records of any student in academic difficulty and the records of any student charged with misconduct. Examples of misconduct are: unethical or unprofessional behaviour, dishonesty, drug or substance abuse, criminal conviction, and academic offences such as plagiarism and cheating.

The OTPRC/PTPRC will require a student to withdraw from the Program who has been found to be unsuitable for the practice of Occupational Therapy or Physical Therapy due to poor academic standing or misconduct. The Program Director, acting on behalf of the OTPRC/PTPRC, can withdraw a student from the Program or from a specific course, if the student fails to withdraw voluntarily within one week of a written request.

A grade is not final until it is has been reviewed by the OTPRC/PTPRC and is recorded on the student's official transcript.

6. Intra-faculty Transfers

Intra-faculty transfers are not permitted between the Occupational Therapy and Physical Therapy Programs.

Promotion Periods

A student must successfully complete all professional courses in each Promotion Period in order to be promoted to the next Promotion Period.

The Occupational Therapy and Physical Therapy Programs' Promotion Periods are as follows:

Promotion Period 1 - U1	Beginning of September to end of April
Promotion Period 2 - U2	Beginning of September to end of April
Promotion Period 3 - U3	Beginning of September to end of April

OT PROMOTION PERIOD 1 – U1 Beginning of September to end of April

Within this Promotion Period, the following courses have special conditions for evaluation. Please refer to Section 1.1 and 1.2 for details of these evaluation conditions.

OCC1 245	Occupational Therapy Seminars:	Refer to Section 1.2
POTH 250	Health Care Delivery:	Refer to Section 1.2

A student must successfully complete all Program courses in Promotion Period 1 in order to be promoted to Promotion Period 2.

OT PROMOTION PERIOD 2 – U2 Beginning of September to end of April

Within this Promotion Period, the following courses have special conditions for evaluation. Please refer to Sections 1.1 and 1.2 for details of these evaluation conditions.

POTH 401 Research Methods:	Refer to Section 1.2
POTH 434 Biomechanics of Injury	Refer to Section 1.2
POTH 455 Neurophysiology	Refer to Section 1.2

A student must successfully complete all Program courses in Promotion Period 2 in order to be promoted to Promotion Period 3.

OT PROMOTION PERIOD 3 – U3 Beginning of September to end of April

Within this Promotion Period, the following courses have special conditions for evaluation. Please refer to Sections 1.1 and 1.2 for details of these evaluation conditions.

OCC1 545 Therapeutic Strategies in OT1:	Refer to Section 1.1, 1.2
OCC1 546 Strategies in OT Professional Practice:	Refer to Section 1.2
OCC1 550 Enabling Human Occupation:	Refer to Section 1.1, 1.2
OCC1 547 Occupational Solutions 1:	Refer to Section 1.1, 1.2
OCC1 548 Holistic Approaches in OT:	Refer to Section 1.2
OCC1 549 Therapeutic Strategies in OT2:	Refer to Section 1.1, 1.2
OCC1 551 Psychosocial Practice in OT:	Refer to Section 1.1, 1.2

A student must successfully complete all Program courses in Promotion Period 3 in order to graduate. A cGPA of 3.0 or greater is required to proceed to the Master's (Applied) Program in Occupational Therapy. The MSC (A) OT degree is required for entry to practice and licensure as an Occupational Therapist.

Examinations

Information outlined in this section supplements the 2010-2011 McGill University Health Sciences Calendar, Section 9.4.7.

1. Preamble

All examinations are governed by university regulations: (http://www.mcgill.ca/student-records/exam/regulations/) and by the specific Faculty of Medicine regulations as outlined below.

Students are expected to behave in a professional manner at all examinations, including laboratory practical examinations and examinations administered in clinical settings. The regulations outlined below permit the Faculty to ensure that all examinations are administered in an organized, fair and equitable manner for all students.

Any form of communication is prohibited during an exam, including communication via electronic devices. Students are NOT permitted the use of a cell phone, pagers, PDA's, etc., during an exam. Any electronic devices found during an examination will be confiscated by an invigilator and returned to the student at the end of the examination or

the following working day. These incidents will be reported to the Associate Dean; such incidents may be entered on the student's record.

Please note that many multiple-choice examinations administered at McGill University are monitored by an examination-security program (Harpp-Hogan). This is based on assigned seating at all examinations. The data generated by the program can be used as admissible evidence, either to initiate or corroborate an investigation of cheating under Section 16 of the Code of Student Conduct and Disciplinary Procedures.

Any breach of these regulations will be reported to the Chief Invigilator, and Program Directors of OT and PT, as appropriate. Students exhibiting suspicious behaviour will also be reported. Inappropriate behaviour, such as cheating on an examination or disruptive behaviour during an examination review session(s) can be evidence of unprofessional conduct and, therefore, grounds for a finding of unsuitability to continue in the program.

A student may not miss an examination without justifiable reason. When a student misses an examination, she/he must:

- notify the Program Director prior to the exam (circumstances permitting), indicating the reason for absence;
- provide appropriate written documentation to justify absence;

2. Examination Regulations & Procedures

Regulations

1. All examination information is confidential. Any transmission of examination information, either in writing or verbally, is expressly prohibited without prior consent of the Dean's office. No one is permitted to make written notes or to record, in any way, the contents of an examination. This includes the transmission of core materials (e.g., names of patients) used in oral exams or Objective-Structured Clinical Examinations (OSCE).
2. Candidates must not procure, use, or attempt to use or distribute any improper or unauthorized materials.
3. No candidate for examination may bring into the examination room any books, notes, electronic communication devices with memory capability; e.g., PDAs (Personal Digital Assistants), cell phones, pagers or other material containing information pertaining to the examination, unless the examiner has given permission.
4. Talk or any other form of communication between candidates is forbidden. This includes the use of all types of electronic equipment not specifically requested for the examination, including cell phones and pagers. All communication devices must be deposited with the invigilators prior to the start of the examination.
5. Candidates are not permitted to leave the examination room until one half hour after the examination has begun, and in no case before the attendance has been taken. A candidate who leaves before the examination is over must hand in all completed and attempted work.

6. Every student has a right to write essays, examinations and theses in English or in French. Personal dictionaries are not permitted. However, a French-English dictionary will be available upon request.
7. No smoking or alcoholic beverages are permitted in the examination rooms.

Procedures

1. If books, notes, etc., cannot be left outside the examination room, they must be put in a place designated by the Invigilator before the candidate takes a seat.
2. Students writing examinations are responsible for arriving at the right time and place and must have with them their McGill student identification cards. Forgetfulness or inadvertently arriving at the wrong time or place are not acceptable excuses.
3. The doors of the examination room will normally be opened at least five minutes before the starting hour. Candidates will be permitted to enter the examination room up to one- half hour after the scheduled start of the exam. These students should be aware that a portion of time could be lost while the examination is assigned and instructions are being given by an invigilator. They must enter the room quietly, and time will not be extended for the examination.
4. Candidates must remain seated. A candidate needing to speak to the invigilator (e.g., to ask for additional supplies) should so indicate by raising his or her hand.
5. Questions concerning possible errors, ambiguities, or omissions in the examination paper must be directed to the Invigilator, who will investigate them through the proper channels. The Invigilator is not permitted to answer questions other than those concerning the paper.
6. All work must be done in accordance with the examination instructions, and must be handed in to the Invigilator.
7. At the close of the examination, candidates must stop writing and submit their work at once.
8. Food is permitted at the discretion of the Chief Invigilator. Food should be brought in prior to the exam. Students will not be permitted to go to vending machines/cafeteria during an examination.
9. Bathroom privileges: only one student at a time will be allowed to go to the bathroom, and the student may be escorted there and back by an Invigilator (at the Invigilator's discretion).
10. No student will be permitted to leave during the final ten minutes of the examination.

Examination Regulations – Cheating

Cheating is considered an academic offence under Article 16(a) in the Code of Student Conduct and Disciplinary Procedures which states that:

> "No student shall, in the course of an examination obtain or attempt to obtain information from another student or other unauthorized source or give or attempt to give information to another student or possess, use or attempt to use any unauthorized material…"
>
> Under Article 21(d)
>
> "The chief or senior invigilator at an examination shall have like powers of exclusion over any student undergoing the examination when the chief or senior invigilator has reasonable grounds to believe that the student is

breaking, has broken, or is attempting to break a university or faculty examination regulation…"

Before the commencement of any mid-term or final examination, the above quotation will be read out loud and any student dismissed from the exam for cheating will be given a failure in the course under question.

Students are reminded that cheating in any examination is considered a serious offence which could lead to expulsion from the University. Students are not permitted to have in their possession, or to use, any unauthorized materials during an examination.

Assignments
The Faculty adheres to the definitions of plagiarism and cheating described in the Code of Student Conduct and Disciplinary Procedures. Any course instructor has the right to require that assignments (including case reports) be submitted in hardcopy format with the student's signature. Refer to section on Academic Integrity – Plagiarism. A McGill student guide to avoid plagiarism is also found at: **http://www.mcgill.ca/integrity/studentguide.**

3. Midterm Exams
A copy of a valid medical note or appropriate documentation must be provided to the course instructor and the original document to the Program Director for all missed midterm exams. If approved, the instructor may choose one of the following three options:

- Preparing an alternative evaluation for that particular student, or
- Shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation, or
- Deferring the evaluation or examination to another time.

Deferred Examinations, Remedial Work and Supplemental Examinations

1. Deferred Examinations
Deferred examinations are examinations rescheduled because the original was missed for valid reasons; this is applicable to final examinations only.

- Permission for a deferred examination will be granted by the Program Director for the following reasons: valid health issues, family or personal crises. Participation in elite athletic events (see Policy on Student Athletes).

- Medical Notes (taken from McGill Student Health Services)
  - Medical notes will ONLY be issued on the DAY of the missed exam, assignment, project, class or conference. Health Service physicians and nurses will write notes based on their medical findings and professional assessments.
  - Absolutely NO medical notes will be written for past illness (ie: on a weekend, the day before, etc.)
  - The nurses and physicians at McGill Student Health Services DO NOT have the authority to exempt students from exams etc. The final decision will be taken by the Professor, Faculty and/or Dept.

- Medical notes can be issued by medical personnel at private clinics, CLSCs, emergency rooms, etc., but please note a charge may be incurred for this service. If you were treated outside Student Health PLEASE get a note from the institution of record as Student Health will not issue a note for an outside clinic.
- No medical notes will be issued once the clinic is CLOSED for the day. Due to the high volume of drop in patients we encourage you to arrive as EARLY as possible to ensure you will be seen on the day of your exam, class etc. in question (please refer to: http://www.mcgill.ca/studenthealth/notes/).

- Medical Certificates must contain the following minimum information:
  - The note must come from a physician.
  - It must be dated.
  - It must include the date(s) of the student absence and the date on which the student was seen by the physician.
  - It must cite a specific reason for the absence and expected date of return to studies.
  - It must be signed by a physician.

- Except for cases of emergency on the day of the exams, students must make their request for a deferred exam **PRIOR TO** the scheduled exam. The request must be accompanied by supporting documents (e.g., physician's medical certificate). The Program Director reserves the right to verify all documentation.

- In the case of an emergency on the day of the exam, supporting documents must be presented to the Program Director as soon as possible after the examination. These documents must indicate that the student was unable to write the examination for an approved reason on the specific date of the examination. The Program Director may require further corroborative documentation of the reasons for the request(s).

- In general, an approved deferred examination will be written in the deferred/ supplemental exam period or at the earliest feasible time.

- Deferred examinations will generally be in the same format as the final examination.

  No supplemental examinations are permitted for students who do not receive the required passing grade in a course after writing a deferred examination.

2. Remedial Work

Remedial work is activity to be undertaken by a student as required by the Promotion and Review Committee (OTPRC/PTPRC) as a consequence of a failure or unsatisfactory evaluation in a course, a component of a course or a clinical rotation. This activity will generally include additional study and additional examination(s). In the context of clinical rotations, there will generally be a requirement to repeat clinical activities for a defined period.

- Any remedial activity will be decided upon after discussion between the student and instructor and confirmed by the OTPRC/PTPRC.

3. Supplemental Examinations

- Supplemental examinations may be permitted in some courses. These are examinations taken as a consequence of a failure or unsatisfactory outcome in a course.

- Supplemental examinations will cover material from the entire course or section of a course. The format of the supplemental examination may differ from the original examination.

- Students who do not successfully pass supplemental exams administered by the School will receive a final supplemental grade of "D" (failure)

- As stipulated in section 9.4.7.4 of the McGill Health Sciences Calendar, "it should be noted that the supplemental result will not erase the failed grade originally obtained which was used in calculating the GPA. Both the original mark and the supplemental result will be calculated in the GPA and cGPA".

In general, remedial work or supplemental examinations for students with failures will follow university schedules.

Promotion and Review Committees

Introduction

Within the School of Physical and Occupational Therapy, student evaluation, promotion and determination of suitability for the practice of the profession is within the jurisdiction of the Occupational Therapy Promotion and Review Committee (OTPRC) and the Physical Therapy Promotion and Review Committee (PTPRC). The OTPRC reviews the performance of students in the Occupational Therapy Program and the PTPRC reviews the performance of students in the Physical Therapy Program.

The OTPRC/PTPRC exercises final authority to determine a student's competence and suitability for the practice of the Occupational Therapy or Physical Therapy professions. It will consider all aspects of student progress, including academic performance and personal and professional conduct and make final decisions on all matters relating to promotion and graduation.

The OTPRC/PTPRC will review the entire record of all students, including those in academic difficulty. In addition, the Committee will review the entire record of any student charged with misconduct. Examples of misconduct are: unethical or inappropriate behaviour for the practice of the profession, drug or substance abuse, criminal conviction, plagiarism, cheating. This could result in the student being dismissed from the Program.

The OTPRC/PTPRC will require a student who is academically incompetent or unsuitable for the practice of Occupational Therapy or Physical Therapy to withdraw from the Program.

Composition of the OT and the PT Promotion and Review Committees
The OTPRC is a standing committee of the School. It is composed of four Faculty members of the OT Program, appointed for a staggered two-year term and the Director of the OT Program. All four are voting members. The Director will vote in the case of a tie.

The PTPRC is a standing committee of the School. It is composed of four Faculty members of the PT Program, appointed for a staggered two-year term and the Director of the PT Program. All four are voting members. The Director will vote in the case of a tie.

Review of Grades, Evaluations and Decisions

1. Review by the Promotions and Review Committees

Step 1
For academic courses, Occupational Therapy and Physical Therapy students who are dissatisfied with an evaluation or mark must first discuss the matter with the course instructor within one calendar week. Following discussion of the student's concerns, the instructor may leave the evaluation/mark unchanged or may change the evaluation/mark.

Step 2
The following are procedures to be followed when a student wishes to contest an evaluation/mark of a course.

For academic courses, students who remain dissatisfied after speaking with the instructor may request a review of the evaluation or mark by the OTPRC/PTPRC. The student's request must be made in writing and must be received within 14 calendar days of notification of the evaluation or mark. The request must be made by completing a Reread Form available in the office of the Undergraduate Student Affairs Coordinator. A $35 charge is applicable.

Both the student and the instructor have the right to state his or her case to the committee in person or in writing. The proceedings will be conducted in an informal and respectful manner.

The OTPRC/PTPRC will determine the **reasonableness** of a student's evaluation. If, after deliberation, it is deemed to have been a reasonable assessment of the student's performance, the evaluation/mark will remain unchanged. Should the Committee conclude that the evaluation/mark under review was not reasonable a "**de novo**" assessment will be provided by the Committee. In other words, the OTPRC/PTPRC will appoint another evaluator to re-read the assignment or examination. The evaluation/mark may remain unchanged, be upgraded or downgraded.

Decisions taken by the OTPRC and the PTPRC on an evaluation/mark are final and without appeal.

2. Review by the Ad Hoc OT/PT Promotions Appeal Committee

Only decisions of the OTPRC and PTPRC which require the student to repeat a promotion period or to withdraw from the Program may be appealed. The appeal must be made to the Ad hoc OT/PT Promotions Appeal Committee.

Decisions of the OTPRC/PTPRC may be appealed under the following circumstances:

- There is new evidence which was not available at the earlier consideration, and/or
- There has been a breach of natural justice.

The following are procedures to be followed when a student wishes to contest a decision of the OTPRC and PTPRC:

1. Within 14 working days from notification of the decision of the OTPRC and PTPRC, the student may request a review of this decision. This request must be made in writing in sufficient detail to the Program Director.

2. The Program Director will immediately forward the request to the Director of the School of Physical and Occupational Therapy and will ask that the Ad Hoc OT/PT Promotions Appeal Committee be convened.

3. The Director of the School of Physical and Occupational Therapy will then call a meeting of the Ad Hoc OT/PT Promotions Appeal Committee. The Ad Hoc OT/PT Promotions Appeal Committee is comprised of**:**

   a) Five (5) members of the Faculty who have had no previous knowledge of the case under review. Those selected will have appropriate background and knowledge to bring to the Committee. One member will be designated as Chair.

   b) One representative from the OEQ or OPPQ may be substituted for an academic member.

4. The Director of the School of Physical and Occupational Therapy will communicate to the parties the names of the members of the Ad Hoc OT/PT Promotions Appeal Committee, the time and place of the review with a minimum 10 working days notice.

5. The Director of the School of Physical and Occupational Therapy will call for a detailed dossier from each party which will be circulated to the Committee and the parties prior to the meeting. The dossiers should be made available to the Committee at least two (2) working days prior to the meeting so they have time to become acquainted with the issues. The Program Director must be informed of the names of witnesses and advisers at least two (2) working days prior to the hearing.

6. The Program Director, or designate, will present the School's evidence in written form and/or verbally to the Committee after which the student will be invited to present his/her case. The Program Director will give a summary of the student's performance to

the Committee, an explanation for the evaluation and the decision. The student will then present his/her version of the performance and the evaluation. The Chair and other committee members may ask questions of the parties.

