



2023-2024 Qualifying Year for the M.Sc. (A) O.T. Guide

IN THIS GUIDE, YOU WILL FIND:

1. Overview of program and Qualifying Year course details.
2. Registration information.
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7. CAOT Starter Kit
8. OCC1 545- THERAPEUTIC STRATEGIES IN OT 1 Letter of introduction and reading list

PROGRAM OVERVIEW

The Qualifying Year (OT QY) for the M.Sc. (A) O.T. is one academic year given over two semesters: fall and winter. This is immediately followed by the Master of Science (Applied) Occupational Therapy [M.Sc.(A) O.T.] program which is 1.5 academic years (5 semesters) in duration.

Program Direction and Staff Support

- Director of the QY and M.Sc.(A)O.T. program is Prof Sara Saunders sara.saunders@mcgill.ca
- Associate Program Director of the QY and M.Sc.(A)O.T. program is Prof Susanne Yee Lin Mak susanne.mak@mcgill.ca
- Student Affairs Coordinator responsible for the QY and M.Sc.(A) O.T. program Ms. Marlene Brettler profmasters.spot@mcgill.ca

If you have any questions or concerns, please do not hesitate to reach out to us for advising.

Program Timeline Overview		
Term	Content	Approximate Time Period
QY Fall	Academic Classes	End of August to December
QY Winter	Academic Classes	January to mid- April
M1 Summer	Clinical Practica 1 and 2	Mid-April to the end of August
M1 Fall	Academic Classes	End of August to December
M1 Winter (Part 1)	Clinical Practicum 3	January to March break (Reading Week)
M1 Winter (Part 2)	Academic Classes	After March break(Reading Week) to mid-May
M2 Summer	Master's Project	Mid-May to August
M2 Fall	Clinical Practicum 4	September to December

Fall term: Wednesday August 30th 2023 – Wednesday December 21st, 2023

Fall 2023 Important Dates:

Registration

- **Registration starts on July 4th**
- **Deadline to register for at least one course to avoid registration penalties: Monday, August 14th**
- **As long as at least one course is registered before August 14th, you can continue to register by the add/drop deadline, with no registration penalty.** (See note regarding IPE courses)
- Deadline to cancel registration: Thursday, August 31st
- Add/Drop deadline: Tuesday, September 12th
- Course or University Withdrawal with refund deadline: Tuesday, September 19th
- Course or University Withdrawal WITHOUT REFUND deadline: Tuesday, October 24th

Classes and Exams

- Classes begin: Wednesday, August 30th
- Fall Reading Break: Friday, October 6th to Wednesday, October 11th
- Makeup Days: Thursday, November 30th
- Classes end: Tuesday, December 5th
- Study Day: Wednesday, December 6th
- Exams begin: Thursday, December 7th
- Exams end: Thursday, December 21st (11 days, including evening exams)

Winter term: Thursday January 4th 2024 – Wednesday December 21st, 2023

Winter 2024 Important Dates:

Registration

- Deadline to cancel registration: Thursday, January 4th, 2024
- Deadline to register without penalty (new students only): Thursday, January 4th
- Add/Drop deadline: Tuesday, January 16th (See note regarding IPE courses)
- Course or University Withdrawal with refund deadline: Tuesday, January 23rd
- Course or University Withdrawal WITHOUT REFUND deadline: Tuesday, February 27th

Classes and exams

- Classes begin: Wednesday, January 4th
- Winter Reading Break: from February 27th to March 3rd
- Classes end: Thursday March 28th
- Exams begin: Tuesday, April 2nd
- Exams end: Friday, April 12th

ADMISSION TO THE MASTER OF SCIENCE, APPLIED, OCCUPATIONAL THERAPY –SUMMER 2024

Master of Science (Applied) Occupational Therapy begins with 2 summer clinical courses from mid-April. Details to follow in your Clinical Seminar (OCC1 500).

There are spaces reserved for all students who enter the OT QY stream to the MSc (A) in the same discipline. You will need to complete a simplified SLATE application for admission to the MSc (A) OT for summer 2024 – instructions will be provided during the fall term.

Note: A minimum cGPA of 3.0/4.0 is required. Students may not be admitted to the MSc (A) OT degree if they have demonstrated a lack of academic integrity or professional behaviour during the QY.

CURRICULUM OVERVIEW AND MINERVA REGISTRATION FALL AND WINTER COURSES

You must log on to Minerva and register between:

July 4th to August 14th, 2023 (inclusive) to avoid late registration fees.

*Students **who fail to register** in at least one course by August 14th, 2023, may continue to register after this date, up to the end of the registration period on September 12th, 2023, but with late registration penalties.*

*Students **who register** in at least one course by August 14th, 2023, may continue to register after this date, up to the end of the registration period on September 12th, 2023, with no late registration penalties.*

Note 1: You will need to attend to any holds before you are able to register on Minerva. You will NOT be able to register if you have any outstanding fee balance with the University or if you have any other holds that prevent you from registering.

Premasters QY COURSES AND THEIR COMPONENTS

- All Premasters students have spaces reserved in each course and section components.
- You must be registered in all courses, and all the different sections of the courses as indicated in the table below.
- Note 1:
All graduate students must add the Registration Confirmation course (REGN RCGR) to their records for each term:
CRN 179 (Fall 2023)
CRN 190 (Winter 2024).
- Note 2:
Registration includes the required non-credit courses:
Fall 2023:
*IPEA 500: Roles in Interprofessional Teams.
OCC1 500D1: Pre-Clinical Practicum Seminar.

Winter 2024:
*IPEA 501: Communication in Interprofessional Teams
OCC1 500D2: Pre-Clinical Practicum Seminar
*IPEA courses: For both fall and winter *the add/drop deadline is September 12th*.
After this date you will be subject to a late registration fee.
 - Exemptions for IPEA 500 or IPEA 501 are handled by the Inter-Professionalism Office. The Deadline to request a review for an [exemption](#) from IPEA 500 or IPEA 501 is Monday July 31st.
- Note 3:
At the start of classes, you will be subdivided into groups as appropriate, and will be directed to your activity group.
- Note 4:
Break out room sections are additional rooms for the courses/sections. Therefore, the sections are not required to be registered

OT FALL 2023 COURSES & SECTIONS

CRN 6050	OCC1	500D1	Section 1	Seminar	Pre-Clinical Practicum Seminar.	
6436	OCC1	545	1	Lecture	Therapeutic Strategies in OT 1.	
NOTES: This section must be taken with a seminar and a workshop.						
6437	OCC1	545	2	Workshop	Therapeutic Strategies in OT 1.	
NOTES: This section must be taken with a lecture and a seminar.						
6438	OCC1	545	3	Seminar	Therapeutic Strategies in OT 1.	
NOTES: This section must be taken with a lecture and a workshop.						
6440	OCC1	550	1	Lecture	Enabling Human Occupation.	
NOTES: This section must be taken with a laboratory.						
6441	OCC1	550	2	Laboratory	Enabling Human Occupation.	
NOTES: This section must be taken with a lecture.						
6466	POTH	563	1	Lecture	Foundations of Professional Practice.	
NOTES: This section must be taken with a tutorial.						
6467	POTH	563	2	Tutorial	Foundations of Professional Practice.	
NOTES: This section must be taken with a lecture. This section is for OT students.						
6468	POTH	563	4	Tutorial	Foundations of Professional Practice.	
NOTES: This section must be taken with a lecture. This section is for PT students.						
653	IPEA	500	001	Workshop	0.000	Roles in Interprofessional Teams.

