

Credits: 7

Course Coordinators/Instructors:

Caroline Storr, BSc (OT), MBA, erg.
Associate Professor (Professional)/
Academic Coordinator of Clinical Education (ACCE)
Office: Davis House, room 2
Office hours: TBS
Phone: (514) 398-6561
Email: Caroline.Storr@mcgill.ca

Marika Demers, BSc (OT), MSc, erg.
Faculty Lecturer/
Associate Academic Coordinator of Clinical Education (AACCE)
Office: Davis House, room 2
Office hours: TBS
Phone: (514) 398-1586
Email: Marika.demers@mcgill.ca

Karen Falcicchio, MSc (OT), erg.
Faculty Lecturer/
Associate Academic Coordinator of Clinical Education (AACCE)
Office: Davis House, room 34B
Office hours: TBS
Phone: (514) 398-4400 ext. 2553
Email: Karen.falcicchio@mcgill.ca

Prerequisites: Successful completion of all Premasters courses including OCC1 500. Successful completion of previous clinical practicum course.

Course Description: In the second and third clinical practica, students will continue to develop competence in clinical reasoning, assessment and treatment of physical and psychiatric conditions in various health care environments. Students will be exposed to different OT interventions in traditional, community service

development and role emerging areas of practice and develop understanding of interdisciplinary client-centered care.

Course Structure: This is the second or third of four clinical practicum courses. Clinical Practicum 2 is scheduled for 7 weeks full-time and Clinical Practicum 3 is scheduled for 8 weeks full-time. International or out-of- province electives with travel mobility funding must be a duration of 61 days. In this practicum, learning objectives and expectations will be considered level 2a or level 2b.

Instructional Methods: Clinical education will be provided by occupational therapists that work in various settings, depending on the rotation type of practicum offered. The type of teaching will be commensurate with the student's level of training and previous fieldwork experience. In conjunction with the onsite practicum learning, students will be expected to engage in peer-learning by using web-based technology tools and maintain a student professional portfolio.

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

Level 2 (a and b) Learning Objectives:

The student will be able to:

Expert in Enabling Occupation:

1. Be involved in the whole OT intervention process (as per fieldwork setting) from assessment to treatment and client discharge and understand the specific OT role in each of these stages of client care.
2. Critically assess patient change and modify care plan as appropriate.

Collaborator:

3. Interact professionally.
 - Understand the role of the interdisciplinary team.
 - Initiate contact with other professionals and share client issues.
 - Report his/her observations to peers, and other team members.

Practice Manager:

4. Demonstrate competence in time management, setting priorities and arranging daily schedule with minimal supervision.

Professional:

5. Be accountable for his/her patients.
6. Demonstrate initiative, problem-solving and clinical reasoning in all aspects of clinical practice.
7. Demonstrate flexibility and adaptability with regards to client care.
8. Demonstrate respect for confidentiality such as when sharing a case history presentation on the discussion board of *MyCourses*.

Communicator:

9. Be able to give and receive feedback to peers, supervisor and other team members.

Scholarly Practitioner:

10. Demonstrate student-directed learning in daily practice (using web-based learning resources, including *MyCourses* discussion board and online modules, accessing classroom resources, etc.).
11. Identify and utilize all available learning resources (peers, other team members, *MyCourses*, in-services, reflective journal) to achieve competence in placement and enhance learning.

12. Refine clinical reasoning processes by asking questions, finding answers and demonstrating competence in patient care.
13. Develop personal learning objectives and include these in the CBFE.
14. Complete a critical appraisal of a research article that relates to the practice setting using the “McGill form” and sharing with their educator.

Change Agent:

15. Represent the client’s needs in team meetings and advocate for the client as deemed necessary and appropriate.

Required Texts: The following 5 texts are required for all four clinical practicum courses:

1. Bossers, A., Miller, L., Polatajko, H., & Hartley, M. (2007). *Competency Based Fieldwork Evaluation for Occupational Therapy CBFE*. Toronto, ON: Nelson Education.
2. Principles for Moving Patients Safely. Montréal: ASSTSAS, 1999.
This text is required for workshop participation and a reference for all future clinical practicum.
3. Student Clinical Experience Booklet (provided online and in hard copy in first clinical seminar).
4. Student Clinical Practicum Manual (provided online in second clinical seminar).
5. Clinical Reference Document (provided online in first clinical seminar).

Additional readings that sites may assign.

Recommended Readings:

1. Course materials from the previous semesters.
2. Site approval document (CGFE-OT) for specific setting (located on the school website).
3. All documents located on *e-Fieldwork (MyCourses)*

Optional Reading:

1. Occupational Therapy in Acute Care, 2nd Edition
Edited by Helene Smith-Gabai, PhD, OTR/L, BCPR, and Suzanne Holm, OTD, OTR/L, BCPR

Evaluation: Students will receive a grade of Pass/Fail based on the results of their CBE final evaluation. The final grade is assigned by the School and not the clinical educator.

Special Requirements for Course Completion and Program Continuation:

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.

Copyright of Course Materials: Instructor generated course materials (e.g., handouts, notes, PowerPoint presentations, student assignments, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructors. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Right to Submit in English or French: 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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

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

Disability: If you have a disability, please contact the instructors to arrange a time to discuss your situation. Students must contact the Office for Students with Disabilities at (514) 398-6009, and register with the office, before scheduling a meeting with the instructors or receiving any accommodations for assignments or 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).

Course Evaluations: End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the learning experience of students. You will be notified by e-mail when the evaluations are available on *Minerva/Mercury*, the online course evaluation system. Students are strongly encouraged to complete the end-of-term course evaluations. Please note that a minimum number of responses must be received for results to be available to students.

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