7. Both parties (the student and the Program Director) may be accompanied by an adviser if they so wish. The adviser(s) will speak only at the invitation of the committee Chair. Witnesses may be called if needed. As defined by the ***Charter of Student Rights and Responsibilities***, the advisor must be a member of the McGill community (e.g. a fellow student, a faculty member, or a student from the Legal Information Clinic) and not be paid for these services. The role of the adviser is to advise and help the parties present their case. It is important for the Committee to hear directly from the student and Program Directors. The adviser(s) may speak only at the invitation of the committee Chair.

8. The meeting is conducted in a respectful and non-confrontational manner. No observers are permitted at the proceedings.

9. The Committee will consider all relevant and valid evidence submitted in writing or orally by the parties and their witnesses. The Committee may ask questions of the student, of the Program Director or the witnesses. The parties may also question each other in order to clarify points.

10. Notes taken during the meeting are for the use of the Committee members in arriving at their decision, and are destroyed after they have completed their deliberations.

11. When the parties have completed their presentations and the Chair and the Committee members have no further questions, the meeting will be adjourned. The Committee will continue to deliberate in private.

12. All members of the Committee, including the Chair, vote. A simple majority is required for a decision.

13. The parties shall be informed verbally by the Chair as soon as the decision has been made. The decision will be confirmed in writing with sufficient detail as soon as possible but no later than 10 working days following the meeting.

II. Important Information for Students to Know

Academic Integrity – Plagiarism

Plagiarism is considered an academic offence under Article 15(a) of the Code of Student Conduct and Disciplinary Procedures which states that:

> "No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted."

Plagiarism may be defined generally as the knowing submission of the work of another as if it were one's own. This can range from careless or sloppy work or errors resulting from inexperience, on the one hand, to intentional or wholesale academic deceit, on the other hand. This also includes double or joint submissions, and the submission a second time of one's own work. Certain forms of plagiarism involve an element of deliberation which is inherent and unchallengeable, and which demand reasonably specific and uniform responses. These plagiarisms are considered to be:

a) the submission of work purchased from an organization
b) the submission of work extensively copied from other sources
c) the submission of work which has been improperly removed from a departmental file or office
d) the submission of work written by another with or without permission

Upon demonstration that a student has represented another person's work as his own, it shall be presumed that the student intended to deceive. The student shall bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed.

Because plagiarism is regarded as an academic offence, severe penalties are considered appropriate which can include a grade of F (0) for the plagiarized work and/or a failure in the course.

In submitting work in his/her courses, a student should remember that plagiarism is considered to be an extremely serious academic offence. If a student has any doubt as to what might be considered "plagiarism" in preparing an essay or term paper, he/she should consult the instructor of the course to obtain appropriate guidelines. With regard to what constitutes an academic offence, a student should refer to Chapter Three, Code of Student Conduct and Disciplinary Procedures in the Student Rights and Responsibilities Handbook.

Attendance and Term Work
Students will not be permitted to write an examination in any course unless they have fulfilled the requirements of the course, including those of attendance, to the satisfaction of the instructor and the Program Director.

It is the responsibility of the students to make sure at the time of registration that there is no conflict in the timetable of the courses which they propose to follow.

Students are expected to attend lectures regularly. In recent years, there has been an increase in absenteeism partly due to total reliance on the Note-Taking-Club. The School strongly encourages students to take their own notes in lectures to facilitate the understanding of the lecture and avoid misinterpretation. Please note: **permission of the instructor is required** before any lecture can be taped.

During the 3 year course of study, students are required to attend laboratory practical classes, Clinical Reasoning Workshops and Seminars as part of the Occupational and Physical Therapy Programs. These classes involve learning about the treatment modalities and procedures used to assess and treat patients and developing clinical reasoning skills. This may include using electrical devices and other items of equipment, performing standardized assessments, practicing massage, performing external palpation and manipulation of the body, participating in structured group activities which may involve interviewing and role playing, and conducting psychosocial assessments. Students are expected to participate in these classes and practice the techniques and use of equipment on each other.

If there are personal reasons or problems associated with participation in a particular type of laboratory or practical class, students must consult the course instructor immediately. If possible, an alternative solution will be found.

Students who have missed more than 10% of laboratory or small group sessions, or who miss any required professional workshop or seminar, without prior approval, will receive 0/10 for participation in the course. If a course does not have a participation mark, then the final course mark will be deducted by a 10% mark. This rule applies to labs and to all required workshops, seminars or professional activities. Attendance will be taken at all practical classes. Reasons for absences are dealt with only by the Program Director and may require documentation.

Leaves of Absence
Leaves of absence will be granted only for reasons of health or family crises. Requests for leaves must be approved by the Program Director. A request must be accompanied by supporting documentation (e.g., a letter from the student's physician/counsellor). In general, a medical leave is granted for up to one year. The Program reserves the right to impose a limitation on the number as well as the total duration of leaves. Should a prolongation be requested, the Program reserves the right to require a second opinion from a Faculty-designated physician.

A student returning from a medical leave must provide supporting documentation from the treating physician/counsellor. These documents must state that the student is capable of resuming his/her studies.

Once the leave has been approved by the Program Director, the student's registration and fees must be verified by the Student Affairs Coordinator. Students may be required to forfeit all or part of their tuition fees. Students receiving financial aid must inform the Student Aid Office to assess the impact of the leave on financial aid.

Policy on Student Athletes
A student is considered to be a student athlete if he/she is a team member and/or is competing in an organized and recognized athletic event at the inter-collegiate level or higher.

While encouraging athletic participation and excellence on the part of our students, it should be acknowledged that their academic program takes priority when conflicts occur between team practices/games and classes/exams. Students may not miss classes due to practices. For McGill teams, competitions are not arranged during official McGill University exam periods.

At the beginning of the School year students must:

- Identify themselves as student athletes to the Program Director.
- Provide a schedule of athletic competitions to the Undergraduate (U1, U2, U3) Student Affairs Office no later than two weeks from the start of classes.

If a situation arises in which a competition occurs during a scheduled course, program activity or examination, the student must:

- **Identify the conflict to the Program Director no later than two weeks prior to the event by providing the following documents**:
  - A letter from the student requesting permission to be absent from classes for the proposed dates,
  - A letter from the coach confirming when and where the competition will be held and that the student is participating in the event,
  - A copy of travel plans if appropriate.
- Obtain permission from the Program Director to participate in the event.

Students are required to follow the same procedures and timelines even if the date of the competition is unknown but is potentially in conflict with an evaluation or examination, ie, semi-final or final competitions. **Late submissions will not be considered.**

The examination takes precedence over the athletic event. Possible solutions to the conflict are:

- Preparing an alternative evaluation for that particular student, or
- Shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation, or

- Deferring the evaluation or examination to another time.

Students are not permitted to write exams outside of McGill University. This may compromise the student and/or the exam. The procedures for conducting a deferred exam are the same as those listed in the Course Guide and other McGill documents.

Please note that students may not request absences from clinical placements.

The Program Director takes the final decision.

Policy on the Responsible Use of McGill Information Technology Resources
McGill Information Technology Resources are intended to support the academic mission and the administrative functions of the university. This policy states the principles regarding their use. The official policy is found on the Information Technology section of the University Secretariat website, http://www.mcgill.ca/secretariat/policies/informationtechnology/.

Code of Student Conduct
The Code of Student Conduct and Disciplinary Procedures as outlined in Chapter Three of the McGill University Handbook – Student Rights and Responsibilities is considered the basic university requirements and applies to all students registered on a part-time or full-time basis.

The School of Physical and Occupational Therapy, in addition to the above, requires that the following code of conduct be observed by all students, graduate or undergraduate, registered in the School's Programs.

Guidelines Regarding Professional Behaviour
Occupational and Physical Therapy are professions; therefore, our programs have rigorous standards of conduct. Professional behaviour is expected of students throughout their education, both in the classroom and clinical setting.

In addition, collaborative learning is highly valued and advocated at the School. Thus, the level of respect amongst students is expected to be of the highest standard. To allow students to successfully incorporate professional behaviour into their daily interactions with peers, the School staff, clinical teachers and Faculty, the following guidelines have been agreed upon by both the Faculty and the student representatives. These guidelines will be enforced throughout the program.

1) Students will be on time for classes. Time management is an important skill that affects all aspects of professional life. It is also a sign of respect to fellow students and Faculty not to interrupt a learning activity in progress. Thus, unless unforeseeable major events occur (i.e. the metro is not working, major storms) the doors are closed at the time that class is scheduled to start. If the course is one requiring compulsory attendance (refer to Course Guides) the student will be allowed to enter late, but will be considered absent on the attendance record and will receive 0/10 for participation if their absences exceed the allowable limit.

2) Students are encouraged to actively participate in class. Questions should be directed to the front of the class. Talking amongst students during class when a Faculty member, guest lecturer or fellow student is speaking is unacceptable. This is disruptive and interferes with others' learning. Thus, disruptive talking will not be tolerated and the disruptive student(s) will be asked to leave. If attendance is compulsory, the student will be considered absent on the attendance record and will receive 0/10 for participation if their absences exceed the allowable limit.

3) Professionalism with respect to dress is encouraged throughout the program. When clients are scheduled to attend a learning activity or when the student is doing a class presentation, clinical placement, visit to external sites and during mOSCEs, professional attire is expected. Therefore, during these learning activities, informal (jeans, sweat pants and casual shorts) or provocative attire is not appropriate. Footwear must be appropriate to the setting and provide a measure of safety to both students and clients, Clinical supervisors will note inappropriate dress as unprofessional student behaviour during placements. If dressed unprofessionally during any of the learning activities listed above, the student will be asked to leave and to return when dressed appropriately. If time does not permit, the student will receive an automatic failing grade, when applicable, and will be required to complete a supplemental assignment or exam.

A) Comportment

1. All full-time and part-time Faculty must be addressed as professor if such is their official title, unless otherwise instructed by the individual professor. Sessional lecturers who do not have an academic appointment are addressed using "Mr., Mrs., or Ms., etc."
2. All guest lecturers should be treated with due respect and courtesy. All critique of a negative nature with regard to the lecture should be conveyed to the course coordinator in writing.
3. Disruptive behaviour (talking, excessive movement, etc.) will not be tolerated during lectures or laboratory sessions. Faculty will exercise their right to dismiss students who exhibit this behaviour.
4. Students must attend all laboratory sessions and lectures as indicated in the Course Guide in professional courses.
5. Students may be required to wear shorts and shirts for practical sessions, if appropriate to the session.

B) Classrooms

1. No eating or drinking is permitted in classrooms at any time except with permission of the instructor. Any containers, cartons or refuse must be placed in the wastebasket.
2. Students are permitted to use unoccupied classrooms for study and practice of therapeutic techniques, but must leave the room in a tidy and orderly manner. Students must respect the equipment and materials and will be held accountable for damage. Footwear must be removed when using plinths in the practical classes.

C) Buildings (Davis, Hosmer and Hosmer Coach House)

1. All outdoor footwear must be removed at the building entrance during the late fall and winter sessions.
2. No smoking is permitted in the buildings or within 30 metres of building entrances.
3. Students are not permitted to sit on or otherwise block any of the staircases. This is a safety precaution to allow for unencumbered traffic flow and to prevent injuries.
4. Keys or ID cards to access Davis or Hosmer Houses are not to be loaned to any unauthorized person. Davis and Hosmer House front doors are equipped with timed-locking mechanisms. These outside doors self-lock at 5:00 p.m. at Davis House and at 6:00 p.m. at Hosmer House during the fall and winter semesters. Both doors are locked on weekends at all times. Holding the door open for longer than 60 seconds, once the locking mechanism has been activated, will set off an alarm.
5. The Undergraduate Student Affairs office, Hosmer 100, is accessible to all students during posted office hours.
6. Students are not permitted to be present in the halls in their underclothing.
7. Parking areas at Davis and Hosmer Houses are for use by permit holders. Vehicles found parked without a permit or paid parking ticket will receive a warning ticket the first time. Subsequent times they are found within a 6-month period, they will be issued city tickets at a fine of $52 per ticket.

D) Clinical Facilities

1. All undergraduate students are required to adhere to their Program's codes of dress and professional conduct while on any clinical site visit.
2. All students must respect the confidential nature of clinical material (patient records, case discussions, etc.). The clinical material should only be discussed within a professional context and never in a public place.
3. All health care professionals and clients must be addressed by their official title and/or surname unless otherwise instructed.

Counselling

Student Services Counselling Service (Brown Student Services Building; counselling.service@mcgill.ca) has professional counsellors who are available to discuss personal, academic and career goals or problems. They can provide individual or group study skills sessions or guide students through financial, or other, crises by means of interventions or referrals.

The **First-Year Office (FYO)** (Brown Student Services Building; firstyear@mcgill.ca) can help new students navigate their way through the Undergraduate Course Calendar and the information contained in the *Welcome to McGill* book. They will help students prepare for the course registration period when the Minerva registration system opens for newly admitted students. To maximize this help, it is strongly recommended that students first read the sections in the Welcome to McGill book specific to their faculty. The FYO staff is always available to provide advice and referrals to the many support mechanisms at McGill.

Career and Placement Service (Brown Student Services Building: careers.caps@mcgill.ca) provides career education, guidance, and individual advising to students in their search for permanent, part-time, or summer jobs and internships.

Faculty Adviser
The Mission Statement of the University expresses the commitment to offer students "the best education available". An essential component of this is the advising process. The active participation of students in the advising process is essential in order for them to access the full range of academic opportunities during their studies. They must be proactive in seeking meetings with advisers, professors, counsellors, and such to ensure that they receive the advice they need to meet their academic goals. It should be noted that, while advisers are there to provide students with guidance, students are ultimately responsible for meeting the requirements of their degree. It is their responsibility to inform themselves about the rules and regulations of the University faculty, and their program. With the students' cooperation, all advisers and counselors will work together to help students throughout their undergraduate studies.

Your adviser

- is a faculty member with whom you can build a relationship to counsel you throughout the program;
- can guide you with both academic and non-academic concerns;
- is a person in the School with whom you can discuss any matter and to whom you may go for advice;
- will provide ongoing advice and guidance on the program;
- will assist you with workload management;
- will assist you with guidance regarding career options or considerations;
- will offer help managing academic situations during periods of personal, financial, or medical problems, by working with students to identify various possibilities and strategies for making informed decisions;
- will communicate with other advisers within the University and, with a student's permission, serve as a direct link to other University resources.

Please note that you will be assigned a faculty adviser during the first week of classes. This is a contact person in the School with whom you can discuss any matters and to whom you may go for advice. This does not preclude you from contacting any faculty member you may choose. Normally matters pertaining to a specific course are addressed first to the coordinator of the particular course. The Program Directors are also available for any student who seeks a discussion or advice.

Email Policy
E-mail is one of the official means of communication between McGill University and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is accessed, read and acted upon in a timely fashion. Therefore it is important to read your McGill e-mail on a regular basis, since failing to access your e-mail will not be considered an acceptable reason for not acting on the correspondence. Important notices from the School, including your instructors, will be

communicated via e-mail to your McGill e-mail address only, and will not be sent to any other e-mail address.

If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable. For details on how to check your e-mail from any computer with internet access, go to: http://webmail.mcgill.ca.

Student Rights and Responsibilities

> "The integrity of university academic life and of the degrees the university confers is dependent upon the honesty and soundness of the teacher-student learning relationship and, as well, that of the evaluation process. Conduct by any member of the university community that adversely affects this relationship or this process must, therefore, be considered a serious offence."

Each student is advised to be familiar with the contents of the Handbook on Student Rights and Responsibilities, including the disciplinary procedures that will be taken for any academic offences. This handbook will be provided during the orientation meeting with the Program Director.

Safety and Well-being

Safety and well-being of Students and Faculty, both at the School of Physical and Occupational Therapy and on campus, are managed at multiple levels.

Generally speaking, the establishment of policies, procedures and services for safety and well-being are the responsibility of main campus.

In the event of an accident, the School's Building Director assists students in the completion of an Accident Event Report to the Environmental Safety Office. In addition, issues of safety and well-being are addressed by students at the Faculty-Student Liaison Meeting.

When a security incident occurs the Security Incident Report is reviewed by the Security Services supervisors and the reports distributed accordingly. Should the incident involve a student, a copy of the report is sent to the Office of the Dean of Students, at which time the office may choose to contact the student, if they think it is appropriate, to see if any further assistance can be provided. If the incident report describes a safety or security issue, the report is forwarded to the Environmental Safety office, to the Facilities Management and Development office or to one of the Security Services Staff so that measures can be taken to remedy the situation.

The Joint Advisory Health and Safety Committee is an advisory body that is jointly comprised of McGill employees and students. This committee has multiple mandates including "to ensure mechanisms are in place for systematic hazard identification and risk assessment" and "to oversee the system of internal responsibility and accountability within the organization" (for more details refer to http://www.mcgill.ca/ehs/safetycommittees/).

McGill University Walksafe Network provides a "safe and effective alternative to walking or using public transportation alone at night" (http://www.mcgill.ca/security/community/walksafe/).

In order to support the continual re-examination and promotion of health and well-being, the Dean of Students initiates a yearly call for applications to the Mary H. Brown Fund. This is an endowment fund that provides a total of approximately $20,000 annually for "the creation and early support of innovative, on-campus projects that benefit McGill students' physical and psychological well-being and related initiatives" (http://www.mcgill.ca/studentservices/).

Guidelines for Writing a Term Paper

No paper will be accepted late without the approval of the instructor PRIOR to the original due date. A new deadline may then be arranged between the instructor and student if the request is valid. Failure to conform to this procedure may mean that the student will automatically receive a mark of "0" for the paper.

NOTE: the referencing system of the American Psychological Association (APA) must be used for term papers. Please refer to the APA Research Style Crib sheet included in this course guide for your convenience.

TERM PAPERS:

- must be typewritten and doubled spaced.
- size of paper, 8 ½ x 11", heavy duty, white bond.
- margin: 1" on all sides.
- written in Times New Roman, Arial or Courier New font.