OT PREMASTERS WINTER 2024 COURSES & SECTIONS

5267	OCC1	500D2	1	Seminar	Pre-Clinical Practicum Seminar.	
5592	OCC1	547	1	Lecture	Occupational Solutions 1.	
NOTES: This section must be taken with a seminar.						
5593	OCC1	547	2	Seminar	Occupational Solutions 1.	
NOTES: This section must be taken with a lecture.						
5595	OCC1	548	1	Lecture	Holistic Approaches in OT.	

5597	OCC1	549	1	Lecture	Therapeutic Strategies in OT 2.
NOTES: This section must be taken with a laboratory and a seminar and a workshop.					
5598	OCC1	549	2	Laboratory	Therapeutic Strategies in OT 2.
NOTES: This section must be taken with a lecture and a seminar and a workshop.					
5599	OCC1	549	3	Clinical reasoning workshop	Therapeutic Strategies in OT 2.
NOTES: This section must be taken with a lecture and a laboratory and a seminar.					
5600	OCC1	549	6	Seminar	Therapeutic Strategies in OT 2.
NOTES: This section must be taken with a lecture and a laboratory and a workshop.					
4298	OCC1	551	1	Lecture	Psychosocial Practice in OT.
NOTES: This section must be taken with a laboratory.					
5601	OCC1	551	2	Laboratory	Psychosocial Practice in OT.
NOTES: This section must be taken with a lecture.					
635	IPEA	501	1	Workshop	Communication in Interprofessional Teams.
NOTES: Schedule to be posted in January on myCourses					

o Program requirements are also listed on the [School's curriculum page](#) as well as in the [Graduate and Postdoctoral eCalendar](#).

ACADEMIC ADVANCEMENT

- A minimum grade of B- (**65%**) must be obtained in courses specific to the profession, including each course section, with the course designations of OCC1 & POTH.
- Similarly, the passing grade on any remedial or supplemental assessment or examination is B- (65%) for these courses.
- Students should be aware that there are specific criteria for promotion for courses with theoretical and practical components or individual and group work.
This is in addition to fulfilling all specific course requirements outlined in the Important Information, Rules and Regulations, Code of Conduct and other [QY documents](#).

NB: **A minimum cGPA** of 3.0 or higher is necessary to be promoted to M1 [MSc (A) OT] in addition to achievement of the required skills and attributes for entry to practice ([see Essential Skills and Attributes](#)).

RESOURCES RELATED TO REGISTRATION AND ADDITIONAL INFORMATION

➤ **Courses and Programs** – [Registering for Courses and How to Use Minerva](#)

➤ **How to verify your course registration**

To ensure that you have correctly registered to all your courses, look up your [\(student record\) in Minerva](#).

➤ **How to verify your schedule**

Look up your weekly class schedule [\(student record\) in Minerva](#).

STUDENT CONFIDENTIALITY

Confidentiality of personal information and access to documents are governed by the provisions of the Quebec Act respecting Access to documents held by public bodies and the Protection of personal information (the Access Act). The privacy regulations prohibit McGill from releasing any academic or other information regarding students without their specific written and signed consent.

STUDENT ID:

Details about obtaining a McGill Student ID card are available at [How to get a student ID card](#)

STUDENT ACCOUNTS

Please refer to the [Student Accounts website](#) for payment information including deadlines and mode of payment. You can access your e-billing assessment through your Minerva student account. Consult the [Tuition Fees Table](#) and the [Tuition Calculator](#).

Make sure any required [Legal Documents](#) are submitted.

Any questions regarding your McGill tuition and bills need to be directed to Student Accounts.

NB: The University shall have no obligation to issue any transcript of record, award any diploma or re-register a student in case of non-payment of tuition fees, library fees, residence fees or loans on their due date. Access to Minerva for the Registration functions will be denied until these debts are paid in full, or arrangements made to settle the debt.

YOUR STUDENT RECORD

While all courses offered at McGill have academic merit, not all are appropriate for credit towards the qualifying year for the M.Sc. (A) O.T. Students should consult the information on the School's website for the regulations governing which courses are required for Qualifying Year and program completion.

Keep in mind that students are responsible for the correctness and completeness of their records.

It is your responsibility to make sure that your student record is accurate and that all required courses are correctly recorded in order to be promoted.

While faculty advisers and staff are always available to give advice and guidance, it is the student's ultimate responsibility for: (1) completeness and correctness of course selection, (2) compliance with and completion of program and degree requirements, and (3) observance of regulations and deadlines. It is the student's responsibility to seek guidance if in any doubt; misunderstanding or misapprehension will not be accepted as cause for dispensation from any regulation, deadline, program, or degree requirement.

[myProgress](#)

Graduate and Postdoctoral Studies (GPS) has developed a tool called **myProgress that** is available for all graduate students. This tool allows graduate students to view their degree progress; it shows what degree requirements have been completed and what ones must be completed. The web-based tool also sends students reminders about graduate milestones.

[STUDENT RECORDS – FORMS:](#)

Select “Graduate Students” in the navigation bar.

Select “Physical and Occupational Therapy – Professional Programs” as your department.

You can access useful forms including the **Request for Registration/Course Changes** form that is necessary to make a late-registration or late-withdraw request.

EMAIL NOTICES

[Policy on email communication with students.](#)

Email is one of the official means of communication between McGill University and its students.

*Notices from McGill and 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. As well, you are required to send your questions or inquiries using your **McGill e-mail**.*

[CLINICAL COURSES](#)

The first clinical courses in the M.Sc. (A) O.T. program begin in the spring and summer immediately following the Premasters (OT QY) academic year. Details on clinical courses will be provided in the Premasters year and can be found on [the School’s website](#).

The Academic Coordinators for Clinical Education are

Professor Caroline Storr (caroline.storr@mcgill.ca)

Professor Karen Falcicchio (karen.falcicchio@mcgill.ca)

Professor Anne-Marie Brassard (anne-marie.brassard@mcgill.ca)

• Administrative and Student Affairs Coordinator for Clinical Education:

Ms. Nadina Paraschuk (clinicaleducation.spot@mcgill.ca)

[Immunisation and CPR \(for Clinical Courses\)](#)

A **compulsory** immunisation program exists at McGill for students in the Health Sciences programs. Health Sciences students must start the immunization process as soon as they are accepted at McGill and must complete it well before they are permitted contact with patients. Entry into the McGill University Teaching Hospitals may be delayed if immunizations are incomplete.

Prior to starting their first clinical course, students must ensure that their immunization records are complete. Failure to do so will prevent students from starting their first clinical course in the professional masters' program.

Some vaccines may require you to follow immunisation schedules that last several months. Verify details of the immunization requirements and obtain the [form](#) to be completed from the [McGill Student Wellness Hub](#), which allows students to submit their immunisation records directly to the Hub. Students must contact the [Student Wellness Hub](#) for an appointment. All supporting documentation regarding immunization must be submitted to the Student Wellness Hub.

Students are asked to submit their duly completed and signed immunization forms (with supporting documentation if specified) or their supporting immunization documentation via the Student Wellness Hub's secure [document submission platform](#).

For complete details, consult the [Student Wellness Hub](#)

Other details provided in Clinical Seminar 1 (OCC1 500D1).

CPR

Valid CPR/AED Level (Health Care Provider) certification or equivalent is required prior to going into any of the clinical affiliation placements and must be maintained throughout the professional Master's program.

FRENCH LANGUAGE REQUIREMENT

English and French is essential for students who will be working in clinical affiliations throughout the province of Quebec. French is the official language in Quebec and thus health and social services administered by the Ministry of Health are bound by the Charter of the French Language. This means that all health and social service institutions operate in French.

