



McGILL UNIVERSITY - PHYSICAL AND OCCUPATIONAL THERAPY - U1 - U2 - U3

U2 CURRICULA PLAN - 2000-2001 - OCCUPATIONAL THERAPY PROGRAM

FALL: TERM A

Academic Term (13 wks) + Exams (2 wks) = Total 15 wks

WINTER: TERM B

Academic Term (13 wks) + Exams (2 wks) = Total 15 wks

SUMMER: TERM C

Clinical 1 (6wks) + Clinical II (6wks) = Total 12 wks

Academic Term Sept 5 - Dec 6		Exams Dec 7 - 21	Academic Term Jan 3 - Apr 10		Exams Apr 11 - 27	Clinical Block April 30 - June 8	Clinical Block June 11 - July 20	Clinical Block July 23 - Aug 31
504-321A CIRCUITRY OF THE HUMAN BRAIN 3cr		580-336B OT PRACTICE II: Neurological Conditions Part 2 4cr				580-320C CLINICAL AFFILIATION II 6cr	580-320C CLINICAL AFFILIATION II 6cr	580-321C CLINICAL AFFILIATION III 6cr
582-455A NEUROPHYSIOLOGY 3cr		580-338B OT PRACTICE IV: Mental Health 3cr				<u>or</u>	<u>or</u>	
580-335A OT PRACTICE II: Neurological Conditions Part 1 2cr		580-339B STRATEGIES FOR INDEPENDENT LIVING 2cr					580-321C CLINICAL AFFILIATION III 6cr	
580-337A OT PRACTICE III: Psychiatry 3cr		580-341B ASSESSMENT OF PERFORMANCE III 3cr					<u>or</u>	
580-340A ASSESSMENT OF PERFORMANCE II 2cr		ARTS & SCIENCE COMPLEMENTARY COURSE 3cr						
ARTS & SCIENCE COMPLEMENTARY COURSE 3cr								

Note: 580 - OT
582 - OT/PT
504 - Anatomy

LECTURE SCHEDULE FOR 2000-2001

Section I: Information Processing in the Nervous System (Chapters from Kandel et al, 1991)

DATE	LECTURE	PROFESSOR	TOPIC
Wed., Sept. 6	Lecture 1	Dr. Barbeau Dr. David	How is external information translated into the language of our brain? <i>Chapter 2: Nerve cells and behaviour (pp. 19-32). Chapter 3: The cytology of neurons (pp. 34-47).</i>
Mon., Sept. 11	Lecture 2	Dr. Barbeau	How is information transmitted from one end of the neuron to the other end? <i>Chapter 6: Membrane potential (pp. 81-89 and 92). Chapter 8: Voltage-gated ion channels and the generation of the action potential (pp. 104-114 & 118).</i>
Wed., Sept. 13	Lecture 3	Dr. Séguéla	Syn TDsIc transmitsinn <i>Chapter 39 Dyn TDsIc Tj 36.0 TD 0 Tc 0.375 Tw () Tj 2.25 0</i>

Wed., Sept. 27 Lecture 7 Dr. Séguéla Coding of sensory modalities in the somatic system *Chapter 24: Modality coding in the somatic sensory system (pp. 341-352)*

DATE	LECTURE	PROFESSOR	TOPIC
Mon., Oct. 2	Lecture 8	Dr. Séguéla	Touch and Tactile stimulation <i>Chapter 25: Anatomy of somatic sensory system (PP. 353-364).</i> <i>Chapter 26: Touch (pp. 367-384).</i>
Wed., Oct. 4	Lecture 9	Dr. Dykes	Pain and analgesic mechanisms <i>Chapter 27: Pain and analgesia (pp. 385-399).</i>