SEPARATE PAGE FOR THE FOLLOWING READINGS:

a) title page shall contain:
   - title of article
   - author's name
   - course number
   - professor's name
   - date

b) abstract
   - 100 to 250 words may be required (depending on the professor)
   - the abstract is a concise statement about what was done, what was found and what was concluded.

c) acknowledgement includes:
   - names and positions of any individuals who have helped in the preparation of the project, in assessing the results, or in preparing the illustrations or graphs, as well as;

- names of any agency such as professional organizations or the Dominion Bureau of Statistics who have provided data.

d) index of contents
   - this must be included with their page numbers.

e) introduction and objective of paper
   - this section should introduce the topic and state clearly the objective of the paper as well as define any terms which may not be of common usage and known to everyone in the particular context of the paper, for example, a qualified therapist is one who …, and an unqualified therapist is one who …

f) presentation
   - this part contains the "body" of the paper and it should be subdivided into sections depending on the content. These sub-sections must be listed separately in the index under "presentation".

g) discussion
   - this part should reflect whether the paper has helped to clarify or resolve the original purpose.
   - practical implications that could be drawn from the paper could be presented here.
   - ideas from the paper that could be useful for further study could also be given

h) conclusion
   - this is a brief summary.

i) reference or bibliography
   - The term bibliography is much too pretentious except in the case of a library study which contains a complete list of everything published within specified limits about the subject.
   - References (books, personal comments, documents, articles) are sources through which the author has obtained information. The value of an article is not measured by the number of references and they should not be included merely to impress the professor. The worst sin is to include a list of references which have never been read or seen by the author.
   - All references, be they ideas or fact from work of another person, must be documented. If they are not, this constitutes "PLAGIARISM".
   - See Section on "Plagiarism".

j) appendix
   - An appendix, although rarely used, is helpful under certain circumstances. If describing certain materials in depth would be distracting or inappropriate to the main body of the paper, you might include an appendix.
   - Some examples of suitable material for an appendix are:
   - Sample of questionnaires, evaluation forms, etc.

- A list of materials used in the study.
- Samples of clients' productions.
- The criterion for including an appendix is whether the material is useful to the reader in understanding, evaluating, or replicating your proposal. Material of either general or specialized interest should not be presented for its own sake. When an appendix is used, the reference in text should read: as follows: (See Appendix A for complete derivation).

NOTE: the referencing system of the American Psychological Association (APA) must be used for term papers.

APA Research Style Crib Sheet

Russ Dewey
Georgia Southern University

[This page is a summary of rules for using APA style. The version you are reading was revised 10/10/96, edited and revised again on September 5, 2000 with Bill Scott of the College of Wooster, and updated in January 2003 by Doc Scribe. I have made every effort to keep this document accurate, but readers have occasionally pointed out errors and inconsistencies which required correction. I am grateful to them and invite additional feedback. This document may be reproduced freely if this paragraph is included. --Russ Dewey, rdewey@gasou.edu]

Download the APA Crib Sheet PDF *and other APA style resources from Dr. Abel Scribe PhD.*
See Professor Dewey's excellent Web site for Psychology Students.

APA Crib Sheet Contents

- **Introductory Information**
- **Rules**
  - **Abbreviations**
  - **Avoiding biased and pejorative language**
  - **Capitalization**
  - **Commas**
  - **Hyphenation**
  - **Italics (underlining)**
  - **Miscellaneous**
  - **Numbers**
- **Page Formats**
  - **Title & text pages (graphic)**
  - **Headings**
  - **Text details**
  - **References & tables (graphic)**
  - **Tables (notes)**
- **Reference Citations (In-Text)**
- **Reference Formats**
  - **Abbreviating within a reference**

- Quotation marks
- Alphabetizing within reference lists
- APA reference style & examples

INTRODUCTORY INFORMATION

APA style is the style of writing used by journals published by the American Psychological Association (APA). The style is documented in the *APA Publication Manual* (5th ed., 2001). The APA *Manual* began as an article published in *Psychological Bulletin* in 1929. That article reported results of a 1928 meeting of representatives from anthropological and psychological journals, "to discuss the form of journal manuscripts and to write instructions for their preparation" (APA, 2001, p. xix). By 1952 the guidelines were issued as a separate document called the *Publication Manual*. Today the manual is in its fifth edition, and the *APA format* described in it is a widely recognized standard for scientific writing in psychology and education.

Some of the more commonly used rules and reference formats from the manual are listed here. However, this web page is no substitute for the 440 page APA *Manual* itself, which should be purchased by any serious psychology student in the U.S., or by students in other countries who are writing for a journal which uses APA format. The APA *Manual* can be found in almost any college bookstore, as well as in many large, general-purpose bookstores, in the reference and style guide section. You may check the current price and delivery of the APA *Manual* by clicking on this link to amazon.com. The spiral bound edition is especially handy when formatting research papers.

The APA *Manual* draws a distinction between "final manuscripts" such as class papers, theses, and dissertations, and "copy manuscripts" to be submitted for review and publication. The *APA Crib Sheet* follows the instructions given in chapter six for "Material Other Than Journal Articles" (APA, 2001, pp. 321-330). Final manuscripts differ from copy manuscripts in these ways:

- Spacing. "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 326).
- Figures, tables, and footnotes. "In a manuscript submitted for publication, figures, tables, and footnotes are placed at the end of the manuscript; in theses and dissertations, such material is frequently incorporated at the appropriate point in text as a convenience to readers" (APA, 2001, p. 325).

The most notable **additions and changes** to fifth edition of the APA *Manual* (2001) include:

- Electronic sources require new formats in references. The formats previously featured on the APA Web site have been superseded. Several formats are included in the *Crib Sheet*.
- Italics or underline? "Use the functions of your word-processing program to create italic, bold, or other special fonts or styles following the style guidelines specified in this *Publication Manual*" (APA, 2001, p. 286). However, underlining in place of italics is still acceptable when using a typewriter (see APA, 2001, p. 100). Always be consistent!
- Hanging indents. "APA publishes references in a *hanging indent* format. . . . If a hanging indent is difficult to accomplish with your word-processing program, it is permissible to indent your references with paragraph indents" (APA, 2001, p. 299).

RULES

Following is a summary of *rules* and *reference examples* in the APA style manual. The manual itself contains all this information and more, organized and worded differently, indexed and illustrated. If in doubt about a specific rule or example, consult the manual itself.

Abbreviations

- Avoid abbreviations (acronyms) except for long, familiar terms (MMPI).
- Explain what an abbreviation means the first time it occurs: American Psychological Association (APA).
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).
- Do not use the old abbreviations for subject, experimenter, and observer (S, E, O).
- The following abbreviations should NOT be used outside parenthetical comments:
  - **cf.** [use **compare**]
  - **e.g.** [use **for example**]
  - **etc.** [use **and so forth**]
  - **i.e.** [use **that is**]
  - **viz.** [use **namely**]
  - **vs.** [use **versus**]
- Use periods when making an abbreviation within a reference (Vol. 3, p. 6, 2nd ed.)
- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements (lb, ft, s) except inches (in.).
- Use s for second, m for meter.
- To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).
- In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s); when referring to several pages in a reference or citation, use the abbreviation pp. (with a period after it and a space after the period).

- Do not use the abbreviation "pp." for magazine or journal citations; just give the numbers themselves. Do use "pp." for citations of encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books.
- Use two-letter postal codes for U.S. state names (GA).

Avoiding Biased and Pejorative Language

In general, avoid anything that causes offence. The style manual makes the following suggestions:

DO NOT use . . .	**when you can use . . .**
ethnic labels (for example, Hispanic)	geographical labels (Mexican Americans)
"men" (referring to all adults)	"men and women"
"homosexuals"	"gay men and lesbians"
"depressives"	"people with depression"

Correct use of the terms "gender" and "sex"

The term "gender" refers to culture and should be used when referring to men and women as social groups, as in this example from the *Publication Manual:* "sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for it, most heterosexual men and women were against it" (APA, 2001, p. 63).

The term "sex" refers to biology and should be used when biological distinctions are emphasized, for example, "sex differences in hormone production."

Avoid gender stereotypes. For example, the manual suggests replacing "An American boy's infatuation with football" with "An American child's infatuation with football" (see APA, 2001, p. 66).

Sensitivity to labels

Be sensitive to labels. A person in a clinical study should be called a "patient," not a "case." Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia." Use the term "sexual orientation," not "sexual preference." The phrase "gay men and lesbians" is currently preferred to the term "homosexuals." To refer to all people who are not heterosexual, the manual suggests "lesbians, gay men, and bisexual women and men" (APA, 2001, p. 67).

In racial references, the manual simply recommends that we respect current usage. Currently both the terms "Black" and "African American" are widely accepted, while "Negro" and "Afro-American" are not. These things change, so use common sense.

Capitalize *Black* and *White* when the words are used as proper nouns to refer to social groups. Do not use color words for other ethnic groups. The manual specifies that hyphens should not be used in multiword names such as Asian American or African American.

Labels can be tricky, and the manual has a lot to say about them. For example, "American Indian" and "Native American" are both acceptable usages, but the manual notes that there are nearly 450 Native American groups, including Hawaiians and Samoans, so specific group names are far more informative.

The terms *Hispanic, Latino,* and *Chicano* are preferred by different groups. The safest procedure is use geographical references. Just say "Cuban American" if referring to people from Cuba.

The term *Asian American* is preferable to *Oriental*, and again the manual recommends being specific about country of origin, when this is known (for example, Chinese or Vietnamese). People from northern Canada, Alaska, eastern Siberia, and Greenland often (but not always!) prefer *Inuk* (singular) and *Inuit* (plural) to "Eskimo." But some Alaska natives are non-Inuit people who prefer to be called Eskimo. This type of difficulty is avoided by using geographical references. For example, in place of "Eskimo" or "Inuit" one could use "people from northern Canada, Alaska, eastern Siberia, and Greenland."

In general, call people what they want to be called, and do not contrast one group of people with another group called "normal" people. Write "we compared people with autism to people without autism" not "we contrasted autistics to normals." Do not use pejorative terms like "stroke victim" or "stroke sufferers." Use a more neutral terminology such as "people who have had a stroke." Avoid the terms "challenged" and "special" unless the population referred to prefers this terminology (for example, Special Olympics). As a rule, use the phrase "people with _____" (for example, "people with AIDS," not "AIDS sufferers").

In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term *elderly*. *Older person* is preferred. *Boy* and *Girl* are acceptable referring to high school and and younger. For persons 18 and older use *men* and *women*.

Capitalization

- Capitalize formal names of tests (Stroop Color-Word Interference Test).
- Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies."
- Capitalize names of conditions, groups, effects, and variables only when definite and specific. (Group A was the control group; an Age x Weight interaction showed lower weight with age.)
- Capitalize the first word after a comma or colon if, and only if, it begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."
- Capitalize specific course and department titles (GSU Department of Psychology, Psych 150).
- Do not capitalize generic names of tests (Stroop color test). "Stroop" is a name, so it remains capitalized.

- Capitalize nouns before numbers, but not before variables (Trial 2, trial *x*).
- Do not capitalize names of laws, theories, and hypotheses (the law of effect).
- Do not capitalize when referring to generalities (any department, any introductory course).

Commas

- Do not use commas to separate parts of measurement (9 lbs 5 oz). Use the metric system, as a rule.
- Use commas before "and" in lists, for example, height, width, and depth.
- Use commas between groups of three digits, for example, 1,453.
- Use commas to set off a reference in a parenthetical comment (Patrick, 1993).
- Use commas for seriation within a paragraph or sentence. For example, "three choices are (a) true, (b) false, and (c) don't know." Use semicolons for seriation if there are commas within the items. For example, (a) here, in the middle of the item, there are commas; (b) here there are not; (c) so we use semicolons throughout.
- Use commas in exact dates, for example, April 18, 1992 (but not in April 1992).

Hyphenation

- Do not hyphenate *-ly* and superlative words (*widely* used test, *best* informed students).
- Do not hyphenate common prefixes (posttest, prewar, multiphase, nonsignificant) unless needed for clarity (pre-existing).
- Do not hyphenate foreign, letter, numeral terms (a priori hypothesis, Type A behavior) when the meaning is clear without it (least squares solution, heart rate scores).
- Do not hyphenate if a noun comes first (a therapy was client centered, results of *t* tests).
- Hyphenate adjectival phrases (role-playing technique, high-anxiety group, two-way analysis).
- Hyphenate compound adjectives preceding nouns (client-centered therapy, *t*-test scores) unless the compound adjective involves a superlative (best written paper).
- Hyphenate if the base is an abbreviation or compounded (pre-UCS, non-college bound).
- Hyphenate if the base word is capitalized or a number (pre-Freudian, post-1960).
- Hyphenate if the words could be misunderstood without a hyphen (re-pair, un-ionized, co-worker).
- If in doubt, consult a recently published dictionary. Standards change. For example, "data base" is now "database," and "life-style" is now "lifestyle."

Italics (Underlining)

- Do not italicize or underline common foreign abbreviations (vice versa, et al., a priori).
- Do not italicize or underline for mere emphasis.
- Italicize or underline the titles of books and articles, species names, introduction of new terms and labels (the first time only), words and phrases used as linguistic examples, letters used as statistical symbols, and volume numbers in reference lists.

Miscellaneous: Colons, dashes, parentheses, numbering paragraphs

- Do not use "and/or." Write things out. For example, "Monday, Tuesday, or both" is preferable to "Monday and/or Tuesday."
- Do not use a colon or other punctuation after an introduction which is not a complete sentence such as

  this one, or any other sentence in the body of text which flows into an extended quote. The quote "picks up where the sentence leaves off" and provides the punctuation.

- Use a dash (rendered on typewriters and some word processors as a double hyphen) when there is a sudden interruption like this one--zoiks!--in the flow of a sentence. Overuse "weakens the flow of the writing" (APA, 2001, p. 81).
- Use parentheses to introduce an abbreviation, for example, the galvanic skin response (GSR).
- Use *appendixes* (appendices) as the plural of *appendix*. Use *datum* as singular, *data* as plural. Use *matrix* as singular, *matrices* as plural. *Phenomenon* is the singular form of the plural *phenomena*. Use *schema* as singular, *schemas* (not schemata) as plural.
- When listing separate paragraphs in a series, use a number and a period, not parentheses.

1. The first paragraph goes here.
2. The second paragraph goes here.

Numbers

- Spell out common fractions and common expressions (one-half, Fourth of July).
- Spell out large numbers beginning sentences (Thirty days hath September . . .).
- Spell out numbers which are inexact, or below 10 and not grouped with numbers over 10 (one-tailed *t* test, eight items, nine pages, three-way interaction, five trials).
- Use numerals for numbers 10 and above, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).
- To make plurals out of numbers, add *s* only, with no apostrophe (the 1950s).
- Treat ordinal numbers like cardinal numbers (the first item of the 75th trial . . .).
- Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).
- Use combinations of numerals and written numbers for large sums (over 3 million people).
- Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample). Here is another example: "We used 30 subjects, all two year olds, and they spent an average of 1 hr 20 min per day crying.
- Use metric abbreviations with figures (4 km) but not when written out (many meters distant).
- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).

Quotation Marks

- Use quotation marks for an odd or ironic usage the first time but not thereafter, for example, "This is the "good-outcome" variable, but as it turns out, the good-outcome variable predicts trouble later on . . ."

- Use quotation marks for article and chapter titles cited in the text but not in the reference list. (In Smith's (1992) article, "APA Style and Personal Computers," computers were described as "here to stay" (p. 311).)

Extended quotations

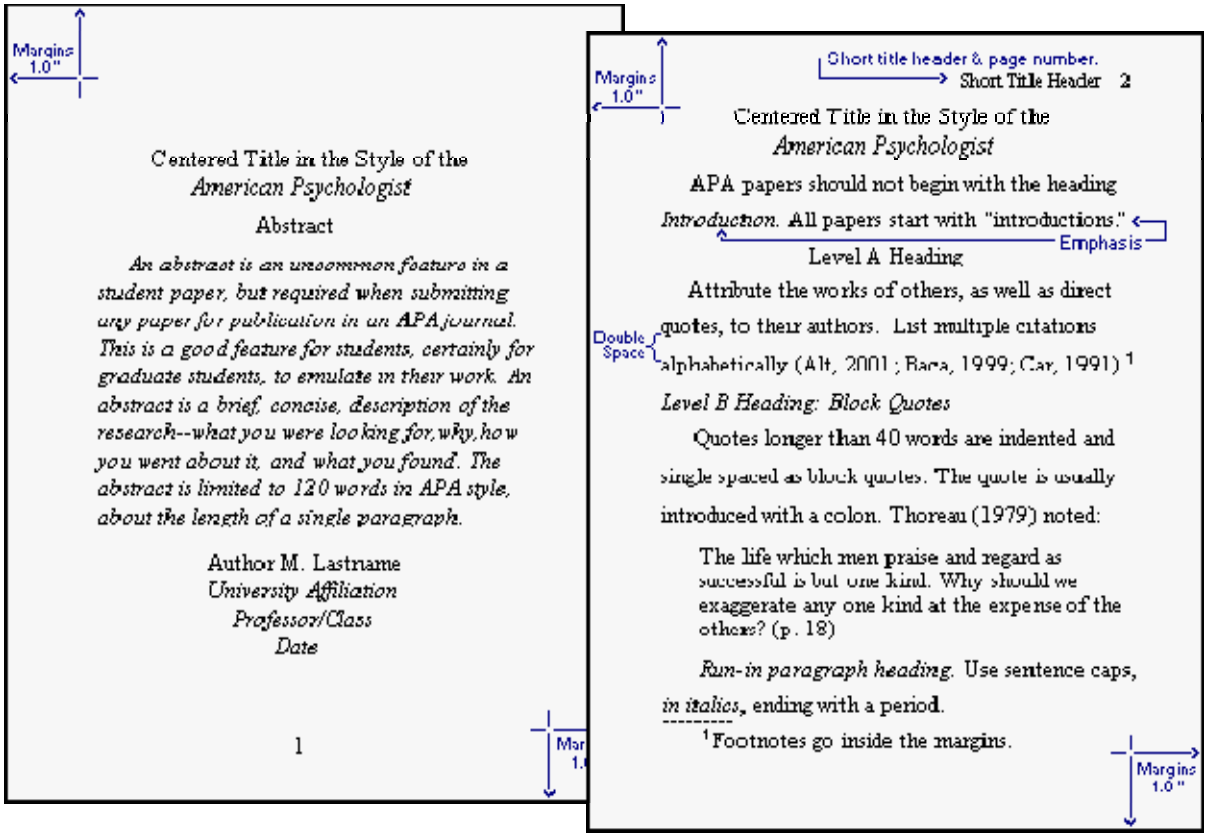
- Add emphasis in a quotation with italics, *immediately followed by the words* [italics added] in brackets.
- Brackets are not necessary when changing the first letter of a quotation to upper case.
- For quotations over 40 words in length, indent and single space the whole block (double space in papers for review or publication). Indent five more spaces (one-half inch, 1.25 cm) if there are paragraphs within the long quotation after the first. Always provide author, year, and page citation.
- Expand or clarify words or meanings in a quotation by placing the added material in quotes. For example, "They [the Irish Republican Army] initiated a cease-fire."
- Reproduce a quote exactly. If there are errors, introduce the word *sic* italicized and bracketed--for example [*sic*]--immediately after the error to indicate it was part of the original source.
- Use three dots with a space before, between, and after each (ellipsis points) when omitting material, four if the omitted material includes the end of a sentence (with no space before the first). Do not use dots at the beginning or end of a quotation unless it is important to indicate the quotation begins or ends in midsentence.