Certain institutions have a bilingual mandate for patient care but team meetings and dealings with third party agencies operate in French only. Some of the clinical communication competencies you will exercise during your studies include: listening to a client or their family describe the reason for consulting, asking questions to learn more, explaining a condition in formal and informal terms, and communicating with other healthcare professionals. This could be in-person, on the phone, or with written documentation. As such, all applicants should be aware that any clinical placements in the province of Quebec require the ability to communicate (written and oral) in French.

Language Requirements for Professions

Quebec law requires that candidates seeking admission to provincially recognized professional corporations must be able to communicate verbally and in writing in French. To demonstrate a working knowledge of French, the professional corporation requires one of the following:

- Evidence that you have completed three years of full-time instruction in a French post-primary school.
- A certificate that shows you completed your secondary education in Quebec in 1986 or later
- Successful completion of a written examination set by Quebec's *Office québécois de la langue française* (OQLF). See below for more information.

If you are a registered student and are within two years of graduating with a degree that will give you access to a professional corporation, you can write the OQLF examination. You should contact Enrolment Services for an application form. Examinations take place every three months and may be attempted an unlimited number of times. Priority is given to students closest to graduation.

More information may be obtained from the *Office québécois de la langue française*, 125 Sherbrooke Street West, Montreal, Quebec, H2X 1X4. Telephone: 514-873-6565. Website: www.oqlf.gouv.qc.ca.

Visit www.oqlf.gouv.qc.ca and <https://examens.oqlf.gouv.qc.ca/Compte/inscription> for information on the online application for the exam.

FRENCH FOR HEALTH SCIENCES STUDENTS

Students might find French as a Second Language courses beneficial to ameliorate their language Skills.

[McGill French Language Centre](#) offers great courses geared to Health Science students.

Note: These require a placement test.

PREPARATORY WORKSHOP FOR OQLF EXAM

There has been excellent feedback/positive outcomes for the Office québécois de la langue française (OQLF) exam preparatory workshops.

To be eligible to practice in Quebec as health and social service professionals you may have to pass the exam administered by the Office québécois de la langue française.

Please note that if you obtained a secondary school certificate in Québec as of the school year 1985-1986, you are recognized as already having the required knowledge in French.

Information about the OQLF Workshops

1. What is the purpose of these workshops?

The objective is to make students become familiar with the structure of the OQLF exams and the type of possible activities they may encounter the day of the exam. This is not a French course to prepare students for the OQLF exam. If students require preparation, they should do a French for Health Sciences course at the [French Language Centre](#).

The workshop offers a simulation of the OQLF exam. Students will receive feedback to prepare themselves more adequately for the exam. 2 x 3-hour classes

2. Who can do these workshops?

Registered McGill University students. Other cases, please consult with me.

3. When are they offered?

They are offered around twice a semester, depending on the profession. Students are grouped by profession.

4. How many students per Workshop?

Preferably, between 4 and 8.

5. Which level of French is required?

A minimum of an intermediate level of French, equivalent to a level 8 in the Canadian Benchmark or B2 of the European Framework. To have an idea of what an intermediate level of French means, the person should be able to communicate in a professional setting fluently, although not perfectly.

6. How long do these workshops usually last?

The first meeting lasts two hours and all the participants must be there. The second part is arranged individually with each student and it lasts 30 minutes.

7. What is the modality of these workshops?

They are done on Zoom.

8. Who should I contact?

Prof. Dr. Ariel MERCADO: ariel.mercado@mcgill.ca

[MCGILL SCHOLARSHIP AND STUDENT AID](#)

McGill Student Aid and Scholarship office has all the resources and advice you need to help pay for university, from step-by-step guides on how to apply for funding to information on how to budget effectively.

McCall MacBain Scholarships at McGill



Eligible SPOT programs

- MSc, Rehabilitation Science (Non-Thesis)
- MSc, Rehabilitation Science (Thesis)
- MSc(A) OT, Occupational Therapy (Non-Thesis)
- MSc (A) PT, Physical Therapy (Non-Thesis)

Who should apply?

McCall MacBain Scholars have a track record of community engagement, informed by a sense of duty, empathy, intellectual curiosity, grit, and a willingness to take risks. They aim to create meaningful and lasting change, while improving the lives of others.

How to apply

Starting on June 1st, you can apply at mccallmacbainscholars.org/apply. This application involves the submission of two reference forms and other materials before **September 27, 2023** at 4:00 PM Eastern Time. Don't delay!

Scholar experience

The scholarship provides much more than financial support. Hear from inaugural McCall MacBain Scholars about their experience in the program:

[What is it like to be a McCall MacBain Scholar? \(video\)](#)

[Conversations with scholars: Raymond Tu](#)

[Conversations with scholars: Daisy Couture](#)

[Application tips from scholars \(video\)](#)



This email was sent to by "McCall MacBain Scholarships at McGill" <info@mccallmacbainscholars.org>. [Unsubscribe](#) from McCall MacBain Scholarships at McGill.

McGill International Student Requirements

International Students have mandatory requirements imposed by the Federal and Provincial governments.

- Federal Government Requirements
- Study Permit
- Provincial Government Requirements
- Québec Acceptance Certificate (CAQ)
- [Co-Op Work Permit](#) (requirement for students in programs with mandatory clinical practica which begin in summer of M1)

Students are advised to inform themselves of all requirements early and to ensure that applications for all necessary documentation are made well ahead of time because application processing times can be lengthy. Failure to have the necessary documentation can result in the delay of student's clinical placements or in university withdrawal.

For full details on what is required, international students are advised to contact [International Student Services](#).

ORIENTATION

**Please join the U3 students for a MANDATORY
In-person orientation:**

Thursday August 31st from 9:00 am – 11:00 am
[McIntyre Medical Building](#) room McMed 206/7

Attend Classes as scheduled starting Wednesday August 30th 2023.

CAMPUS LIFE AND ENGAGEMENT (CL&E)

Campus Life & Engagement provides multiple virtual programs to help orient incoming graduate students.

All new students are encouraged to view the information at [Your First Year at McGill](#) for details about orientation activities and workshop.

Orientation includes many activities for new students in the days leading up to the beginning of classes. It is an opportunity for you to get to know the University, the city of Montreal, other new students, and upper-year students.

Orientation is your chance to learn all about the services, resources, and opportunities dedicated to supporting the success of graduate students at McGill. It's also a great opportunity to connect directly with service representatives and have your questions answered in real time.

Graduate Orientation Workshop Series

Monday August 22nd to Wednesday, August 24th

Join us for three days of in-person workshops, panels, and info sessions for new graduate students! This includes the **What I Wish I'd Known (When Starting Grad School)** student panel, where returning graduate students share their experiences and advice on life as a new McGill student.

[Grad Connect \(GX\)](#)

August 28

GX is Graduate Orientation's biggest event, attended by hundreds of graduate students each year! GX is Orientation's social/networking event to help new graduate students meet, connect, and have some fun as they learn more about the downtown area and some of the local resources and hidden gems. Attendees will take part in fun, team-based activities, explore McGill's Downtown Campus and the surrounding neighbourhood, and compete with other teams for prizes!

[Discover McGill Graduate Services Fair and Reception](#)

August 24

The Graduate Services Fair and Welcome Reception is your official welcome to graduate school at McGill! Join us for a welcome address from the Dean of Graduate Postdoctoral Studies and other guests, connect with your peers over light refreshments, and take the opportunity to speak one-on-one with representatives of the most important services, resources, and offices dedicated to support graduate students.

[PGSS Orientation](#)

The Post-Graduate Students' Society hosts a ton of social events on and off campus for new graduate students. Join your peers for Montreal tours, a hike up Mont-Royal, the Welcome Back BBQ, and much more! Keep an eye out for more information on the [PGSS website](#) later this summer.

International Student Orientation

If you're an international student, join **International Student Services** for opportunities to connect with new and returning international students, receive essential information and advice, and explore Montreal's iconic neighbourhoods and local food culture! Visit the [Orientation for New International Students webpage](#) for more information!

We encourage you to partake in all these activities.

ANATOMY WORKSHOP

Montreal, July 13, 2023

Dear future PT and OT qualifying year students,

We hope you are looking forward to the start of your new and exciting programs! The McGill School of Physical and Occupational Therapy (SPOT) requires students to have an excellent knowledge of anatomy prior to beginning the PT or OT programs. As such, SPOT is organizing a functional anatomy review workshop for the incoming PT and OT admitted to the qualifying year and Professional Qualification training in order to help students integrate this important anatomy knowledge before starting the programs in the Fall.

The Anatomy workshop will be held in [the Strathcona Anatomy Labs at McGill University](#), using cadaveric prosections, and is intended to review important anatomical structures for your training and future profession. Students attending the anatomy workshop are **expected to study and prepare in advance**. Even if you have worked as a clinician before and have an anatomy background, these sessions are **strongly recommended**.

The schedule for the review sessions is as follows- attendance required for both dates.

- **Workshop Day 1: Monday, August 21nd, 2023: 10am to 3pm (1 hour break for lunch)**
- **Workshop Day 2: Wednesday, August 23th, 2023: 10am to 3pm (1 hour break for lunch)**

NB: Minerva registration is NOT required.

The sessions will be led by PT and OT students who have previously worked as anatomy lab instructors under the supervision of PT and OT faculty members. Students who register for the workshop will be **provided resources** and **a list of anatomical structures they are expected to study and review in- depth before** attending the workshop. We expect students to carefully review this material prior to attending the anatomy workshop for the sessions to be more time efficient and maximize their learning experience. Approximately a week before the workshop, students will receive a reminder email with the details of the location and other logistical details.

The **cost of the anatomy workshop is 55\$ (Canadian) per student**.

If you wish to attend the anatomy workshop, please complete the sign-up form and submit your payment: [McGill 2023 PT and OT Qualifying Year Students-Summer Anatomy Workshop Sign -Up](#). Please advise us of your intent to participate in the anatomy workshop **as soon as possible** to ensure we hire enough instructors for a good learner/instructor ratio.

Students are required to bring their lab coats and eye goggles. However, gloves and masks will be provided to attendees during the workshop. You can use any lab coat that can be buttoned down for the workshop. However, if you do not have one, McGill Bookstore (<https://leames.ca/medical-and-lab>) has some options for both lab coats and goggles if you need to buy one.

Please mail your payment 55\$ (fifty-five) by cheque only **made payable to McGill University**
Please remember to include your Name on the memo line of the cheque.

Deadline: August 9th, 2023:

Mailed to:

Ms. Marlene Brettler

McGill University

3654 Promenade Sir William Osler, Davis House room 5

Montreal, QC, H3G 1Y5.

Please do not hesitate to communicate with me should you have any questions regarding the workshop.

Sincerely,

Prof. Ana-Maria Moga, PT, MSc, PhD(c).
Lecturer
School of Physical & Occupational Therapy
Promenade Sir William Osler
Montreal, Qc, Canada H3G 1Y5
Tel: (1) 514-398-3578
Email: ana.moga@mcgill.ca

Prof. Marie-Lyne Grenier, MSc OT, DOT Faculty
Faculty Lecturer
School of Physical & Occupational Therapy 3654
3654 Promenade Sir William Osler
Montreal, Qc, Canada H3G 1Y5
Tel: (1) 514-398-1021
Email: marie-lyne.grenier@mcgill.ca

CANADIAN ASSOCIATION OF OCCUPATIONAL THERAPISTS STARTER KIT

To OT Premasters students,

Welcome to all Premasters students in the Occupational Therapy Program! Here is some important information regarding book orders for a few of the required course materials in the OT curriculum, beginning Fall 2023.

The Canadian Association of Occupational Therapists (CAOT, <http://www.caot.ca>) offers a special package price for a set of three required texts and materials, called the **CAOT Starter Kit** (EOI, EOII, COPM/forms).

These are required materials for several courses within the Premasters curriculum, including:

- OCC1 545 Therapeutic Strategies I (Fall term)
- OCC1 550 Enabling Human Occupation (Fall term)
- OCC1 547 Occupational Solutions 1 (Winter Term)
- OCC1 549 Therapeutic Strategies II (Winter term)
- OCC1 551 Psychosocial Practice in OT (Winter term)

The CAOT Starter Kit comprises the following 3 texts/materials:

<https://caot.ca/client/product2/479/item.html>

The OT Starter Kit includes:

1. [Enabling Occupation: An Occupational Therapy Perspective.](#)
2. [Enabling Occupation II: Advancing an Occupation Therapy Vision for Health, Well-being, & Justice through Occupation.](#)
3. [Canadian Occupational Performance Measure \(COPM\) and 100 COPM forms.](#)

The special offer for the **CAOT Starter Kit** is priced at **\$99.00** for all CAOT members which includes **Student Associates**.

NOTE: Student membership to CAOT is free for all our McGill OT students!!! As a **Student Associate** of CAOT, you will have access to this great offer and to all the publications and information offered through CAOT.

Register for your free membership as a **Student Associate** online at

<https://caot.ca/site/membership/category/student?nav=sidebar&banner=2>

The OT Faculty strongly encourages you to purchase these required texts through CAOT and to take advantage of this special pricing.

Note: these textbooks will not be available at the McGill bookstore as we recognize the savings from CAOT far exceed the prices that would be offered at the McGill bookstore.

Once your registration as a **Student Associate** is confirmed, you can access the '**STORE**' and purchase the **CAOT Starter Kit**.
Access the CAOT website <http://www.caot.ca> and go to the '**STORE**' icon at the top right corner. Search for the CAOT Starter Kit (EOI, EOII, COPM/forms).

If you require further information or experience any challenges, please email me at:
Aliki.thomas@mcgill.ca

Looking forward to seeing you all this September 2023.

Sincerely,



Aliki Thomas, PhD, OT, erg.
Associate Professor
School of Physical and Occupational
Therapy Faculty of Medicine & Health
Sciences

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OCC1 545 - THERAPEUTIC STRATEGIES IN OT 1 (8 CREDITS)

Dear Pre-Master OT Students,

Welcome to OCC1 545! As you have probably already realized, this is an unusually large course since it is an 8-credit course. In order to help you organize your time and workload, past students have asked that we arrange for your readings to be available in advance of the start of class and that we send you your schedule for your first week of class, prior to when myCourses makes all of this information available to you on August 26th.

This year your readings, that are not available in your textbooks, have been made available through OneDrive. Please refer to the attached reading list and click on the link associated with each reading. If you have any questions or concerns, please contact Professor Bolduc (marie-eve.bolduc@mcgill.ca). We would recommend that you complete at least the first two weeks of readings prior to the start of classes to give yourself a head start.

Your schedule for OCC1 545 for the first week is below. There are 3 different learning activities in this course: 1) lectures, 2) professional reasoning seminars (PRs), 3) hands-on workshops (HOWs). All learning activities will be in class learning activities. The QY students have a Professional Reasoning Seminars (PRs) at 10:30 and the U3 students at 13:00 on Friday September 1st. For all other PRs and HOWs you will be divided into 2 groups. Your assigned groups will be available to you by August 26th through myCourses. **Attendance at the HOWs and PRs are mandatory**, so please ensure that you schedule your time so that you will be available for these. The schedule sequence will change on week #3 since there will be classes on Mondays.