Do NOT use quotes to . . .

- . . . cite a linguistic example; instead, underline or italicize the term (the verb *gather*).
- . . . hedge, cast doubt, or apologize (he was "cured"). Leave off the quotes.
- . . . identify endpoints on a scale; underline or italicize instead (*poor* to *excellent*).
- . . . introduce a key term (the *neoquasipsychoanalytic* theory).

PAGE FORMATS

The APA *Manual* notes that "the size of the type should be one of the standard typewriter sizes (pica or elite) or, if produced from a word processing program, 12 points" (2001, p. 285). The body of the paper should be in a serif typeface (like Courier or Times Roman) with lettering on figures in a sans serif typeface (such as Helvetica or Arial).



Headings

APA headings follow a complex hierarchy, with provision for up to five levels. These come, in descending order, as levels 5, 1, 2, 3, 4. But, if one, two, or three levels of headings are required in a paper, use levels 1, 3, and 4, in that order. If four levels are required, interleave level 2 between levels 1 and 3. If five levels are required, start with level five and work down the remaining hierarchy in order (5, 1, 2, 3, 4). Confused? Most papers will need no more than three levels. To avoid confusion these are labeled A, B, and C below (APA levels 1, 3, and 4 respectively) (see APA, 2001, pp. 114ñ115).

Level A Headings are Centered and Set in Heading Caps

Level B: Flush with Left Margin, Italicized, Set in Heading Caps

Level C headings: Indented, italicized, sentence caps, end with a period. These headings are sometimes referred to as *paragraph* or *run-in* headings. Although they end with a period (or other punctuation) they need not be complete sentences or grammatically correct.

Use headings in the order presented. If you need just two levels, use Level A and Level B headings. Level A and B headings do not end with punctuation except to add emphasis with an exclamation point or question mark. Do not begin a paper with the heading *Introduction*. It is understood that all papers begin with an introduction.

Text details

- Abstracts are limited to 120 words (APA, 2001, p. 13).
- Double space the text, but *single space* within block quotes, references, and the abstract.
- Footnotes are rarely used in APA papers, except for author affiliation and contact information--the *author note*.
- Hyphenation should not occur at the end of lines, only between words when necessary.
- Indent paragraphs, block quotes, and hanging indents one-half inch (1.25 cm or five to seven spaces).
- Justification should be set to "off" or "left margin only" (the right margin should be uneven, a *ragged right* margin).
- Keyword emphasis requires the use of italics, but only the first time a term is used. If the intent is to indicate odd or ironic usage, use quotation marks.
- Margins should be at least 1" all around (about 2.5 cm).
- Page numbers are required on every page: Number pages consecutively.
- The page header summarizes the title in a few words. The header and page number go inside the margin space, double spaced above the text, next to the right margin.
- Word processor features--such as bold and italic fonts and hanging indents--should be used as appropriate.

References and tables

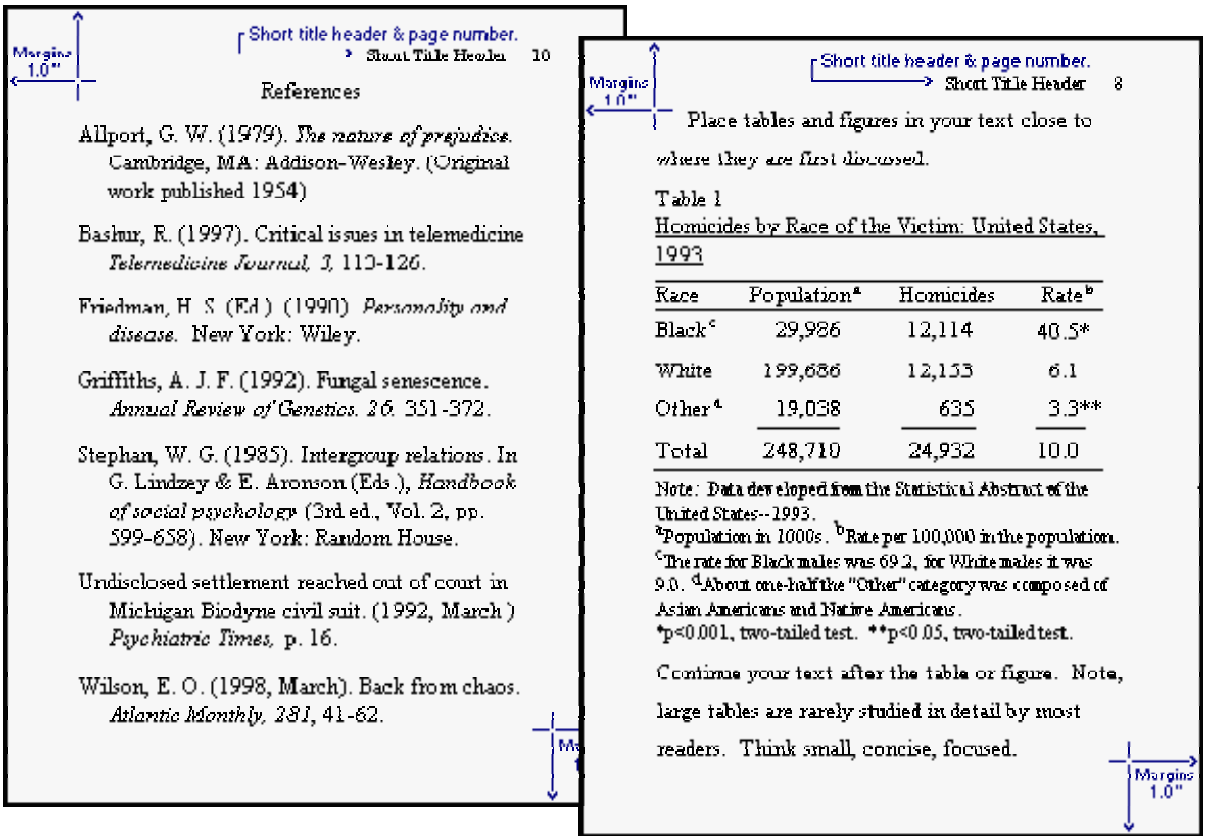


Table notes

Number tables consecutively as they appear in your text. Use only whole numbers, no 5a, 5b, etc. See recent issues of the *American Psychologist* or other APA journals for more complex table layouts. "Tables are efficient, enabling the researcher to present a large amount of data in a small amount of space" (APA, 2001, p. 147).

- Place tables close to where they are first mentioned in your text, but do not split a table across pages. (Tables in papers submitted for review or publication are placed on separate pages at the end of the paper.)
- Label each table beginning with the table number followed by a description of the contents.
- Horizontal rules (lines) should be typed into tables; do not draw them in by hand.
- Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used.
- Do not change the number of decimal places within a column.
- Do not change the units of measurement within a column.
- "Use a zero before the decimal point when numbers are less than one" (APA, 2001, p. 128). Write "0.23" not ".23" *unless* the number is a statistic that cannot be larger than one, for example a correlation $r = .55$, or a probability $p < .01$.
- Add notes to explain the table contents. These may be general notes or footnotes. The latter are labeled "a, b, c, etc."

- Use asterisks to indicate statistical significance explained in the probability level note at the bottom of the table. "Assign a given alpha level the same number of asterisks from table to table within your paper, such as *p < .05 and **p < .01; the largest probability receives the fewest asterisks [the smaller probability get more asterisks]" (APA, 2001, p. 170).
- You may both single space and double space within a table to achieve clarity. Tables in papers submitted for review or publication (only!) must be double spaced throughout.

REFERENCE CITATIONS (IN-TEXT)

Use the author-date format to cite references in text. For example: as Smith (1990) points out, a recent study (Smith, 1990) shows. . . . Every source cited in your text--and only those sources cited in your text--are referenced in the reference list.

Source	Citation	Source	Citation
No Author	(Short Title, 2000) ("Short Article," 2000)	**Chapter**	(Smith 2000, chap. 3)
1 Author	(Smith, 2000) (Smith, 2000, p. 123)	**Data File**	(Corporate Author, 2000)
2 Authors	(Adams & Baca, 2000, pp. 123-146)	**In Press**	(Smith, in press)
3/5 Authors	(Adams, Baca, & Car, 2000) Next Cite: (Adams et al., 2000)	**Message**	(A. B. Smith, personal communication, January 23, 2001)
6 Authors+	(Jones et al., 2001)	**Multiple**	(Able, 2000; Baca, 1950; Car 1975)
Corporate Acronym	(United Nations [UN], 1996) Next Cite: (UN, 1996)	**No Date**	(Smith, n.d.)

Source: APA Publication Manual (2001).

- For two-author citations, spell out both authors on all occurrences.
- For multiple-author citations (up to five authors) name all authors the first time, then use et al., so the first time it is Smith, Jones, Pearson and Sherwin (1990), but the second time it is Smith et al., with a period after "al" but no underlining.
- The first time an "et al." reference is used in a paragraph, give the year, thereafter (if the citation is repeated in the paragraph) omit the year.
- For six or more authors, use et al. the first time and give the full citation in references.
- Include a page reference after the year, outside quotes. For example: The author stated, "The effect disappeared within minutes" (Lopez, 1993, p. 311), but she did not say which effect; Lopez found that "the effect disappeared within minutes" (p. 311). The sentence quoted is capitalized only if it follows a comma, and is a complete sentence not merged into the flow of the text.
- If two or more multiple-author references which shorten to the same "et al." form, making it ambiguous, give as many author names as necessary to make them distinct, before et al. For example: (Smith, Jones, et al., 1991) to distinguish it from (Smith, Burke, et al., 1991).
- Join names in a multiple-author citation with *and* (in text) or an ampersand (&) in reference lists and parenthetical comments. For example: As Smith and Sarason (1990) point out, the same argument was made by in an earlier study (Smith & Sarason, 1990).

- If a group is readily identified by its initials, spell it out only the first time. For example, "As reported in a government study (National Institute of Mental Health [NIMH], 1991), blah blah . . . " and thereafter, "The previously cited study (NIMH, 1991) found that . . .
- If the author is unknown or unspecified, use the first few words of the reference list entry (usually the title), for example: ("Study Finds," 1992).
- If citing multiple works by the same author at the same time, arrange dates in order. In general, use letters after years to distinguish multiple publications by the same author in the same year. For example: Several studies (Johnson, 1988, 1990a, 1990b, 1995 in press-a, 1995 in press-b) showed the same thing.
- For old works cite the translation or the original and modern copyright dates if both are known, for example: (Aristotle, trans. 1931) or (James, 1890/1983).
- Always give page numbers for quotations, for example: (Cheek & Buss, 1981, p. 332) or (Shimamura, 1989, chap. 3, p. 5).
- For e-mail and other "unrecoverable data" use personal communication, for example: (V.-G. Nguyen, personal communication, September 28, 1993). These do not appear in the reference list.
- For quoting electronic documents without page numbers, cite paragraph numbers if given, indicated by the paragraph symbol or the abbreviation para. in the citation (e.g., Smith, 2000, ¶ 17). If there are no paragraph numbers, cite the nearest preceding section heading and count paragraphs from there (e.g., Smith, 2000, Method section, para. 4).

REFERENCE FORMATS

Your text and the reference list must agree. "References cited in text must appear in the reference list; conversely, each entry in the reference list must be cited in text" (APA, 2001, p. 215). See the section on Reference citations for citing references in text.

Abbreviating within a reference

Here are approved abbreviations for use in a reference list:

- **chap.** for chapter
- **ed.** for edition
- **rev. ed.** for revised edition
- **2nd ed.** for second edition
- **Ed.** for Edited by
- **(Eds.)** for multiple editors
- **Trans.** for Translated by
- **p.** for page number, with a space after the period
- **pp.** for page numbers (plural)
- **Vol.** for a specific Volume
- **vols.** for a work with xx volumes
- **No.** for Number
- **Pt.** for Part
- **Suppl.** for Supplement,
- **Tech. Rep.** for Technical Report

Use the abbreviation "pp." for page numbers in encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books, but *not* in journal or magazine article citations, where numbers alone should be used (see examples of reference formats).

Alphabetizing within reference lists

- Use prefixes in alphabetizing names if commonly part of the surname (De Vries).
- Do not use *von* in alphabetizing (Helmholtz, H. L. F. von), or *Jr., III, or Sr*.
- Treat *Mc* and *Mac* literally; Mac comes before Mc.
- Disregard apostrophes, spaces, and capitals in alphabetizing; *D'Arcy* comes after *Daagwood*, *Decker* comes after *de Chardin*.
- Single-author citations precede multiple-author citations of the same year (Zev, 1990 then Zev et al., 1990).
- Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

APA reference style

The APA *Publication Manual* now instructs authors to use hanging indents for references, and to use *italics* for titles. The hanging indent is one-half inch (1.25 cm), just like paragraph indents. All titles in references are set in sentence caps, but titles quoted in the text are set in heading caps. No quotation marks are used around titles of articles in references, but quotes are used when citing article titles in the text. The APA *Publication Manual* (2001) contains 95 examples of different reference types (pp. 240-281). Here are a few examples of the most commonly used formats.

Anonymous or unknown author (common in newspapers):

Caffeine linked to mental illness. (1991, July 13). *New York Times,* pp. B13, B15.

Citation: ("Caffeine Linked," 1991). Use heading caps when citing titles in text citations.

Books (Group author, 3ñ5 authors, reprint/translation, edition other than first):

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed). Washington, DC: Author.

Citation: (American Psychiatric Association [APA], 1990); next citation (APA, 1990). Note: "Author" is used as above when author and publisher are identical.

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research.* Chicago: University of Chicago Press.

Citation: (Booth, Colomb, & Williams, 1995); next citation (Booth et al., 1995).

Ebbinghaus, H. (1913). *Memory* (H. A. Rueger & C. E. Bussenius, Trans.). New York: Teachers College. (Original work published 1885)

Citation: (Ebbinghaus, 1885/1913).

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

Citation: (Strunk & White, 1979).

Chapter or section in a book (online & print):

Beers, M. H., & Berkow, R. (1999). Mood disorders. In *The Merck manual of diagnosis and therapy* (17th ed., sec. 15, chap. 189). Retrieved January 17, 2003, from http://www.merck.com/pubs/mmanual/section15/chapter189/189a.htm

Stephan, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (3rd ed., Vol. 2, pp. 599-658). New York: Random House.

Citations: (Beers & Berkow, 1999, chap. 189); (Stephan, 1985). Note: Break a URL to wrap a line only after a slash or before a period. Do not add a hyphen or any other punctuation.

Conference paper (unpublished):

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests: Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

Citation: (Shrout et al., 1996). APA references list up to the first six authors to a work. If there are more add et al. (and others) to the list of names. In text citations give just the lead author, et al. Published papers are referenced as a chapter in a book.

Government report online accessed through GPO database:

National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved January 19, 2003, from NIMH Web site via GPO Access: http://purl.access.gpo.gov/GPO/LPS20906
Citation: (National Institute of Mental Health [NIMH], 2002); next citation (NIMH, 2002).

Journal articles (Print, electronic copy, changed source, online journal, paged by issue):

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA, 287,* 1807ñ1814.

Citation: (Hypericum Depression Trial Study Group, 2002). The APA *Manual* requires citing the full name of a corporate author like this; the acronym would not be easily

recognized. However, shortening the author to "Hypericum Depression Trial" in subsequent citations would probably be acceptable to editors of APA journals.

Journal article, electronic facsimile:

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial [Electronic version]. *JAMA, 287,* 1807ñ1814.

Many documents are now available online as exact facsimile copies of the print original (usually in Adobe's PDF format). References to these facsimiles just add the note [Electronic version] to the reference. If the document is not an exact copy of a print version--"(e.g., the format differs from the print version or page numbers are not indicated)"--add the date you retrieved the document and the URL to the reference (APA, 2001, p. 271).

Journal article, changed/doubtful source:

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA, 287,* 1807ñ1814. Retrieved July 7, 2002, from http://www.jama.org/articles.html

Journal article, retrieved from a database:

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major **depressive disorder: A randomized controlled trial. JAMA, 287, 1807ñ1814. Retrieved** July 7, 2002, from MEDSYS database.

Online only journal (paged by issue):

Letter to the editor:

O'Neill, G. W. (1992, January). In support of DSM-III [Letter to the editor]. *APA Monitor,* 4-5.