Week	Date	Time	Gr.	Learning activity	Location
#1	Wed Aug 30	08:30-09:55	All	L1 Introduction to course, History taking and interviews, Assessment of ROM <i>(Note*: All lectures will be recorded and available on myCourses approximately 24 hours after the scheduled lecture time)</i>	McMed 206/7
		10:30-12:45	2	HOW1 History taking, semi-structured interviews and COPM	H102/104/105
		14:15-16:30	1	HOW1 History taking, semi-structured interviews and COPM	H102/104/105
	Fri Sept 1	08:30-09:55	All	L2 Assessment planning and treatment approaches; Assessment of pain and edema	McMed 206/7
		10:30-12:30	(QY)	PRS1 (Literature Search Workshop)	McMed 206/7
		13:00-15:00	(U3)	PRS1 (Literature Search Workshop)	McMed 206/7
#2	Mon Sept 4	NO CLASS – Labor Day			

Gr = Group, H = Hosmer House, McMed = McIntyre Medical Building

OCC1-545 - THERAPEUTIC STRATEGIES IN OT 1 Reading List – Fall 2023

In preparation for your HOW1 you need to complete the learning module for the Canadian Occupational Performance Measure. You should already have a copy of the manual and the measure as part of the “bundle” that you have ordered from CAOT. In order to complete the learning module, you need to follow the instructions below and complete the five modules (should take less than 2 hours). You are not required to complete the personal learning portfolio, but there will be a content-based competency quiz on the material in the learning module that you will need to complete by September 6th which is based on it.

Complete the COPM learning module at the following website address using the Coupon Code provided. Once you have completed the learning modules complete the quiz on myCourses.

- ❓ Go to: <http://www.thecopm.ca/buy/copm-learning-module/>
- Select ‘Individual Learning Module’
- ❓ Click on "Add coupon code" on left side of screen, or depending on the browser you are using, you may need to click 'Details' near the top of the screen and then the "Add coupon code" will be displayed, enter the **Coupon Code: MCGILL062023**
- ❓ Once applied, the credit card fields will disappear.
- ❓ You will be asked to enter your contact details. You will be emailed a link to access the Learning Module.
- ❓ Your coupon code gives you access to the Learning Module for one year.
- ❓ Access the Learning Module by referring to the confirmation email you received when entering your coupon code, or go to <https://www.thecopm.ca/learning-module/> and click "Sign in".
- ❓ Contact us if you need further assistance: <https://www.thecopm.ca/contact/>
- ❓ If you have any difficulties logging in, please contact our course technician at crstechnician2.spot@mcgill.ca

PLEASE note you will be divided into assigned groups for your HOWs and PRSs so if there is ANY reason (health condition, religious reasons, etc.) that you would like to be assigned to a certain group **please let me know BEFORE 07:00 August 21st**. No changes will be allowed after that point in time.

We have also provided you with a short introductory lecture regarding this course in the OneDrive file which **we would strongly encourage you to watch prior to August 30th** ([Introduction to Course 2023](#)). We hope this will answer some of your questions, but any additional questions will be answered during your lecture on August 30th.

I look forward to meeting all of you.

Dr. Bernadette Nedelec (bernadette.nedelec@mcgill.ca)

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Reading List – Fall 2023

Legend: HOW (Hands-On Workshop); PRS (Professional Reasoning Seminar)

All readings can be accessed on the [OneDrive folder](#) or can be found in the **Required Book**

WEEK 1
<p>Introduction to the course [One Drive]</p> <p>Lecture 1: Introduction to course; history taking and interviews</p> <ul style="list-style-type: none"> <input type="checkbox"/> Craik, J., Davis, J., & Polatajko, H.J. (2007). Chapter 9: Introducing the Canadian Practice Process Framework (CPPF) (pp. 233-246). In Townsend, E.A., & Polatajko, H.J. (Eds.). <i>Enabling Occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation</i>. Ottawa ON: CAOT Publications ACE. [Required Book] <input type="checkbox"/> Craik, J., Davis, J., & Polatajko, H.J. (2007). Chapter 10: Using the Canadian Process Practice Framework: Amplifying the process (pp. 248-272). In Townsend, E.A., & Polatajko, H.J. (Eds.). <i>Enabling Occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation</i>. Ottawa ON: CAOT Publications ACE. [Required Book] <input type="checkbox"/> Townsend, E.A., & Polatajko, H.J. (2007). Chapter 1: Specifying the domain of concern: Occupation as core (pp. 14-27). <i>Enabling Occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation</i>. Ottawa, ON: CAOT Publications ACE. [Required Book]
<p>HOW 1: History taking, semi-structured interviews and the Canadian Occupational Performance Measure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Please complete preparatory work as listed in HOW manual: <ul style="list-style-type: none"> <input type="checkbox"/> Review lecture readings <input type="checkbox"/> Review module <input type="checkbox"/> Review videos [myCourses] <input type="checkbox"/> Review the Blue section of HOW Manual <p>Reference Only:</p> <ul style="list-style-type: none"> <input type="checkbox"/> For more information on interviewing skills: Taylor, R.R. (2008). Chapter 8: Therapeutic communication (pp. 157-171). In Taylor, R.R. (Ed). <i>The intentional relationship: Occupational therapy and use of self</i>. Philadelphia, PA: F.A. Davis Co. [One Drive] <input type="checkbox"/> For more information on interviewing skills: Taylor, R.R. (2008). Chapter 10: Interviewing skills and strategic questioning (pp. 195-203). In Taylor, R.R. (Ed). <i>The intentional relationship: Occupational therapy and use of self</i>. F.A. Davis Co. [One Drive]
<p>Lecture 2: Assessment planning and treatment approaches; assessment of pain, edema, and ROM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Egan, M., & Dubouloz, C.J. (2014). Chapter 2: Practical foundations for practice: Planning, guiding, documenting, and reflecting (pp. 24-30, 36-42). In Radomski, M.V., & Trombly Latham, C.A. (Eds.). <i>Occupational therapy for physical dysfunction</i> (7th ed.), Baltimore, MD: Lippincott Williams & Wilkins. [OneDrive] <input type="checkbox"/> Villeco, J.P. (2012). Edema: a silent but important factor. <i>Journal of Hand Therapy</i> 25,153-62. [OneDrive] <input type="checkbox"/> Whelan, L.R. (2014). Chapter 7: Assessing abilities and capacities: Range of motion, strength and endurance (pp. 182-185 [sections on edema and pain]). In Radomski, M.V., & Trombly Latham, C.A. (Eds.). <i>Occupational therapy for physical dysfunction</i> (7th ed.), Baltimore, MD: Lippincott Williams & Wilkins. [OneDrive]
<p>PRS 1: Literature search workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> No preparatory work for this PRS

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WEEK 2

Lecture 3: Conditions information; treatment of edema and pain

- LaStayo, P.C., Winters, K.M. & Hardy, M. (2003). Fracture healing: Bone healing, fracture management, and current concepts related to the hand. *Journal of Hand Therapy* 16, **81-93**. [[OneDrive](#)]
- Weiss, S., Schwartz, D.A., & Anderson, S.C. (2007). Radiography: A review for the rehabilitation professional. *Journal of Hand Therapy* 20, **152-79**. [[OneDrive](#)]