Magazine article:

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today,* 70-76.

Newsletter/newspaper articles:

Brown, L. S. (1993, Spring). My research with orangs. *The Psychology Department Newsletter, 3,* 2.

Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. *New York Times*, pp. D1, D9.

Markoff, J. (1996, June 5). Voluntary rules proposed to help insure privacy for Internet users. *New York Times.* Retrieved April 1, 1996, from http://www.nytimes.com/library/cyber/week/yo5dat.html
The date is given as it appears on the publication. For anonymous newspaper articles, see the previous section on "Anonymous or unknown authors."

Pamphlet:

Just Say No Foundation. (1992). *Saving our youth.* (9th ed.) [Brochure]. Washington, DC: Author.

Web page:

Dewey, R. A. (2002). *Psych Web by Russ Dewey.* Retrieved January 25, 2003 from http://www .psywww.com/

Audiovisual Equipment Borrowing Guidelines
Audiovisual Resources

Campus Resources

ICS-A/V (IT Customer Services audiovisual arrangements)

A full range of audio, video, computer and projection equipment is available for loan from the ICS Audiovisual Section. Tapes, batteries and other supplies are also available for purchase.

McGill faculty, staff, student and affiliates (a non-McGill employee working in association with McGill) can borrow or rent equipment for **McGill related and non-commercial purposes**.

Requests are processed as received, therefore advance reservations are highly recommended. McGill faculty and staff can make reservations by telephone. Students and affiliates must reserve equipment in person. (**Note**: Affiliates will be asked to provide a picture ID and proof of their McGill affiliation.)

- **For faculty and staff reservations call: 514-398-8833**

- **For student reservations, visit the service desk:**
  Room 285
  688 Sherbrooke West

When reserving equipment **at least 2 business days in advance**, you may submit a webform request. Visit: http://webforms.mcgill.ca/ics-av/icsav.asp

Materials from Other Departments

Faculty and students may also borrow videotapes, CD-ROM's and DVD's from various libraries and/or other departments at McGill University, such as the Health Science Library, School of Nursing, School of Social Work, and hospitals affiliated with McGill.

Resources Available within the School of Physical & Occupational Therapy

The School maintains a collection of clinically produced videotapes with case studies from a broad range of pediatric and adult neurology, assessments in progress, as well as historic neurological treatment approaches. Lecturers contribute new materials as they are developed and can draw from pre-existing tapes for illustrative purposes.

In addition, the School maintains a small basic science and professional video and CD-ROM collection that is available for Faculty and/or students to use in class to support various learning objectives or to borrow for review purposes. The School has state-of-the-art audiovisual equipment in each of the main classrooms operating updated to Microsoft Office 2007.

Access to Audiovisual Equipment

McGill has recently upgraded a substantial number of classrooms and lecture halls with new seating and media packages. At the School of Physical & Occupational Therapy, eight of our classrooms (Hosmer 101, 102, 104*, 202, 301, Coach House gymnasium, Davis 3 and 20) have been equipped as follows: podium, built-in PC with CD and DVD capacity and USB extension port, monitor, laptop capacity, LAN connectivity, and DVD-VCR player. The Coach House gymnasium, Hosmer 102 and Hosmer 104 are also equipped with a data projector. Hosmer 102 has a PA system with microphone, amplifier and speakers. The Coach House gymnasium is equipped with a PA system and 2 wireless microphones.

* Note that Hosmer 104 is still awaiting a PC as of 23 August 2010 and requires use of a laptop for the time being.

Standard slide projectors are being phased out across campus. Our remaining slide projectors are found in Hosmer 102 and Davis 3. Overhead projectors are still available, but on advance request only. Portable LCD projectors from ICS-A/V must be reserved from ICS far in advance by emailing Alan Hammaker: alan.hammaker@mcgill.ca, or by contacting ICS directly (see first section above).

All amphitheatres in McIntyre Medical Building, which are commonly used by the School, have state-of-the-art lecture hall equipment and public address systems. Where overhead projectors have been removed, document cameras have been installed.

Furthermore, wireless internet connection is available in many areas within McGill University. Hosmer House, Hosmer Coach House (Annex) and Davis Houses have full wireless coverage.

Audio visual equipment available by reservations only:

- video cameras
- VCRs and television monitors
- 16-mm film projectors (for in-School use)
- slide projectors (for unequipped rooms)
- overhead projectors (for lab meetings, etc.)
- laser pointers

To reserve equipment and materials please see or email Mr. Alan Hammaker, the Chief Technician in Hosmer House, Room 100, who will help you locate the suitable materials and will ask you to fill out a loan card. Loans to students are based on an honour system: ID cards are not required.

You may view audiovisual material on the 4th floor of the Health Sciences Library in the McIntyre Medical Sciences Building, and by special arrangement in Hosmer and Davis Houses if School equipment and rooms are available.

Procedures

All audiovisual material to be borrowed MUST BE SIGNED IN AND OUT. A yellow loan card for this purpose is available in Hosmer House, Room 100.

1. Instruction sheets and pamphlets are available for all items of equipment. STUDENTS MUST LEARN THE CORRECT METHOD OF OPERATION OF ALL EQUIPMENT BEFORE USE. If you are having problems operating the equipment, please contact your course coordinator. If the equipment is not functioning properly, please contact Mr. Alan Hammaker in Hosmer House, Room 100 (398-4516 or alan.hammaker@mcgill.ca) immediately.

2. After viewing, all audiovisual materials must be returned to Hosmer House, Room 100.

3. Any equipment in need of repair should be reported to Mr. Alan Hammaker immediately.

Catalogues:
A small selection of videotape and film catalogues is available in Hosmer House. See Mr. Hammaker in Hosmer room 100.

Hosmer 204 Study Area
Six computers are available for student use in this area.

In addition to this, a 7th computer is equipped with CD-ROMs of clinical demonstrations for students' independent study. As of 2010, there are self-learning materials for goniometry, manual muscle testing, gait analysis, vestibular rehabilitation, and proprioceptive neuromuscular facilitation (PNF).

Desks and power outlets for laptops are also available for individual and group study. As in the rest of Hosmer House, this room has wireless service.

McGill Libraries
The Life Sciences Library is administered as 1 of 16 libraries comprising the McGill Libraries system. The Library holds 3.5 million volumes.

Since 2000, McGill has used the Unix-based Aleph online library catalogue system from Ex Libris to operate MUSE, the Library catalogue. McGill maintains high standards in its Technical Services department, ensuring that materials are catalogued so users can readily locate them.

Life Sciences Library: www.mcgill.ca/lsl/

About the Library
The Life Sciences Library is one branch of 13 libraries comprising the McGill Library system.

The Library is located on two floors of the McIntyre Medical Sciences building, with the entry on the third floor. There are outstanding collections of e-journals and e-books as well as rich collections in print (300,000 volumes), and many clinical tools. The Osler Library of the History of Medicine, located within the Life Sciences Library, has a collection of international calibre.
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When on campus, students in the School of Physical and Occupational Therapy are in immediate proximity of the McIntyre Medical building, with Davis House just across Promenade-Sir-William-Osler. NOTE: McGill ID is required to enter the McIntyre Building in the evenings (after 6pm) and at any time on weekends and holidays.

The library is open seven days a week during the school term, and Monday to Friday during the summer. Check the library website (http://www.mcgill.ca/lsl/about/hours/) for specific times.

Services
There are two service points on the Library's entry level: Loans and Information. Course readings are kept on reserve at the Loans Desk. Help with finding information, library services, or locating library resources is available in person from friendly, expert staff at the service points, via online chat and email, and by telephone.

The liaison librarian for Physical and Occupational Therapy is Jill Boruff. You may contact her by phone at 514-398-4475 ex. 09528# or by email at jill.boruff@mcgill.ca. Jill teaches information literacy workshops for undergraduate and graduate students in the School of Physical and Occupational Therapy. She is also available for individual consultations to help with research, setting up alerts, or any other questions that you may have.

The subject guide of library resources for Physical and Occupational Therapy can be found at www.mcgill.ca/lsl/collections/links/subject/poth/

Library materials not held at McGill may be requested via the interlibrary loans service, using forms on the Library web site. Faculty, graduate students, and staff may also use the CISTI Source document delivery service to obtain articles not available at McGill http://www.mcgill.ca/library-using/otherloans/cistisource/

Resources for Physical and Occupational Therapy
The Life Sciences Library has an extensive biomedical collection, including books and journals in Physical and Occupational Therapy. The catalogue of materials can be found at http://catalogue.mcgill.ca/

Online resources include e-journals, databases, clinical tools and books. McGill now has 64,000 e-journal titles with over 10,000 titles related to the life sciences.

The library has a variety of biomedical databases such as Medline and EMBASE. CINAHL provides access to scholarly as well as clinical allied health literature, including Physical and Occupational Therapy.

The following are a few of the pertinent journals available through the Life Sciences Library:

Canadian Journal of Occupational Therapy

American Journal of Occupational Therapy

British Journal of Occupational Therapy

Physiotherapy Canada

Physical Therapy (Journal of the American Association)

Journal of Hand Therapy

Journal of Orthopaedic and Sports Physical Therapy

American Journal of Physical Medicine

International Journal of Rehabilitation Research

More information on the Life Sciences Library and its resources can be found at www.mcgill.ca/lsl/

Assessment Library
The Assessment Library is a learning resource within the School. The goal of the Assessment Library is to provide Occupational and Physical Therapy students and faculty with resource materials (primarily clinical assessments) for course related purposes. It is also a resource that is made available to the clinical community.

Library Operation
The library is located in Hosmer House, Room 204. An updated library timetable is posted on the door of Hosmer House, Room 204. All materials must be borrowed and returned directly to the library during library hours. In exceptional circumstances, special arrangements for borrowing or returning materials outside of library operating hours can be made by contacting the librarian at (514) 398-2048.

Library Holdings
A complete inventory list is kept at the library and is available for perusal.

Lending Procedures
The borrowing of assessments that are required for Occupational and Physical Therapy courses is restricted to the instructor and students registered for that course during the term when the course is offered. In the pre-examination period these may be restricted to use within Hosmer House, Room 204.

Students must return the items promptly and in the same condition as when borrowed. Most items have a two week loan policy but may be recalled if other students are waiting for the materials. It is the student's responsibility to report any lost, stolen or damaged items immediately. Students will be responsible for the replacement cost of missing or damaged materials that were not previously reported.

Students must show their McGill ID at the time of the loan transaction and fill in a loan card with contact information.

Undergraduate and Graduate Computer Laboratory
Laboratory Location
This computer laboratory of 11 stations is for the exclusive use of the Physical and Occupational Therapy students and is located on the second floor, Room 201D and 201E (situated to the left and right of rooms 235 and 234) of the McIntyre Medical Sciences Building, 3655 Promenade Sir-William-Osler.

Hours of Operation
The laboratory is open from 7h00 to 19h00.

Access
To login you must enter your McGill username, such as firstname.lastname@mail.mcgill.ca and your 8-character McGill Password.

The default client that has been chosen is Outlook 2007. Email accounts have also been created for you. Email will only have to be set up once; these settings will then be retained on the server after you logoff. This means that when you logoff and come in the next day, the email setup will be downloaded from the server.

In order to change your password, you have to long into Minerva.

Students also have space on the NT server where they may save files. By default, when you choose save from Word, it will take you to your folder on the server. From Explorer you can see that there is a mapped drive with the letter P; this contains all the folders on the server for your class year. You will see all the folders for your class year but you will only have access to your own folder. This data will be backed up every night. All data on the local PC is not backed up. There is also a 35 MB Quota set per user. If you surpass this quota you will not be able to save anymore and you must perform some cleanup.

In order for other students to use the computer, you must logoff. To logoff, you click on start and select Log Off. If you do not logoff, your account is left open and may be used by the next student. This means that they can read your email or any files that you have saved on the server. All accounts will be automatically logged off after 90 minutes of inactivity; all open files will be closed but not saved. In order to change your NT password, you must logon and then press Ctrl + Alt + Delete and then click on the Change Password Button. Any comments or questions should be directed by email to pravin.mistry@mcgill.ca.

III. B.Sc. (REHABILITATION SCIENCE): MAJOR IN OCCUPATIONAL THERAPY U1

OVERALL COURSE STRUCTURE

- Important Dates (Rehabilitation Science); Major in B.Sc. Occupational Therapy U1
- U1 Curriculum Plan 2010-2011

PROFESSIONAL COURSE DESCRIPTIONS

COMBINED PHYSICAL & OCCUPATIONAL THERAPY COURSES

OCC1 245 OCCUPATIONAL THERAPY SEMINARS

POTH 250 HEALTH CARE DELIVERY

B.Sc. (REHABILITATION SCIENCE): MAJOR IN OCCUPATIONAL THERAPY

U1 IMPORTANT DATES

FALL TERM:	Registration Period	June 9 to Sept. 14, 2010
	Labour Day	Sept. 6, 2010
	Lectures Begin	Sept. 1, 2010
	Orientation	Aug. 31, 2010
	Course Change (drop/add period)	June 9 to Sept. 14, 2010
	Thanksgiving Day	Oct. 11, 2010
	Last Day of Lectures	Dec. 3, 2010
	MERCURY Evaluation Period	Nov. 15 to Dec. 5, 2010
	Examination Period	Dec. 6 to 21, 2010

WINTER TERM:	Lectures Begin	January 4, 2011
	Course Change (drop/add period)	June 9, 2010 to Jan. 18, 2011
	Study Break	Feb. 21 to Feb. 25, 2011
	Easter	April 22 to April 25, 2011
	Last Day of Lectures	April 8, 2011
	MERCURY Evaluation Period	March 21 to April 10, 2011
	Examination Period	April 11 to April 28, 2011

U1 CURRICULUM PLAN 2010-2011

FALL TERM

WINTER TERM

Academic Term Sept. 1 to Dec. 3		**Exams** Dec. 6 to 21		**Academic Term** Jan. 4 to Apr.8		**Exams** April 11 to 28
ANAT-315 REGIONAL ANATOMY/LIMBS & BACK 4cr				ANAT 316 HUMAN VISCERAL ANATOMY 2cr		
PHGY 209 MAMMALIAN PHYSIOLOGY 1 3cr				PHGY 210 MAMMALIAN PHYSIOLOGY 2 3cr		
OCC1 245 OCCUPATIONAL THERAPY SEMINARS 3cr				EDKP 206 BIOMECHANICS OF HUMAN MOVEMENT 3cr		
COMPLEMENTARY COURSE 3cr				POTH 250 HEALTH CARE DELIVERY 3cr		
COMPLEMENTARY COURSE 3cr				COMPLEMENTARY COURSE 3cr		

OCC1 245 OCCUPATIONAL THERAPY SEMINARS

Credits: 3

Instructor/Course Coordinator: Cynthia Perlman M.Ed, OT(C), erg.
Email: cynthia.perlman@mcgill.ca
Office: Hosmer 306 Tel: 514-398-5593
Office hours by appointment.

Course Description:
Introduction to occupational therapy and its domains through interactive seminars.

Expanded Course Description:
Students will be introduced to occupational therapy through interactive seminars, site visits and practicum. Occupational therapists from diverse clinical fields and areas of research will present their contribution to promoting the health and well-being of individuals across the life span.

Course Structure:
The course comprises 3 hours per week. A variety of formats will be presented including lectures, site visits, practical sessions, small group participation and seminars with guest speakers (clinicians, researchers and beneficiaries). On occasion, classes will be combined (inter-professionally) with the physical therapy students.

Overall Objective:
Students will understand the role of the occupational therapist in various rehabilitation settings including the role of team member of a multidisciplinary health care team. Students will recognize domains of practice, the enablement of occupation and the contribution of the OT to health and well-being. Students will participate in the building of a professional identity through active involvement in teaching and learning environments.

Learning Outcomes:
On completion of this course the student will be expected to:

1. Describe:
   - Occupational therapy principles and practice
   - Occupation and Occupational performance and Occupational engagement
   - The importance of health promotion and wellness
   - Professional accountability

2. Understand:
    - Specific perspectives of the OT in patient care, including inter-professional practice and client and family-centered care
    - Common ethical, personal, and professional issues that arise in occupational therapy practice
    - Therapeutic use of self
3. Demonstrate adequate competency in:
    - Collaborative effective communication
    - Observational skills
    - Interviewing skills
    - Teaching and learning principles (Identifying, summarizing and communicating new knowledge) using evidence to support application
    - Understanding and respecting others' values and beliefs
4. Compare and contrast the role of OT in various settings.

Course Content:
Through seminars and group work, students will be introduced to the role of occupational therapists in the Quebec health care system. Occupational therapists from various fields and persons who have received OT interventions will be invited to be present.

Students will be exposed to various learning environments used to prepare active participation in a seminar. These techniques will address issues pertaining to (a) preparation prior to attendance, (b) observations of clinicians in practice, (c) active listening during the seminar, (d) asking pertinent and clear questions immediately following the seminar, (e) identifying new knowledge obtained through the seminar, and (f) applying new knowledge.

Students will also be exposed to aspects of professionalism and professional practice in occupational therapy including (a) teaching and learning strategies, (b) professional issues, (c) professionalism and ethics, (d) interviewing skills.

Course Materials:

Required Readings
Posted on-line through McGill Health Sciences Library/Course Reserves Catalogue and from postings on WebCT.

Student Assignment and Evaluation:

1. Assignment on readings – prepare study questions: occupation	5%
2. Communication and interviewing assignment – OT/PT dyad	30%
3. Comparative site visit Journal entry	15%
4. Final Exam (multiple choice and short essay)	50%

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:
In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate section in the Health Sciences Calendar 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 Guide.

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).

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, site visits and learning activities (Medical Simulation Centre).

Attendance: Attendance at all classes is expected. A student who misses in excess of 10% of compulsory seminars or site visits will lose 10 marks on the final course mark.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. Papers must be submitted before 5 p.m. on the due date.

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, particularly if you require accommodation for exams. Please register early in the semester."