HOW 2: Functional anatomy; assessment of pain and edema

- Please complete preparatory work as listed in HOW manual:
 - Review videos [[myCourses](#)]
 - Review the [Blue section](#) of HOW Manual

Lecture 4: Measurement and clinimetric properties

- Scholtes, V.A., Terwee, C.B. & Poolman, R.W. (2011). What makes a measurement instrument valid and reliable? *Injury*, 42(3), **236-240**. [[OneDrive](#)]

PRS 2: Setting the stage and planning the interview

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and associated conditions
 - Review lecture readings

WEEK 3

Lecture 5: Treatment of PROM limitations

- Birinci T, Razak Ozdincler A, Altun S, Kural C. A structured exercise programme combined with proprioceptive neuromuscular facilitation stretching or static stretching in posttraumatic stiffness of the elbow: a randomized controlled trial. *Clinical rehabilitation*. 2019;33(2):**241-52**. [[OneDrive](#)]
- Glasgow, C., Fleming, J., Tooth, L.R. & Hockey, R.L. (2012). The long-term relationship between duration of treatment and contracture resolution using dynamic orthotic devices for the stiff proximal interphalangeal joint: a prospective cohort study. *Journal of Hand Therapy* 25: **38-47**. [[OneDrive](#)]
- Grice, K.O. (2020). The Biomechanical Frame of Reference (pp. **674-679**). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [[OneDrive](#)]
- James, A.B. (2014) Chapter 25: Restoring the role of independent person. In Radomski, M.V., & Trombly Latham, C.A. (Eds.), *Occupational therapy for physical dysfunction* (7th ed., pp. **758-761, 764**). Baltimore, MD: Lippincott Williams & Wilkins. [[OneDrive](#)]

HOW 3: Assessment of ROM; introduction to goniometry

- Please complete preparatory work as listed in HOW manual:
 - Buzarnescu, D.C., De Luca, P., Lebel, S., Pourasadi, M., Sun, X., Bolduc, M.E., Mak, S. & Lambert, H. (2012). Practical handbook and videos for goniometry and manual muscle testing. Montreal, QC: School of Physical & Occupational Therapy, McGill University. [[myCourses](#)]
 - Review videos [[myCourses](#)]
 - MyCourses assigned joint
 - Review the [Blue section](#) of HOW Manual

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PRS 3: Assessment process

- Please complete preparatory work as listed in PRS manual
 - Review PRS preparatory work
 - Review PRS clients and associated conditions
 - Townsend, E.A., Beagan, B., Kumas-Tan, Z., Versnel, J., Iwama, M., Landry, J. & Brown, J. (2007). Chapter 4: Enabling: Occupational Therapy's core competency (pp. 87-133). In Townsend, E.A., & Polatajko, H.J. (Eds.). *Enabling Occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation*. Ottawa ON: CAOT Publications ACE. **[Required Book]**

Lecture 6: Introduction to treatment protocols and the associated professional reasoning

- No additional readings

HOW 4: Treatment of edema and PROM limitations

- Please complete preparatory work as listed in HOW manual:
 - Review videos [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual

Lecture 7: Assessment and treatment of AROM and strength limitations

- Borst, M.J. (2020). Motor Function Intervention (pp. 268-275; 281-284). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [\[OneDrive\]](#)
- Rowe, V.T. & Zeiner, T.L. (2020). Motor Function Assessment: Range of Motion, Strength, and Endurance (pp. 226-227; 254-258). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [\[OneDrive\]](#)

WEEK 4

Lecture 8: Developing problem lists, goals, treatment planning and documentation

- Gateley C.A. Borcharding S (2017) *Documentation Manual for Occupational Therapy: Writing SOAP Notes* (4th ed.) (pp. 59-61) New Jersey: SLACK Incorporated. [\[OneDrive\]](#)
- Gelinias, I., Lambert, H., Mak, S., Perlman, C., Rouleau, S., Shankland, B., Saunders, S. & Zafran, H. (2021). Summary of documentation guidelines (Occupational Therapy Program). Montreal, QC: McGill University. [\[myCourses\]](#)
- Sames, K.M. (2015). *Documenting occupational therapy practice* (3rd ed.) (pp. 149-151 and 172-184). New Jersey: Pearson Prentice Hall. [\[OneDrive\]](#)

Reference Only:

- Sames, K.M. (2015). *Documenting occupational therapy practice* (3rd ed.) (pp. 17-37). New Jersey: Pearson Prentice Hall. [\[OneDrive\]](#)

HOW 5: Assessment of strength

- Please complete preparatory work as listed in HOW manual:
 - Buzarnescu, D.C., De Luca, P., Lebel, S., Pourasadi, M., Sun, X., Bolduc, M.E., Mak, S., & Lambert, H. (2012). Practical handbook and videos for goniometry and manual muscle testing. Montreal, Qc: School of Physical & Occupational Therapy, McGill University. **[myCourses]**
 - Review videos [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual

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Reading List – Fall 2023

PRS 4: Development of a problem list, goals and treatment plans

- Please complete preparatory work as listed in PRS manual:
 - Review PRS prep work
 - Review lecture material.
 - Review PRS clients and associated conditions

Lecture 9: Orthotic prescription and fabrication

- McKee, P., & Morgan, L. (1998) Chapter 1: Objectives, design, and terminology (pp. 1-18). In *Orthotics in rehabilitation: Splinting the hand and body*. Philadelphia, PA: F.A. Davis. [[OneDrive](#)]

HOW 6: Orthotics workshop #1

- Please complete preparatory work as listed in HOW manual:
 - Review videos [[myCourses](#)]
 - Review the [Blue section](#) of HOW Manual
 - Orthosis Pattern (see HOW manual for details)

Reference Only:

- McKee, P., & Morgan, L. (1998) Chapter 4: Orthotic materials (pp. 69-87). In *Orthotics in rehabilitation: Splinting the hand and body*. Philadelphia, PA: F. A. Davis. [[OneDrive](#)]

Lecture 10: Progression of treatment goals

- No additional readings

WEEK 5

Lecture 11: Therapeutic use of activities and occupations

- Latham, C. (2020). Chapter 2: Occupation: Philosophy and concepts (pp. 18-24). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [[OneDrive](#)]

HOW 7: Treatment of strength limitations

- Please complete preparatory work as listed in HOW manual:
 - Review readings from associated lecture
 - Review videos
 - Review the [Blue section](#) of HOW Manual

PRS 5: Development of a treatment plan and its implementation (fractures)

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and associated conditions and complete prep work

Lecture 12: Fundamentals of activity analysis

- Grabanski, J. & Janssen, S. (2020). Chapter 3: Occupational Selection, Analysis, Gradation, and Adaptation (pp 30-37). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [[OneDrive](#)]

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Reading List – Fall 2023

Lecture 13: Incorporating evidence into practice

- Thomas, A. & Law, M. (2013). Research utilization and evidence-based practice in Occupational Therapy: a scoping study. *American Journal of Occupational Therapy*, 67, e55-e65. [[OneDrive](#)]

SIM 1: Simulation-based activities

- Please complete preparatory work as listed in HOW manual
- No additional readings – Review Student Guide for Simulation Centre Activities [[myCourses](#)], past readings/course notes

WEEK 6

Lecture 14: Theoretical basis for post-tendon injury treatment approaches - part 1

- Amini, D. (2020). Chapter 43: Hand impairments (pp **915-916**). In Dirette, D. P. & Gutman, S. A. (Eds.). *Occupational therapy for physical dysfunction* (8th ed.), Philadelphia, PA: Wolters Kluwer. [[OneDrive](#)]

Reference Only:

- Farzad, M., Layeghi, F, Asgari, A, Ring D., Karimlou M., Hosseini S.A. (2014). A prospective randomized controlled trial of controlled passive mobilization vs place and active hold exercises after zone 2 flexor tendon repair. *Hand Surgery*, 19:53-59. [[OneDrive](#)]

If you want more visual information about flexor and extensor tendon injuries and the process of surgical repair:

- Knight, J. (2014). Flexor tendon surgery (**min. 0-5:10**). May be retrieved from: <https://www.youtube.com/watch?v=nrZdYJdrSCo>
- Knight, J. (2014). Extensor tendon surgery (**min. 0-5:36**). May be retrieved from: <https://www.youtube.com/watch?v=MCQqInBRV0g>

HOW 8: Presentation of therapeutic activities designed for the treatment of specific OPCs

- Please complete preparatory work as listed in HOW manual:
 - Sign up on MyCourses (see HOW manual for details)
 - Must come prepared with activity (see HOW manual for details)
 - Review the [Blue section](#) of HOW manual

PRS 6: Grading short term goals (Group 2)

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and associated conditions and complete prep work

Lecture 15: Assessment & treatment of decreased endurance and fine motor coordination deficiencies

- Rowe, V.T. & Zeiner, T.L. (2020). Motor Function Assessment: Range of Motion, Strength, and Endurance (pp. **259-260**). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [[OneDrive](#)]

Reference Only:

- Ainsworth BE, Haskell WL, Herrmann SD, Meckes N, Bassett Jr DR, Tudor-Locke C, Greer JL, Vezina J, Whitt-Glover MC, Leon AS. 2011 Compendium of Physical Activities: a second update of codes and MET values. *Medicine and Science in Sports and Exercise*, 2011;43(8):1575-1581. [[OneDrive](#)]
- [Compendium of Physical Activities](#)

HOW 9: Assessment and treatment of endurance

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- Please complete preparatory work as listed in HOW manual:
- Review the [Blue section](#) of HOW Manual

WEEK 7

Lecture 16: Theoretical basis for post-tendon injury treatment approaches - part 2

- No additional readings

HOW 10: Orthotics workshop #2

- Please complete preparatory work as listed in HOW manual:
 - Review videos [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual
 - Orthosis pattern (see HOW manual for details)

PRS 6: Grading short term goals (Group 1)

- Please complete preparatory work as listed in PRS manual
- Review PRS clients and associated conditions and complete prep work

WEEK 8

Lecture 17: Review of documentation

- No additional readings

HOW 11: Assessment and treatment of fine motor movements and coordination

- Please complete preparatory work as listed in HOW manual:
 - Review videos [\[myCourses\]](#)
 - Review the Blue section of HOW Manual

PRS 7: Development of a treatment plan, the use of evidence and the implementation of a treatment program (tendon injury, early stage)

- Please complete preparatory work as listed in PRS manual
 - Troianello, T., Yancosek, K., Rhee, P.C., (2019). Unilateral hand training on functional performance in patients with upper extremity trauma. Journal of Hand Therapy. 32; 25-34. [\[OneDrive\]](#)
 - Review PRS clients and associated conditions and complete prep work

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Lecture 18: Sensory evaluation and treatment - part 1

- Trombly Latham, C.A. & Bentzel, K. (2014). Chapter 22: Optimizing sensory abilities and capacities (pp. 682-686). In Radomski, M.V., & Trombly Latham, C.A. (Eds.). *Occupational therapy for physical dysfunction* (7th ed.), Baltimore, MD: Lippincott Williams & Wilkins. [[OneDrive](#)]
- Rosen, B., Bjorkman, A., Lundborg, G. (2021) Chapter 42: Sensory Relearning and the Plastic Brain (pp. 597-608). In Skirven TM et al. (Ed) *Rehabilitation of the Hand and Upper Extremity* (7th ed.), Philadelphia, PA: Elsevier Mosby. [[eBook](#)]

Reference only:

- Cooper, C. (2014). Chapter 37: Hand impairments. In Radomski, M.V., & Trombly Latham, C.A. (Eds.). *Occupational therapy for physical dysfunction* (7th ed., pp. 1143-1148). Baltimore, MD: Lippincott Williams & Wilkins. [[OneDrive](#)]

HOW 12: Occupational performance measures

- Please complete preparatory work as listed in HOW manual:
 - Review assessments [[myCourses](#)]
 - Review the [Blue section](#) of HOW Manual

Lecture 19: Sensory evaluation and treatment - part 2

- No additional readings

WEEK 9

Lecture 20: Sensory evaluation and treatment - part 3

- Carlsson, I.K., Edbert, A-K., & Wann-Hansson, C. (2010) Hand-injured patients' experiences of cold sensitivity and the consequences and adaptation for daily life: a qualitative study. *Journal of Hand Therapy*, 23: 53-62. [[OneDrive](#)]

HOW 13: Sensory assessment

- Please complete preparatory work as listed in HOW manual:
 - Review videos [[myCourses](#)]

PRS 8: Development of treatment plan and its implementation (tendon injury, 2nd time-point)

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and associated conditions and complete prep work

Lecture 21: Professional reasoning and reflective practice

- Schell, B. A. B. (2019). Professional reasoning in practice (pp. 482-492). In Schell B.A.B., & Gillen G. (Eds) *Willard and Spackman's Occupational Therapy* (13th ed.), Philadelphia PA: Wolters Kluwer Health/Lippincott Williams & Wilkins. [[OneDrive](#)]

SIM 2: Simulation-based activities

- Please complete preparatory work as listed in HOW manual
- No additional readings – Review Student Guide for Simulation Centre Activities, past readings/course notes in preparation.

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Lecture 22: Evaluation and treatment of soft tissue conditions

- Amini, D. (2020). Chapter 43: Hand impairments **862-866 and 910-911**. In Powers Durette, D. & Gutman, S.A. (Eds.). *Occupational therapy for physical dysfunction* (8th ed.), Philadelphia, PA: Wolters Kluwer. [\[OneDrive\]](#)

WEEK 10

Lecture 23: Clinical time management and decision making within the treatment process

- Vranceanu, A. M. and Safren S. (2011) Cognitive-behavioral therapy for hand and arm pain. *Journal of Hand Therapy*, 24(2):124-31. [\[OneDrive\]](#)

HOW 14: Sensory treatment

- Please complete preparatory work as listed in HOW manual:
 - Theis, J.L. (2014). Chapter 9: Assessing abilities and capacities: Sensation (**pp. 277-280 and 281-302**). In Radomski, M.V., & Trombly Latham, C.A. (Eds.). *Occupational therapy for physical dysfunction* (7th ed.), Baltimore, MD: Lippincott Williams & Wilkins. [\[OneDrive\]](#)
 - Review videos [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual
 - Review handout

PRS 9: Development of a treatment plan and its implementation (soft tissue injuries)

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and associated conditions and complete prep work

Lecture 24: Psychosocial impact musculoskeletal conditions and injury

- Hannah, S.D. (2011). Psychosocial issues after a traumatic hand injury: Facilitating adjustment. *Journal of Hand Therapy*, 24(2): **95 – 102**. [\[OneDrive\]](#)
- Martin, L. et al. (2017). Social challenges of visible scarring after severe burn: a qualitative analysis. *Burns*, 43, **76-83**. [\[OneDrive\]](#)
- Vlaeyen JW, Crombez G, Linton SJ. The fear-avoidance model of pain. *Pain*. 2016;157(8):1588-9. [\[OneDrive\]](#)

HOW 15: Assessment and treatment of soft tissue conditions; Shoulder and elbow goniometry & manual muscle testing

- Please complete preparatory work as listed in HOW manual:
 - Buzarnescu, D.C., De Luca, P., Lebel, S., Pourasadi, M., Sun, X., Bolduc, M.E., Mak, S., & Lambert, H. (2012). Range of Motion & Manual Muscle Testing handbook & videos. Montreal, Qc: School of Physical & Occupational Therapy, McGill University. [\[myCourses – review shoulder section\]](#)
 - Review videos
 - Review the [Blue section](#) of HOW Manual

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Lecture 25: Psychosocial adaptation and psychosocial assessment

- Abrams TE, Ratnapradipa D, Tillewein H, Lloyd AA. Resiliency in burn recovery: a qualitative analysis. *Social work in health care*. 2018;57(9):774-93. [\[OneDrive\]](#)

WEEK 11

Lecture 26: Psychosocial interventions

- Review Vranceanu & Safren 2011 reading from L23 [\[OneDrive\]](#) and Hannah 2011 reading from L24 [\[OneDrive\]](#)

HOW 16: Orthotics Workshop #3

- Please complete preparatory work as listed in HOW manual:
 - Review video [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual
 - Orthosis pattern (see HOW manual for details)

PRS 10: Development of a treatment plan and its implementation (sensory deficits)

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and associated conditions and complete prep work

Lecture 27: Skin wound healing, assessment and treatment - part 1

- Ozelie R (2020). Burn Injuries (**pp. 994-996, 998-999, 1000-1005**). In Dirette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. [\[OneDrive\]](#)
- Strickland, J.W. (2005) Chapter 3: Tissue remodeling. In Fess, E. E. et al (Eds). *Hand and upper extremity splinting: Principles and methods* (3rd ed., **pp.86-93**). St. Louis, MO: Elsevier Mosby. [\[OneDrive\]](#) (Read only to the end of nerve healing, including Fig 3-4, A on pp. 93)

HOW 17: Assessment of psychosocial functioning and social skills training

- Please complete preparatory work as listed in HOW manual:
 - Review: *Tools to Help You Cope with Reactions*. [\[OneDrive\]](#)
 - Courses sign up (see HOW manual for details)
 - Review assessment
 - Review the [Blue section](#) of HOW Manual

Lecture 28: Skin wound healing, assessment and treatment - part 2

- No additional readings

WEEK 12

Lecture 29: Skin wound healing, assessment and treatment- part 3

- Strickland, J.W. (2005). Chapter 3: Tissue remodelling. In In Fess, E. E. et al (Eds). *Hand and upper extremity splinting: Principles and methods* (3rd ed., pp. **93-119**). St. Louis, MO: Elsevier Mosby. [\[Online\]](#) or [\[OneDrive\]](#)

HOW 18: Assessment and treatment of hypertrophic scar

- Please complete preparatory work as listed in HOW manual:
 - Review videos [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual

PRS 11: Prescription of orthoses

- Please complete preparatory work as listed in PRS manual
 - Review PRS clients and complete prep work

Lecture 30: Biomechanical principles in orthotic fabrication and client education

- Fess, E.E. et al. (2005). Chapter 6: Mechanical principles. In Fess, E. E. et al (Eds). *Hand and upper extremity splinting: Principles and methods* (3rd ed., pp. **161-183**). St. Louis, MO: Elsevier Mosby. [\[OneDrive\]](#)

HOW 19: Orthotic Workshop #4

- Please complete preparatory work as listed in HOW manual:
 - Review videos [\[myCourses\]](#)
 - Review the [Blue section](#) of HOW Manual
 - Orthosis pattern (see HOW manual for details)

Lecture 31: Equipment prescription: ethical, social and cultural considerations

- No additional readings

WEEK 13

Lecture 32: OT interventions for individuals with whiplash traumas

- Haiduk, P. et al. (2017). Interdisciplinary rehabilitation after whiplash injury: An observational prospective 5 year outcome study. *Medicine.*, 96:9,1-7. [\[OneDrive\]](#)

Reference only:

- Eck, J.C., Hodges, S.D., Humphreys, S.C. (2001). Whiplash; a review of a commonly misunderstood injury. *Am. J. Med.*, 110,**651-656**. [\[OneDrive\]](#)

HOW 20: Assistive technologies and adaptive approaches

- Please complete preparatory work as listed in HOW manual:
 - Review videos [\[myCourses\]](#)
 - Review cases in HOW manual

PRS 12: Monitoring and modification of a treatment plan MSK injury with psychosocial issues

- Please complete preparatory work as listed in PRS manual
 - Review readings and psychosocial assessments
 - Review PRS clients and associated conditions and complete prep work

Lecture 33: OT in the ICU

- Costigan, E.I. et al. (2019). Occupational Therapy in the ICU: a scoping review of 221 documents. *Critical Care Medicine Journal*, 47, e1014-1021. [[OneDrive](#)]

HOW 21: Assessment and treatment of individuals with whiplash trauma

- Please complete preparatory work as listed in HOW manual:
 - Buzarnescu, D.C., De Luca, P., Lebel, S., Pourasadi, M., Sun, X., Bolduc, M.E., Mak, S., & Lambert, H. (2012). Range of Motion & Manual Muscle Testing handbook & videos. Montreal, Qc: School of Physical & Occupational Therapy, McGill University. [**myCourses – review neck section**]
 - Review videos [[myCourses](#)]
 - Review the [Blue section](#) of HOW Manual

Lecture 34: Client Satisfaction

- McKinnon, A. L. (2000). Client values and satisfaction with Occupational Therapy. *Scandinavian Journal of Occupational Therapy*, 7, 99-106. [[OneDrive](#)]

WEEK 14

Lecture 35: Skin care products and wound dressings

- No additional readings

HOW 22: Orthotics workshop #5

- Please complete preparatory work as listed in HOW manual:
 - Review videos [[myCourses](#)]
 - Review the [Blue section](#) of HOW Manual
 - Orthosis Pattern (see HOW manual for details)
 - Completed orthosis from previous orthosis workshop with evaluation sheet (see HOW manual for details)

PRS 13: Selection of various assessment and treatment approaches

- Please complete preparatory work as listed in PRS manual
 - Weinstock-Zlotnick, G. & Hinojosa, J. (2004). Bottom-up or top-down evaluation: Is one better than the other? *American Journal of Occupational Therapy*, 58, 594-599. [[OneDrive](#)]

Reference Only:

- Grice, K.O. (2020). The Biomechanical Frame of Reference (pp. 674-679). In Durette, D. P., & Gutman, S. A. (Eds). *Occupational therapy for physical dysfunction* (8th ed.). Philadelphia: Wolters Kluwer. (same reading as L5) [[OneDrive](#)]
- Review PRS clients and associated conditions and complete prep work

SIM 3: Simulation-based activities

- Please complete preparatory work as listed in HOW manual
- No additional readings – Review Student Guide for Simulation Centre Activities, past readings/course notes in preparation.

Lecture 36: Psychosocial impact of musculoskeletal conditions on patients and their families

OCC1-545 - THERAPEUTIC STRATEGIES IN OT 1
Reading List – Fall 2023

- Review video: “[Ça ne se demande pas ... à des grands brûlés](#)” and “Prof. Sara Saunder’s Lived Experience with Idiopathic Childhood Arthritis” [[video located on myCourses under ‘Lectures’ folder](#)]

WEEK 15

Lecture 37: Student-directed review session

- No additional readings

HOW 23: Review

- Please complete preparatory work as listed in HOW manual:*
 Post questions on discussion board