POTH 250 HEALTH CARE DELIVERY

Credits: 3

Prerequisites: Successful completion of OT OCC1 245 OT Seminars or PHTH 245 PT Seminars

Instructors: Liliane Asseraf-Pasin and Aliki Thomas

Access to the Instructors:

Liliane Asseraf-Pasin
Office location: Davis Room 7
Office hours: Appointment by email
Campus phone number: (514) 398-5594
E-mail: Liliane.assseraf.pasin@mcGill.ca

Aliki Thomas
Office Location: Davis Room 30
Office hours: Appointment by email
Campus phone number: (514) 398-4496
E-mail : aliki.thomas@mcgill.ca

Course Structure: This course will be offered once a week for 3 hours/week for 13 weeks or equivalent. The course is scheduled on Fridays from 13h30 to 16h30, except for massage labs, in which students will be placed in one of four groups (groups' schedules to be confirmed).

Learning Objectives:
By the end of this course the student will:

- List and define the principles of professionalism in health care
- List and define the major principles of cultural competence and how they apply to various client scenarios
- Identify the roles that occupational and physical therapists play in primary health care
- Apply the principles of interviewing skills to history taking
- Apply basic patient/therapist interactions
- Apply basic massage skills incorporating indications and counter indications
- Apply the principles of portfolio development by maintaining a reflective journal based on client visits
- Write references using APA Style
- Shadow an M1 Student in a clinical setting for 3 hours

Course Content:
This course is a follow-up course to the OT/PT seminar given in the fall. It introduces students to the fundamentals of professionalism and professional behavior. It also introduces the concept of cultural competence and how it applies to clinical practice. In this course students will develop the basic skills necessary to conduct an initial interview with a client by practicing these skills during four (4) weekly client visits with a client. Specific topics addressed in the course include interviewing, massage, journal writing and portfolio development. A description of the topics to be addressed in the course is provided in Table 1 below.

Table 1 – Description of Course Content by Date

Dates	Topics	# Hours
Friday Jan 7	*Present course outline and objectives 1) Identity Development, Professional Roles & Introduction to Professionalism (Liliane & Aliki)	3 hours
Friday Jan 14	2) Interviewing Skills & History Taking Lecture (Aliki)	3 hours
Friday Jan 21	3) Interviewing lab (Aliki)	3 hours
Friday Jan 28	4) Portfolio and Journal Writing (Aliki – 1h30 hours) Massage Lecture – (Liliane – 1h30 hour)	3 hours
Friday Feb 4	5) Shadowing Visit with M1 students	3 hours
For the massage labs, students will be placed into 4 different groups. Therefore, each lab will be repeated 4 times (twice on Tuesdays and twice on Fridays).		
Feb 11: 13h30 – 13h30 Feb 11: 15h30 – 17h30	6) Massage Lab #1 - Leg Massage in 4 groups of 26 students (Liliane)	2 hours/stud
Feb18: 13h30 – 15h30 Feb18: 15h30 – 17h30	7) Massage Lab #2 - Back Massage & Neck in 4 groups of 26 students (Liliane)	2 hours/stud
Mar. 4: 13h30 – 15h30 Mar. 4: 15h30 – 17h30	8) Massage Lab #3 - Foot and Hand in 4 groups of 26 students (Liliane)	2 hours/stud
From March 18th to April 8th Four Client Visits will be organized in pairs of OT & PT students (as much as possible). Students are to visit the same client 4 times & maintain a portfolio/log of their visits and activities. 3 hours are allocated to this activity, which includes the actual visit and one- way travel time. The Visits called **"Adopt a Grand-Parent or Child"** will be planned with Summit School, Yellow Door, Cummings Center, Maimonides, Ste-Anne de Bellevue & Fulford House, etc. The duration of the actual visit with a patient each week will be between 60-90 minutes according to the patient's tolerance and travel time required.		
Friday March 11	9) Cultural Awareness Lecture & IPRQ exercise (Liliane & Aliki)	3 hours
Friday March 18	10) **Visit #1**: Initiating: Introduction, taking social history with patient or family member; medical history; identifying what treatments patients have received in the past;	3 hours
Friday March 25	11) **Visit #2**: Identifying client's perceived needs and identying the services available in the patient's community. Plan an In-door activity with the client based on their interests	3 hours
Friday April 1	12) **Visit #3**: Plan an outing with the client (i.e.; to the mall, hair dresser, doctor's appointment grocery shopping, etc.)	3 hours
Friday April 8th **is replaced by a Monday Schedule**	13) **Visit #4**: Wrap-up, closure of relationship and make simple recommendations. **Students will organize this last visit according to their own schedule**.	3 hours
	Total	**36 hours**

Course Materials:

- No text is required for this course.
- Suggested and required readings, handouts and lecture notes will be posted on WebCT.

Student Assignment and Evaluation:

Assignments	Description	Points %
Quiz #1	Understanding Professionalism – Multiple Choice Questions	15%
Quiz #2	Defining the Principles of Cultural Competence – Case based	15%
Assignment	Principles of Interviewing – Case based (**in class assignment**)	5%
Journal	Individual Reflective Journal writing (4 site visits with a patient)	35%
Final Exam	Summative Final Exam - during exam period	30%

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:
In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate section in the Health Sciences Calendar on University regulations regarding final and supplemental examinations.

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).

Dress Code: Students are expected to demonstrate professional behaviour and wear appropriate attire at all times.

Attendance: Attendance at all classes is expected.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

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, particularly if you require accommodation for exams. Please register early in the semester."

IV. B.Sc. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY U2

OVERALL COURSE STRUCTURE

- Important Dates B.Sc. (Rehabilitation Science); Major in Occupational Therapy U2
- U2 Curriculum Plan 2010-2011

PROFESSIONAL COURSE DESCRIPTIONS

COMBINED PHYSICAL & OCCUPATIONAL THERAPY COURSES

POTH 401 RESEARCH METHODS

POTH 434 BIOMECHANICS OF INJURY

POTH 455 NEUROPHYSIOLOGY

B.Sc. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY

U2 IMPORTANT DATES

FALL TERM:	Registration Period	April 9 to Sept. 14, 2010
	Labour Day	Sept. 6, 2010
	Lectures Begin	Sept. 1, 2010
	Course Change (drop/add period)	April 9 to Sept. 14, 2010
	Thanksgiving Day	Oct. 11, 2010
	Last Day of Lectures	Dec. 3, 2010
	MERCURY Evaluation Period	Nov. 15 to Dec. 5, 2010
	Examination Period	Dec. 6 to 21, 2010

WINTER TERM:	Lectures Begin	January 4, 2011
	Course Change (drop/add period)	April 9, 2010 to Jan. 18, 2011
	Study Break	Feb. 21 to Feb. 25, 2011
	Easter	April 22 to April 25, 2011
	Last Day of Lectures	April 8, 2011
	MERCURY Evaluation Period	March 21 to April 10, 2011
	Examination Period	April 11 to April 28, 2011

U2 CURRICULUM PLAN 2010-2011

FALL TERM

Academic Term Sept. 1 to Dec. 3	Exams Dec. 6 to 21
ANAT 321 CIRCUITRY OF THE HUMAN BRAIN 3cr	
POTH 455 NEUROPHYSIOLOGY 3cr	
COMPLEMENTARY COURSE 3cr	
COMPLEMENTARY COURSE 3cr	
COMPLEMENTARY COURSE 3cr	

WINTER TERM

Academic Term Jan. 4 to Apr.8	Exams Apr. 11 to 28
POTH 401 RESEARCH METHODS 3cr	
POTH 434 BIOMECHANICS OF INJURY 3cr	
COMPLEMENTARY COURSE 3cr	
COMPLEMENTARY COURSE 3cr	
COMPLEMENTARY COURSE 3cr	

POTH 401 RESEARCH METHODS

Credits: 3

Prerequisites: Successful completion of previous year courses.

Instructor: Judith Soicher, PT, PhD

Guest speakers for qualitative lecture, measurement lecture and searching the evidence lecture.

Access to Instructor:
Davis House 22, Telephone: (514) 398-8577, email: judith.soicher@mcgill.ca

Course Objective: The purpose of this course is to expand knowledge and skills related to research, so that the graduating therapist is able to critically appraise the quality of the scientific evidence and to actively participate in research projects.

Course Structure:
Two (2) 1.5 sessions per week for 13 weeks. Lectures, seminars or self-directed sessions as appropriate.

Student Learning Objectives:
Upon completion of this course the student will be able to:

1. Describe strengths, weaknesses and applications of various research designs and statistics used in the analyses of each.
2. Design a questionnaire for use with clients, family members or health professionals.
3. Discuss factors considered when selecting a measurement tool for clinic/research.
4. Classify the current evidence on the effectiveness of an intervention according to specific guidelines and synthesize this information for clinical applicability.
5. Design an evaluation of an existing or a new program.
6. Describe the concepts of cost, cost effectiveness and cost benefit and how they relate to intervention studies.
7. Have the necessary understanding of research ethics guidelines to serve as a member of an ethics committee that reviews rehabilitation protocols.

Course Content:

1. Overview of course: survey methods (sampling)
2. Questionnaire design
3. Statistics: use and misuse
4. Cross-sectional studies: theory and application in rehabilitation
5. Experimental and quasi-experimental designs
6. Case-control studies: theory and application in rehabilitation/ critical analysis
7. Cohort studies: theory and application in rehabilitation diagnostics /critical analysis
8. Critical analysis of experimental designs
9. Cross-over studies, Association versus cause
10. Outcome measures: reliability, validity, responsiveness, selection/application
11. In-class quiz
12. Asking and answering a research question – matching the method to the question
13. Single subject designs: use in clinical practice and research
14. Program evaluation
15. Qualitative approaches
16. Cost analysis in health care
17. Ethics in research
18. Selected Topics Seminars (U2 only)

Course Materials:

Required text:

Foundations of Clinical Research: Applications to Practice. 3rd ed. Portney LG, Watkins MP. Appleton & Lange; Norwalk, Connecticut, 2008.

Additional readings:

A course syllabus will be made available on the first day of class. Additional readings may be assigned during the course.

Student Assignment and Evaluation:

1. Quiz:	30 marks
2. Assignment	30 marks
3. Final exam:	40 marks

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:

In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate section in the Health Sciences Calendar on University regulations regarding final and supplemental examinations. The student's mark will be affected by late submission of the assignment.

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 and Physical 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/ for more information).

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

Attendance: Attendance at all classes is expected.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: An individual who does not complete a required assignment and does not have a university recognized reason for deferral would receive a 0 in that portion of the evaluation.

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."

POTH 434 BIOMECHANICS OF INJURY

Credits: 3

Instructor: Richard Preuss pht PhD

Day: Mondays & Wednesdays
Place: Stewart Biology Building S3/3
Time: 8:35 – 9:55

Prerequisite: EDKP 206 (Biomechanics of Human Movement)

Access to the Instructor:
E-mail: richard.preuss@mcgill.ca
Office: H308 (by appointment)
Phone: 514-398-4400 ext. 00652

Course Description: This is a lecture-based course, primarily covering the biomechanical properties of musculoskeletal tissues, the mechanical factors involved in their injury, and their potential for adaptation and recovery. Some fundamental principles of motion will also be reviewed, with the aim of integrating the biomechanics of motion with the properties of the biological tissues involved. The students will learn how these principles relate to traumatic and chronic injury, and begin to incorporate them into scientifically-based clinical evaluations and treatments. Students are expected to have a firm understanding of the topics covered in the prerequisite course EDPK206 (Biomechanics and Human Movement), and the much of the content of POTH434 will expand on this previous material.

Course Structure and Instructional Method:
The course will take place over two (2) 1.5-hour sessions each week, for 14 weeks. The course will be primarily lecture-based, with any additional instructional methods and approaches to be announced.

General Learning Objectives:
At the end of the course, the student will be able to:
1) Describe, compare and contrast the fundamental biomechanical properties of various musculoskeletal tissues.
2) Compare and contrast the mechanisms through which various musculoskeletal tissues become injured, recover, and adapt to specific loading conditions.
3) Integrate these principles with prior knowledge of anatomy, physiology, physics and mathematics.
4) Describe the potential effects of exercise interventions, as well as other therapeutic techniques, on the health and biomechanical properties of various musculoskeletal tissues.

5) Begin to integrate the requirements for functional movement with the biomechanical properties of the musculoskeletal system.
6) Begin to integrate each of these concepts into their analysis and critique of the current scientific and clinical literature.

N.B. Specific learning objectives will be outlined prior to each section

Course Content:

- Review – Tissue Mechanics
- Connective Tissue Ultrastructure
- Bone
- Articular Cartilage
- Synovial Fluid and Joint Lubrication
- Fibrocartilage
- Meniscus
- Labrum
- Intervertebral Disc
- Ligament
- Tendon
- Peripheral Nerves
- Skeletal Muscle
- Joint Stability
- Coordinated Movement

Course Materials:

Handouts:
The instructor's PowerPoint presentation notes, and supplementary materials, will be available through WebCT Vista during the semester.

Textbook:
No required text.

Additional Readings:
References will be provided for each topic, which the students may use as readings to supplement the lecture material.

Specific resources and materials will be placed on reserve at the Health Sciences Library.

Student Assignment and Evaluation:

Summative Evaluation:

Mid-Term Exam …… **35%**
Written; multiple choice and short answer format

Final Exam …….. **65%**
Written; multiple choice and short answer format

Total: 100%

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:
In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate section in the Health Sciences Calendar 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 and Physical 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/ for more information).

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

Attendance: Students are expected to attend all lectures.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: Students who do not hand in the assignments on time will lose 20% of the total mark for the assignment for each day the project is overdue (i.e. 1 day late: total mark out of 80%; 2 days late: total mark out of 60%; etc.).

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 (514) 398-6009 before your do this."

POTH 455 NEUROPHYSIOLOGY

Credits: 3

Prerequisites: PHGY209 Mammalian Physiology 1 – 3 credits and
PHGY210 Mammalian Physiology 2 – 3 credits or an equivalent knowledge base as judged by the professors.

Instructors: Hugues Barbeau, PT, PhD
Philippe Archambault, OT, PhD
Robert Dykes, PhD.

Access to the Instructors:

Philippe Archambault, Davis 34B Office Hours: By appointment
Telephone: (514) 398-7323
Email: Philippe.Archambault@mcGill.Ca

Hugues Barbeau: Hosmer 103 Office hours: By appointment
Telephone: (514) 398-4519
Email: hugues.barbeau@mcgill.ca

Robert Dykes: Hosmer 308, Office Hours: By appt. in Ocober only.
Telephone: (514) 398-5586
Email: robert.dykes@mcgill.ca

Course Objective:
To provide the student with neurophysiological principles, concepts and mechanisms underlying normal and pathological functioning of the individual. These principles will be illustrated by reference to normal brain functions in animals and man as well as through illustrations of the effects of their disruption in diseases and other conditions that compromise the normal functioning of the nervous system. At the end of this course, the student will understand the function of major brain structures and will have learned signs and symptoms of some important neurological disease processes that illustrate principles of brain function.

Course Structure:
Two, two-hour sessions per week totalling four hours. Sessions will consist of didactic lectures and sessions that use case histories, student presentations and discussion questions to link neurophysiological principles to neurological conditions.

Student Learning Objectives:
Upon completion of this course the students will be able to:

1. **Describe** neurophysiological concepts, principles and mechanisms underlying normal functioning and **explain** their relationships to normal and pathological functioning of the individual
2. **Identify** key components of the etiology, the epidemiology and the clinical characteristics of common neurological conditions associated with malfunctioning of brain structures and **appreciate** factors leading to a differential diagnosis.
3. **Identify** key components of the medical treatment and surgical interventions associated with common neurological conditions and **understand** the impact of such treatment on the functional outcome of clients.
4. **Organize** available information about the neurological conditions presented and **select** information that is potentially important in regard to their needs as future rehabilitation specialists.
5. **Recognize** the main impairments associated with common neurological conditions and **appreciate** how rehabilitation intervention can address the resulting disabilities.

Course Content (by class period):

Period	Date	Topics & Structure
1	**Fri. Sept 3rd** 12:30 - 14:30	**A) Course Introduction** **B) The Neurological Exam**
2	**Mon. Sept. 6th**	**No Classes**
3	**Fri. Sept. 10th** 12:30 - 14:30	**A) Synaptic transmission and Peripheral Nerve Function.** **B) Case 1: Peripheral nerve lesion, muscular dystrophy & Brachial Plexus Avulsion**
4	**Mon. Sept 13th** 15:30 - 17:30	**A) Spinal Cord Function – General Introduction and Spasticity** **B) Case 2: Traumatic Spinal-cord Injury**
5	**Fri. Sept. 17th** 12:30 - 14:30	**A) Spinal Cord Function – The Motor Unit** **B) Case 3: Non-traumatic Spinal-cord Injury**
6	**Mon. Sept 20th** 15:30 - 17:30	**A) Spinal Cord Function – Spinal Reflexes and Neuroplasticity** **B) Case 4: Spina Bifida, Hydrocephalus and Cerebral Palsy**
7	**Fri. Sept 24th** 12:30 - 14:30	**A) Review session** **B) Quiz (30 mins.) Periods 1- 5**
8	**Mon, Sept.27** **12.30 – 14.30**	**A) Great modulatory systems** **B) Student presentation: Guillain-Barré Syndrome**
9	**Friday,Oct.1** **12.30 - 14.30**	**A) Autonomic Nervous System** **B) Case 5: Respiratory and postural difficulties**
10	**Mon. Oct 4th** 15:30 - 17:30	**A) Somatosensory System** **B) Neuroembryology**

11	**Fri. Oct 8th** 12:30 - 14:30	**A) Mechanisms of Pain** **B) Student presentations: Stem Cell Use for Brain Repair and Treatment of Phantom Limb Pain**
12	**Mon. Oct. 11th** **Thanksgiving**	**No class**
13	**Fri. Oct 15th** 12:30 - 14:30	**A) Blood-Brain Barrier, Cell Death and Stroke Pathology** **B) Student presentations: Stroke: Signs & Symptoms**
14	**Mon. Oct. 18th** 15:30 - 17:30	**A) Motor Pathways** **B) Case 6: Alzheimer's disease**
15	**Fri. Oct. 22nd** 12:30 - 14:30	**A) Brainstem, Cranial Nerve Functions, Vestibular Function, Sleep and Consciousness** **B) Student presentations: Treatment for stroke & Concussion**
16	**Mon. Oct. 25th** 15:30 - 17:30	**A) Brain plasticity – Learning and Memory** **B) Student presentations: Traumatic Brain Injury**
17	**Fri. Oct. 29th** 12:30 - 14:30	**A) The Special Senses – Olfaction, Vision and Audition** **B) Student presentations: Brain Tumor and Schizophrenia**
18	**Mon. Nov 1st** 15:30 - 17:30	**A) Disorders of the Extra-pyramidal System** **B) Student presentations: Stages of Parkinson's disease.**
19	**Fri. Nov. 5th** 12:30 - 14:00	**A) Disorders of the Cerebellum** **B) Student presentation: Cerebellar disorders**
20	**Mon. Nov 8th** 15:30 - 17:30	**A) Speech** **B)Case 7: Speech disorders**
21	**Fri. Nov. 12th** 12:30 - 14:00	**A) Sensory-motor Integration** **B) Functions of Cortical Regions - Flow of Information, Decisions and Output**
22	**Mon. Nov 15th** 15:30 - 17:30	**A) Mental Health – Neural Mechanisms** **B) Case 8: Parkinsonism**
23	**Fri. Nov. 19th** 12:30 - 14:00	**A) Emotions** **B)Case 9: Bipolar Disorder**
24	**Mon. Nov 22nd** 15:30 - 17:30	**A) Motor Learning** **B) Case 10: Fibromyalgia**
25	**Fri. Nov 26th** 12:30 - 14:00	**A) Attention Deficit/Hyperactivity Disorder, Autism** **B) Student Presentation: Whiplash Injury & Diabetic Neuropathy**
26	**Mon. Nov 29th** 15:30 - 17:30	**A) Review session** - Topics determined by students and instructors: Case 6 to 10 **B) Review of self-learning modules**
FINAL EXAM during exam period (Week of Dec 6th)		

Course Materials:

Purves, D, Augustine G.J., Fitzpatrick D, Hall W.C., Lamantia A-S, McNamara J.O., Williams S.M. (2004) Neuroscience (3rd ed) Sinauer Associates: Sunderland, MA. Plus assigned readings.

Student Assignment and Evaluation:

- Quiz 15% (scheduled very early in the course)
- Case-based quizzes 10% (On-line via WebCT)
- Final Exam 40% (to be scheduled during exam period)
- Assignments 35% (scheduled as noted in the course outline)
    - Student Presentations: (35% of final mark)
        - Oral (15% of final mark)
        - Written (15% of final mark)
        - Peer Evaluation (5% of final mark)

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:
In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. A supplemental exam is permitted in this course. Please refer to the appropriate section in the Health Sciences Calendar 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 and Physical Therapy Course Guides. The modalities used for remedial work will be determined by the instructors on a per case basis.

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).

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.

Attendance: The instructors reserve the right to request attendance in classes where student participation is expected.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: An individual who does not complete a required assignment and who does not have a university recognized reason for deferral will receive a 0 in that portion of the course. Assignments submitted late will receive a deduction of 2% per day, including week-ends.

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."

V. B.Sc. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY U3

OVERALL COURSE STRUCTURE

- Important Dates B.Sc. (Rehabilitation Science); Major in Occupational Therapy U3
- U3 Curriculum Plan 2010-2011

PROFESSIONAL COURSE DESCRIPTIONS

OCC1 545	THERAPEUTIC STRATEGIES IN OT 1
OCC1 546	STRATEGIES IN OT PROFESSIONAL PRACTICE
OCC1 547	OCCUPATIONAL SOLUTIONS 1
OCC1 548	HOLISTIC APPROACHES IN OT
OCC1 549	THERAPEUTIC STRATEGIES IN OT 2
OCC1 550	ENABLING HUMAN OCCUPATION
OCCA 551	PSYCHOSOCIAL PRACTICEIN OT

B.Sc. (REHABILITATION SCIENCE); MAJOR IN OCCUPATIONAL THERAPY

U3 IMPORTANT DATES

FALL TERM:	Registration Period	April 7 to Sept. 14, 2010
	Labour Day	Sept. 6, 2010
	Lectures Begin	Sept. 1, 2010
	Orientation	Sept. 2, 2010
	Course Change (drop/add period)	April 7 to Sept. 14, 2010
	Thanksgiving Day	Oct. 11, 2010
	Last Day of Lectures	Dec. 3, 2010
	MERCURY Evaluation Period	Nov. 15 to Dec. 5, 2010
	Examination Period	Dec. 6 to 21, 2010
WINTER TERM:	Lectures Begin	January 4, 2011
	Course Change (drop/add period)	April 7, 2010 to Jan. 18, 2011
	Study Break	Feb. 21 to Feb. 25, 2011
	Easter	April 22 to April 25, 2011
	Last Day of Lectures	April 8, 2011
	MERCURY Evaluation Period	March 21 to April 10, 2011
	Examination Period	April 11 to April 38, 2011

U3 CURRICULUM PLAN 2010-2011

FALL TERM

WINTER TERM

Academic Term Sept. 41 to Dec. 3		**Exams** Dec. 6 to 21		**Academic Term** Jan. 4 to Apr.8		**Exams** Apr. 11 to 28
OCC1 545 THERAPEUTIC STRATEGIES IN OT 1 8cr				OCC1 547 OCCUPATIONAL SOLUTIONS 1 6cr		
OCC1 546 STRATEGIES IN OT PROFESSIONIAL PRACTICE 3cr				OCC1 548 HOLISTIC APPROACHES IN OT 3cr		
OCC1 550 ENABLING HUMAN OCCUPATION 3cr				OCC1 549 THERAPEUTIC STRATEGIES IN OT 2 4cr		
				OCC1 551 PSYCHOSOCIAL PRACTICE IN OT 3cr		

OCC1 545 THERAPEUTIC STRATEGIES IN OT1

Credits: 8

Course Coordinators: L. Bouvrette, S. Everitt, S. Mak, B. Nedelec, A. Thomas

Course Instructors: Clinical OT faculty

Course Description:
Occupational therapy (OT) evaluation and intervention in health conditions related to disorders of musculoskeletal structures.

Expanded Course Description:
A musculoskeletal framework is used to evaluate occupational performance, to establish client-centered goals and to competently navigate case studies, across the lifespan. Case discussions will be framed using the Canadian Model of Occupational Performance and Engagement.

Course Structure:
This course includes 4.5 hours of lecture, 4.5 hours of practical seminars where assessment and treatment skills will be developed and mastered, and 2 hours of interactive clinical reasoning workshops per week. Group and self-directed learning activities will be emphasized.

Overall Objectives:
The student therapist will acquire knowledge and skills necessary to:

1) evaluate the physical, affective and/or spiritual performance components for various musculoskeletal conditions throughout the lifespan,
2) evaluate the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance,
3) establish client-centred goals, and
4) plan, initiate, carry out and evaluate occupational performance-based treatment that is appropriate for individuals of all ages.

Learning Outcomes:
Upon completion of this course, the student therapist will demonstrate competence in the following areas:

1. Describe musculoskeletal conditions, associated pathologies and medical interventions.
2. Discriminate amongst the musculoskeletal conditions, associated pathologies and medical interventions.
3. Apply the Canadian Model of Occupational Performance and Engagement for a given client in relation to occupational therapy assessment and intervention.

4. Propose the 'most appropriate' OT assessments for a given client, based on scientific evidence and ethical considerations and guided by clinical reasoning.
5. Develop a comprehensive OT assessment plan for a given client and perform the assessments for:
   a. voluntary movement
   b. action
   c. task
   d. activity
   e. occupation
   f. client priorities & satisfaction with performance.
6. Analyse the physical, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance.
7. Synthesize and document assessment results in accordance with the Canadian Model of Occupational Performance and Engagement and professional standards.
8. Plan an OT treatment for a given client that is based on scientific evidence and ethical considerations and is guided by clinical reasoning.
9. Develop and document the OT problem list, long- and short-term goals and treatment plan that is the 'most appropriate' for a given client including:
   a. therapeutic activities & modalities
   b. strategies to enhance independent living
   c. environmental modifications to enable health and well-being
   d. psychosocial interventions.
10. Effectively implement Occupational Therapy by:
   a. establishing a professional relationship with the client
   b. using effective communication
   c. choosing the best mode of service delivery
   d. adhering to professional standards
11. Appraise and document the treatment outcome and client satisfaction using selected outcome measures.
12. Students will apply and discuss reflective practice principles.

Course Materials:

Required Texts:
Course Pack

Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6th Edition, Lippincott, Williams and Wilkins: Baltimore.

Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario.

Van Ost, L. (2010). Cram Session in Goniometry: A Handbook for Students & Clinicians. Slack Inc.: Thorofare, NJ.

Recommended Texts:
Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario

Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6th Edition, Lippincott, Williams and Wilkins: Baltimore

Student Assignment and Evaluation:
Student evaluation will be done in an ongoing format throughout the term and will include both formative and summative evaluations.

Mark distribution:

Competency based assignments – 10%
There will be 10 competency-based assignments throughout the semester. These will count for 10% of the final grade for the course. In order to obtain the 10%, students are required to show competency on all of the assignments.

Case-based assignments – 30%
There will be 5 case-based assignments throughout the semester. Students will be working in groups.

Modified Objectively Scored Clinical Examination (mOSCE) - 40%
The mOSCE is a practical examination with simulated clients/patients used to assess clinical skills performance.

Final examination – 20%
The final examination is a written examination that takes place during the university final examination period. This exam will include both short answer and essay-type questions.

A detailed description of these evaluations will be provided as part of the course outline on the first day of class.

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 theoretical and practical evaluation as well as 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/) for more information).

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. When working with simulated patients student must be dressed professionally.

Skills Building Attendance Mark: Attendance at all seminars and clinical reasoning workshops is mandatory. Students will not be able to miss more than 10% (i.e. more than 2 per term) of the seminars or 10% (i.e. more than 1 per term) of the clinical reasoning workshops without a written excuse. If they do, 10% of the total course mark will be removed.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends.

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.

OCC1 546 STRATEGIES IN OT PROFESSIONAL PRACTICE

Credits: 3

Prerequisites: Successful completion of OCC1-245 and POTH-250 or admission to qualifying year of entry-level professional masters program.

Lecturers/Coordinator:

Name:	C. Storr (OT)	A. Spahija (PT)
Tel:	398-6561	514-398-4922
Office:	D2	H308
Email:	caroline.storr@mcgill.ca	jadranka.spahija@mcgill.ca

Access to the Instructors:
Office hours by appointment. Please email or call ahead to make appointment.

Course Description:
Study and analysis of strategies and systems which impact the role of the occupational and physical therapy professional in health service delivery settings. This course includes selected topics on professional competence, healthcare environments and service delivery models, administration and management.

Course Structure:
This course offered in the Fall U3/QY term will be hybrid in nature consisting of lectures, self-learning modules, seminars and site visits for clinical reasoning/skill development. Lectures will be scheduled on Tuesday afternoons of varying duration. This is the third of seven professional development courses offered in the combined undergraduate and master's professional program.

Course Objective:
This course is intended to prepare students for the 4 Clinical Practica Courses and future practice by offering foundational knowledge and skills for developing, leading and managing OT/PT practice, both in the public and private healthcare sectors.
It incorporates an understanding of organizational and change theory, as well as professional competence at the level of the person, organization and policy.

Students will learn where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to practice which may be required in the work situation. The students will be exposed to both the Canadian and the Quebec health care system as students are expected to learn in this Quebec environment for their 4 related clinical practicum courses.

Student Learning Outcomes:
The students will be able to:

1. define and analyze personal leadership attributes and competencies related to respective profiles of practice
2. understand and analyze the current social, economic, political, geographic and demographic factors that promote the provision of OT/PT services and health promotion.
3. understand the human, physical and financial resources needed for delivery of a service program.
4. understand and apply principles of communication, safety (including PDSB) and professionalism
5. describe the principles of effective team work with colleagues, clients, employers
6. understand the principles of evidence-base and best practice in PT/OT client-centred management
7. understand and apply ethical practice guidelines
8. apply the principles of OT/PT advocacy in practice domains
9. reflect on one's own learning style in order to facilitate life-long learning
10. define the various professional concepts including mentoring, portfolios, feedback, conflict resolution and evaluation

Course Schedule:

Date	Topic	Assignments
Sept. 7	Course Introduction; National Essential Competency Profiles, Reflective Practice	Reflective Journal Assignment (due: Sept 21)
Sept 14	The Evolving Healthcare Practice Environment	Group Case: Mapping a client through facilities and services (due: Oct 19)
Sept 21	Resource Management and Administration to enable practice	Environmental Scan Health Promotion Program Analysis Poster Presentation (due: Nov 28)
Wed, Sept 29* (1/2 of class)	IPE workshop: Interprofessional Teams	On-line modules: Learning styles, feedback, conflict (due: Oct 12)
Tues, Oct 5 for all OT only/Wed, Oct 6* for ½ of class)	Charting FOR OT / IPE workshop: Interprofessional Teams	On-line modules: Learning styles, feedback, conflict (due: Oct 12)
Oct 12	Patient Safety and Risk Management	
Oct 19	PDSB theory/Constraints and Restraints	Attendance Compulsory
Oct 26	Legal and Ethical Responsibilities: Professional Orders	

Date	Topic	Assignments
Nov 2	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate
Nov 9	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate
Nov 16	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate
Nov 23	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate
Nov 30	Health Promotion Concurrent Poster Presentations Sessions	Attendance Compulsory/PDSB,ethics and Patient Safety WebCT quiz (due:?) Nametag professional ceremony

Course Materials:

Required Texts:

1. Required readings will be posted on WebCT and/or placed on reserve in the McIntyre medical library.

   The Professional Code, Éditeur officielle du Québec

2. PDSB Participants Workbook: "Principles for moving patients safely" 2004 version ASSTSAS.

3. **FOR OTS ONLY** (Please note that it is essential that each OT student purchase this text during this Fall term as this text is used for all 4 clinical courses throughout the rest of the program): Bossers, A., Miller, L., Polatajko, H., and Hartley, M. (2002). Competency Based Fieldwork Evaluation. Albany: Delmar/Thomson Learning.

   IMPORTANT: the bookstore returns all un-bought books in November so this text must be purchased before that time as it is not available in the winter. All OTs must submit a section of this text as proof of purchase in accordance with copyright law.

Student Assignment and Evaluation:

Reflective Journal Assignment	10%
Group Case Assignment	25%
Group Poster/Presentation	25%
On-line modules	10%
Debate	15%
Quiz	10%
PDSB attendance	5%

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. A supplemental exam is permitted in this course. 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/) for more information).

Dress Code: Professionalism with respect to dressing is encouraged throughout the professional program. It is each student's responsibility to have appropriate, professional attire during lectures, presentations and site visits.

Attendance: Students are expected to attend every lecture. Attendance is compulsory for all group presentations/PDSB content and will be marked accordingly.

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, except in courses in which acquiring proficiency in a language is one of the objectives. Group poster presentations are to be given in English as they are a group learning activity.

Consequences on not completing assignments as requested: Assignments are due on dates posted on the schedule. Late assignments will be penalized by two (2) marks deducted for each day late.

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.

OCC1 547 OCCUPATIONAL SOLUTIONS 1

Credits: 6

Prerequisite: Successful completion of OCC1 550 Enabling Human Occupation

Course Coordinators: P. Belchior, PhD

Course Description:
Assessment and treatment of clients with disorders of the nervous system, with a focus on motor, perceptual- cognitive and behavioural impairments.

Course Structure:
Several formats will be used including formal lectures, laboratory/practical sessions, tutorial/self-directed learning modules and visits to clinical sites.

Learning Outcomes:

I. Professional Competencies
The student will be able to:

1. Acquire knowledge of neurological conditions across the lifespan and their impact on the client's functioning and well-being.
   a) recognize unique roles and arenas of occupational therapy practice for pediatric, adult and geriatric clients with neurological conditions.
2. Apply appropriate evaluation approaches according to the client's needs and provincial/national regulatory standards.
   a) select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context;
   b) administer and analyse the results of selected assessments;
   c) formulate a problem list from assessment results, and develop and prioritize treatment goals based on the problem list;
   d) identify client strengths, resources available and client goals.
3. Develop and apply intervention strategies that address client's needs, that are evidence-based and in accordance with provincial/national regulatory standards.
   a) differentiate the various models/approaches of OT practice in neurorehabilitation and justify their use in the clinical setting;
   b) seek, appraise and apply evidence in the literature to clinical interventions in neurorehabilitation;
   c) develop treatment strategies based on assessment results, treatment goals and treatment approaches tailored to the client's individual needs in order to promote competence and health in occupational performance domains across the lifespan;
   d) learn how to progress and terminate interventions;

e) apply principles of program evaluation and outcome management;
f) utilise a client-centred approach in the care of clients with neurological conditions of all ages.

II. Professional Development
The student will be able to:
1. Learn to utilise a self-directed approach to acquire and integrate new knowledge to clinical skills;
2. Develop skills in oral and written communication necessary for educating and consulting client, family, team members and students;
3. Manage records and documentations;
4. Value ethical, respectful behavior;
5. Value the importance of advocating on behalf of your clients;
6. Promote a collaborative, interdisciplinary team approach.

Lecture Schedule
Two 3-hour sessions will take place per week. These will include formal lectures, practical sessions and clinical visits. Additional supervised activities may take place intermittently throughout the semester during open block.

Required Textbooks:
J. Case-Smith et al, 5th ed. (2005). Occupational Therapy For Children.

M. Vining Radomski & C. A. Trombly Latham, 6th ed. (2008). Occupational Therapy For Physical Dysfunction.

B. Zoltan, 4th ed. (2007). Vision, Perception, and Cognition: A Manual for the Evaluation and Treatment of the Neurologically Impaired Adult.

Course Materials: Additional reading from the literature will be assigned.

Student Assignment and Evaluation:
Evaluations will include written and oral assignments, quiz and group case presentations.

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/) for more information).

Dress Code: Professionalism with respect to dressing is encouraged throughout the professional program. It is each student's responsibility to have appropriate attire during lectures and presentations, and especially during clinic visits.

Attendance: Students are expected to attend every lecture and lab.

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, except in courses in which acquiring proficiency in a language is one of the objectives. Group oral presentations are to be given in English as they are a group learning activity.

Consequences on not completing assignments as requested: It is expected that all assignments will be handed in on time. For each day after the due date, 5% will be deducted.

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.

OCC1 548 HOLISTIC APPROACHES IN OCCUPATIONAL THERAPY

Credits: 3

Prerequisites: Successful completion of OCC1 545 Therapeutic Strategies in OT1, OCC1 546 Strategies in OT Professional Practice and OCC1 550 Enabling Human Occupation

Instructor: Aliki Thomas, PhD candidate, M.Ed., OT(c), erg.

Access to the Instructor:
Tel: 514-398-4496; Office: D30. Office hours: TBA. Email: aliki.thomas@mcgill.ca
Email and telephone messages are given priority and efforts are made to return students call promptly.

Date and time of lectures:
One 3-hour class per week. Day and time TBA.

Calendar Course Description:
The theory, principles of treatment, clinical reasoning and therapeutic use of activities in the OT intervention of acute and chronic medical and surgical conditions.

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

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

1. Describe the clinical features of the most prevalent chronic health conditions seen in rehabilitation and across the lifespan.
2. Describe the general medical and/or surgical approach to the treatment of these conditions.
3. Analyze the impact of chronic heath conditions on the general health and well being of the individual with a chronic condition
4. Describe and analyze the impact of these conditions on occupational performance
5. Define the occupational therapy assessment process for various chronic heath conditions.
6. Develop and analyze an assessment plan for various chronic health conditions.

7. Develop a comprehensive and evidence-based treatment program based on the assessment results and chosen theoretical framework
8. Evaluate the effectiveness of assessment and treatment approaches generally used in OT with these client populations
9. Describe the concepts of chronic disease, health promotion, prevention, wellness, determinants of health and interprofessional practice
10. Analyze the application and relevance of these main concepts across the OT process and within all conditions covered

Course Content:

The focus of the course will be on the occupational therapy process of various chronic health conditions. The students will be exposed to the observable clinical features and the occupational therapy assessment and treatment process involved in the management of clients with those conditions. All conditions will also be examined from the perspective of health promotion, disease prevention and interprofessional practice. The conditions which will be covered across the lifespan include respiratory problems, oncology, palliative care and end of life issues, adult and paediatric cardiac conditions, trauma and injury prevention, measures of health and well being, pain and the role of OT in the intensive care unit and emergency room.

Instructional Methods:

This course will include readings, reading guides, lectures, WebCT, interactive lecturing, clinical cases and vignettes, small group work and site visits. The instructors will not be explicitly lecturing on the pathophysiology of the various conditions. The instructors may review the topics briefly and ask for student input on those aspects of the conditions. It is the responsibility of the student to acquire this content prior to class through the readings. Students are also expected to find literature in a self-directed manner in order to complement their understanding of the condition if deemed necessary. The majority of the class will de devoted to the occupational therapy assessment and treatment of those conditions. Classes will take place either in the classroom, in the simulation center or in actual health care settings.

Course Materials:

Each class will have a designated list of readings and class notes. The class notes will be posted on WebCT. There will also be a required course pack that will include the readings assigned for each topic. This course pack can be purchased at the McGill bookstore. It is the responsibility of the student to read all assigned course materials prior to the lectures.

Required Texts

1. Course pack for OCC1-548

2. Radomski, V. M. & Trombly Latham, C. (2008). *Occupational Therapy for Physical Dysfunction*, (6th edition), Wolters Kluwer

Recommended Texts:

1. Townsend, E., & Polatajko, H. (2002). *Enabling Occupation: An Occupational Therapy Perspective.* Publication of the Canadian Association of Occupational Therapists.

2. Townsend, E., & Polatajko, H. (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being & Justice through Occupation.* Publication of the Canadian Association of Occupational Therapists

3. Publication Manual of the American Psychological Association, Sixth Edition

Complete reading list: TBA

Student Assignment and Evaluation: TBA

***** Passing the course is contingent upon submission of all assignments.**

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/ for more information).

Dress Code:
Professionalism with respect to dressing is encouraged throughout the course of the semester. The assignments that require a group presentation will be evaluated on presentation and professionalism both with respect to style and dress code. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Attendance:
Attendance at classes is expected. It is the responsibility of each student to attend classes prepared and be actively involved. The materials covered in class will be subject to evaluation.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: Assignments not competed on time will be penalized accordingly. In the event that an assignment cannot be submitted on its due date, students must make arrangements with the instructor before this date.

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.

OCC1 549 THERAPEUTIC STRATEGIES IN OT2

Credits: 4

Prerequisite: Successful completion of OCC1 545 Therapeutic Strategies in OT1

Course Coordinator: Susanne Mak

Course Instructors: Lucie Bouvrette, Sandra Everitt, Cynthia Perlman

Lecturers: Clinical OT faculty

Course Description:
Advanced occupational therapy (OT) evaluations and interventions for systemic and/or complex musculoskeletal conditions.

Expanded Course Description:
This course will apply rehabilitation principles to systemic and/or complex conditions, using the same framework and approach as described in Therapeutic Strategies in OT1. An inter-professional approach will be incorporated**.**

Course Structure:
This course includes 1.5 hours of lecture, 1.5 hours of practical seminars where assessment and treatment skills will be developed and mastered, and 2 hours of interactive clinical reasoning workshops per week. Group and self-directed learning activities will be emphasized.

Overall Objective:
The student therapist will build on the knowledge and skills acquired in OCC1 545 and will work with complex musculoskeletal conditions across the lifespan, environmental determinants, and inter-professional collaborations to advance their problem-solving skills and clinical reasoning.

Learning Outcomes:
Upon completion of this course, the student therapist will demonstrate competence in the following areas:

1) Describe and discriminate amongst the musculoskeletal conditions (across the lifespan), associated pathologies and medical interventions.
2) Apply the Canadian Model of Occupational Performance and Enablement for a given client in relation to occupational therapy assessment and intervention.

3) Critically evaluate an assessment tool based on psychometric properties and clinical considerations.
4) Propose the 'most appropriate' OT assessments for a given client, based on scientific evidence and ethical considerations.
5) Develop a comprehensive assessment plan for a given client using a client-centred approach and considering the role of the occupational therapist and other interprofessional team members. This incorporates knowledge and competency performing assessments of:
    a. voluntary movement and/or mental processes
    b. action
    c. task
    d. activity
    e. occupation
    f. client priorities & satisfaction with performance
6) Using a case study, students will analyse, synthesize and document the assessment results, to describe the physical, cognitive, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are limiting optimal occupational performance.
7) Plan the 'most appropriate' OT treatment for a case study, involving an interprofessional team and using a client-centred approach, based on scientific evidence and ethical considerations including:
    a. therapeutic activities & modalities
    b. strategies to enhance independent living
    c. environmental modifications to enable health and well-being.
    d. psychosocial interventions.
8) Effectively implement Occupational Therapy by:
    a. establishing a professional relationship with the client and team members
    b. using effective communication with the client and team members
    c. choosing the best mode of service delivery
    d. adhering to professional standards.
9) Document and communicate observations, measurement findings and treatment plans to the client and team members.
10) Appraise and document the treatment outcome and client satisfaction using selected outcome measures.
11) Educate the stakeholders to assume responsibility and advocacy for comprehensive client care.

Course Material:

Required Texts

Course Pack

Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6th Edition, Lippincott, Williams and Wilkins: Baltimore.

Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario

Recommended Texts:
Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario

Case-Smith, J (2001). Occupational Therapy for Children. 4th Edition. Mosby: St-Louis.

Neistadt, M.E. (2000) Occupational Therapy Evaluations for Adults. Lippincott Williams and Wilkins: Baltimore.

Sames KM (2005) Documenting Occupational Therapy Practice. Pearson/Prentice Hall: Upper Saddle River, New Jersey.

Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6th Edition, Lippincott, Williams and Wilkins: Baltimore

Student Assignment and Evaluation:
Student evaluation will be done in an ongoing format throughout the term. Several evaluation techniques will be used including: peer evaluations, case-based assignments, and written theoretical exams.

Specific evaluation breakdown is provided in the "Evaluation Summary" document found on WebCT, which will be reviewed on the first day of class.

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 theoretical and practical evaluation as well as 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/ for more information).

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.

Skills Building Attendance Mark: Attendance at all seminars and clinical reasoning workshops is mandatory. Students will not be able to miss more than 10% of the seminars (i.e. more than 1 per term) or 10% of the clinical reasoning workshops (i.e. more than 1 per term) without a written excuse. If they do, 10% of the total course mark will be removed. If a clinical reasoning workshop or a seminar is missed due to illness, a doctor's note must be submitted.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. Projects, assignments and peer evaluations must be submitted before 5 p.m. on the due date.

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."

OCC1-550 ENABLING HUMAN OCCUPATION

Credits: 3

Prerequisites: This course is a prerequisite to OCC1 501/502 (Clinical Practicum 1 & 2) offered in M1 summer

Instructors:
Cynthia Perlman, MEd (Coordinator)

Facilitators/TA: Jung Lin, MSc

Access to the Instructors:
By appointment:
Cynthia Perlman, Hosmer 306, Tel: (514) 398-5593
Email: cynthia.perlman@mcgill.ca
cheng-Jung.lin@mail.mcgill.ca

Course Objective:
This is a foundational course introducing students to theoretical and clinical practice frameworks and models of human occupation that will be used in all professional courses within the Program, thereby initiating the development of a professional identity as an Occupational Therapist.

Course Structure:
One (1) two (2) hour lecture per week, and one (1) two (2) hour lab per week. Self-directed learning environments, including a Web-based tutorial, are provided to allow for additional practice and feedback with lecture and lab content.

Student Learning Objectives:
On completion of this course the student will be expected to:
1. Define Occupational Therapy, occupation, occupational performance/identity/ capacity/development/engagement and occupational science.
2. Explain the philosophies, definitions, frameworks and/or models of human occupation in relation to the concepts of health, function and justice (advocacy).
3. Experience a variety of purposeful activities and their impact on occupational needs.
4. Discriminate between the domains of the Activity Analysis & Traditional Analysis (TA) frameworks in order to apply a purposeful activity to meet occupational needs.
5. Relate the domains and sub-domains of two models of practice 1) Canadian Model of Occupational Performance (CMOP-E) and 2) Model of Human Occupation (MOHO).
6. Apply 'activity analysis' to the Activity Analysis & TA frameworks, CMOP-E and MOHO, in terms of the individual and the environment.

7. Adapt or modify a purposeful activity (termed grading), in relation to a new content and context, to facilitate health and well-being.
8. Examine the influence of culture on occupation.

Course Content:

- Introduction to the history and philosophies of Occupational Therapy
- Introduction to models of human occupation (CMOP-E, MOHO and KAWA).
- Orientation to the analysis of a variety of occupational performance issues in the context of these models and/or framework.
- The adaptation and modification of these issues for therapeutic purposes will be studied.

Course Materials:

Required Texts:

Townsend & Polatajko (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being and Justice through Occupation.* Ottawa, ON: CAOT Publications ACE.

Kielhofner, G. (Ed.) *Model of human occupation: Theory and application* (4th ed.). Baltimore, MD, Lippincott, Williams & Wilkins

Course Pack (required readings) - Please see lecture outlines for mandatory and supplementary readings. A complete bibliography is included preceding the lecture outlines.

Recommended Text:

Leary, S. (1994). *Activities for Personal Growth.* Philadelphia, PA: MacLennan & Petty Ltd. Sections of this text will be used in lab. Four copies of this text are in the Assessment library. Unfortunately, the book is out of print.

Student Assignment and Evaluation:

- Two (2) written journal entries(10pts ea) + journal synthesis (5 pts) 25%
- Final Examination 35%
- Project 35%
- Completion of all Web tutorial assignments 5%

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. A supplemental exam is permitted in this course. Please refer to the appropriate sections in both undergraduate

and graduate calendars on University regulations regarding final and supplemental examinations.

Advancement to the OCC1-501/502 Clinical Affiliation 1 is dependent on students successfully passing **OCC1-550 Enabling Occupation** (see Clinical Affiliation 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).

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.

Attendance: Students are expected to attend all lectures and labs, including Web-based tutorial labs. Students who have missed more than 10% of laboratory or small group sessions (i.e. *any* lab in this course), or who miss any required professional workshop or seminar, without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: All assignments must be completed in order to pass the course. Late submissions will result in a deduction of 5% of the assignment grade. Papers must be submitted before 5 p.m. on the due date.

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.

OCC1-551 PSYCHOSOCIAL PRACTICE IN OT

Credits: 3

Prerequisites: Successful completion of OCC1-550 Enabling Human Occupation.

A university level course in Abnormal Psychology is highly recommended. Alternatively, preparatory reading on psychiatric diagnoses prior to the course is essential. A reading list can be provided upon request.

Course Coordinator: Ginette Aubin, PhD
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Meetings by appointment only

Lecturers: Ginette Aubin, PhD
Suzanne Rouleau, MSc.
Hiba Zafran, MSc.

Course Description:
This course will cover the Occupational Therapy process (CPPF) in psychosocial practice. The Model of Human Occupation (MOHO) will be used as a guiding theoretical framework. Case analysis, basic principles of interviewing and application of psychosocial assessments, as well as treatment approaches for clients with psychiatric conditions and/or psychosocial dysfunction will be covered.

Expanded Course Description:
This is a lecture, clinical and case-based reasoning, and experiential course. It covers OT theory (MOHO), use of psychosocial assessments, goal setting, individual and group interventions, and therapeutic use of self for clients with psychiatric conditions, mental health issues and/or psychosocial dysfunction. Students will have the opportunity to practice essential clinical skills in the applied skills seminars.

Course Structure:
This course consists of 2 ½ hours/week of lectures and/or clinical reasoning and case-based group discussions; and six (6) three-hour applied skills seminars during the winter semester.

Learning Outcomes:
On completion of this course, the student will be expected to:

1. Develop self-awareness of attitudes and perceptions relative to mental health issues in a client-centered practice framework
2. Analyze the functional consequences of psychiatric conditions based on MOHO theory
3. Select an evaluation process for specific psychiatric clients
4. Determine treatment goals and select appropriate therapeutic interventions using the MOHO model for a specific individual and/or group of clients
    a. Use the theory of group process to observe and analyze groups.
5. Engage in reflective practice while developing skills related to therapeutic use of self in mental health interviewing and group interventions

Course Content:
1. History and role of OT in psychiatry
2. The application of the MOHO model to analyze function in clients with a psychiatric diagnosis
3. Therapeutic use of self as applied in mental health interviewing and leading groups
4. Principles and application of assessments used in psychosocial OT
5. Establishment of treatment goals as applied in psychosocial OT
6. Introduction to treatment approaches in psychosocial OT, based on the MOHO model
7. Introduction to group dynamics theory and practice

Applied Skills Seminars:
1. Video-vignettes seminar
2. Therapeutic Use of Self 1:
    a. Skills for an intentional relationship seminar
    b. Interviewing clients with psychiatric conditions (Simulation Centre)
3. Hands-on practice with Objective Assessments
4. Therapeutic Use of Self 2:
    a. Groups I - Leadership styles, process vs. content
    b. Groups II – Therapeutic Interventions: grading activities
    c. Groups III - Therapeutic Challenges

Required Texts:
Cara, E. & MacRae, A. (2004). *Psychosocial Occupational Therapy: A Clinical Practice, 2nd ed*. Clifton Park, NY: Thompson Delmar Learning.

Dimock, H.G. & Kass, R. (2007) *How to observe your group.* 4th ed. North Concord, ON: Captus Press Inc.

Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health: An Integrative Approach, 2nd ed.* Thorofare: Slack.

Kielhofner, G. (2008). *Model of Human Occupation: Theory and Application, 4th ed.* Philadelphia: Lippincott, Williams & Wilkins.
& OCC1-551 Course Pack

Recommended Texts (copies on reserve at the library)

Kaplan, H.I., & Sadock, B.J. (latest edition). *Kaplan and Sadock's Synopsis of Psychiatry.* Baltimore: Lippincott, Williams & Wilkins.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: DSM-IV-TR,* 4th text. rev. ed. Washington, DC: American Psychiatric Association.

Bonder, B. (2004). *Psychopathology and function,* 3rd ed. Thorofare: Slack.

Student Assignment and Evaluation

Clinical reasoning essays
Seminar attendance and participation
Group case-based assignments
Final Exam

Details will be provided on the first day of class

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

Handing in Assignments

All assignments must be handed in by the beginning of the lecture on the due date.

Consequences of not completing assignments as requested:

Lateness will be penalized by the loss of 1 mark/day.

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. A supplemental exam is permitted in this course. 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/) for more information).

Attendance: Students are expected to attend every seminar. Students who have missed more than 10% of seminar or small group sessions (i.e. *any* seminar in this

course), without prior approval or a medical note will have a 10% mark deducted from their final course mark. This rule applies to the seven applied skills seminars within this course.

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, except in courses in which acquiring proficiency in a language is one of the objectives.

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.

The following behaviours are expected of health care professionals

Professional Conduct and Dress Code: 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. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Technology in Class: A respectful attentive presence is expected, therefore while the use of laptops is permitted in class, it is understood that students will not be using it or their cell-phone for social purposes during class time (e.g. email, msn, sms). All cell phones should be on silent during class time and phone calls should only take place during the break or after class.