Mon., Oct. 9 **THANKSGIVING**

Wed., Oct. 11	Lecture 10	Dr. Paquet	Vestibular mechanisms <i>Chapter 33: The sense of balance (pp. 500-511).</i> <i>Chapter 43: The ocular motor system (pp. 661-663, 667-670).</i>
Mon., Oct. 16	Lecture 11	Dr. Casanova	Physiology of the visual system <i>Chapter 28: Phototransduction and information - Processing in the retina.</i>
Wed., Oct. 18	Lecture 12	Dr. Paquet	Basal ganglia and Parkinson's disease <i>Chapter 42: The basal ganglia (pp. 647-659).</i>

Section II: Motor Systems of the Brain: Reflex and Voluntary Control of Movement (Chapters from Kandel et al, 1991)

Mon., Oct. 23		Dr. Barbeau	MID-TERM EXAMINATION
Wed., Oct. 25	Lecture 13	Dr. Barbeau	Muscle receptors: the stretch reflex <i>Chapter 36: Muscles: Effectors of the nervous system (pp. 556-564).</i> <i>Chapter 37: Muscle receptors and spinal reflexes: The stretch reflex (pp. 564-580).</i>
Mon., Oct. 30	Lecture 14	Dr. Barbeau	The flexion reflex and neural control of locomotion <i>Chapter 38: Spinal mechanism of motor coordination (pp. 581-590).</i> <i>* Neural control of stereotypic limb movements</i>

Wed., Nov. 29	Lecture 23	Dr. Ragsdale	The neurobiology of language and aphasia <i>Chapter 54: Disorders of language: The aphasia (pp. 839-851).</i>
Mon., Dec. 4	Lecture 24	Dr. Ragsdale	Regional specialization within the two cerebral hemispheres: frontal and temporal lobes. <i>Chapter 53: Localization of higher cognitive and affective functions: The association cortices (pp. 823-838).</i> <i>Chapter 62: Aging of the brain: Dementia of the Alzheimer's type (pp. 974-982).</i>

REQUIRED TEXT

2. To suggest methods of improving general communication skills;
3. To reflect on ethical issues he/she may be faced with;
4. To introduce the use of WebCT as a tool for cooperative peer learning.

COURSE CONTENT

- C Review clinical profile
- C Non-traditional placements: objectives and evaluation
- C Existing and emerging roles of Occupational Therapists
- C Ethical dilemmas
- C Review objectives and competencies of level 2 placements

EVALUATION

INTERNATIONAL PLACEMENTS

POLICY

Eligibility Criteria

1. To be considered for a placement outside Canada, students must be approved by the Academic Coordinator of Clinical Education. Prior to making a recommendation, the Clinical Coordinator will require the student to demonstrate the following criteria:
 - a) The student must have maintained a minimum academic standing of a **GPA of 3.5 (B+)** and have progressed through the program with no conditions.
 - b) The student must maintain a B+ (75-79%) standing in each of their fieldwork placements prior to the international placement.
 - c) The student must demonstrate strong interpersonal

placement with the Academic Coordinator of Clinical Education at least one year prior to the placement.

At least 12 months before the onset of the applicable fieldwork block, the student must request in writing, to the Academic Coordinator of Clinical Education, his/her wish to complete a fieldwork placement outside of Canada.

Exact date deadlines for international placement applications will be announced during the Fall semester of second year.

The letter should state:

1. the country of desired destination, indicating an awareness of cultural, gender and social differences and environment;
2. why the student would like to do an international placement in that country;
3. the requested placement session for completing this experience.

International placements are a privilege and are subject to the approval of the Clinical Coordinator/Occupational Therapy Faculty. The student shall obtain a letter of reference from one fieldwork supervisor and one faculty member to support the application to participate in an out-of-country placement. These letters of reference must be forwarded directly to Academic Coordinator of Clinical Education (ACCE).

Once all the documentation is submitted, the ACCE will assess the suitability of the request based on the above criteria. If there is a need, the ACCE has the right to call upon the Occupational Therapy Faculty to assess the student's eligibility for an international placement.

The student will then be advised in writing, by the ACCE, whether he/she has been granted approval for an international placement.

RESTRICTIONS

The student will be granted one international placement per academic year, in U2 and U3 respectively, for a maximum of two placements, with the following restrictions:

1. The countries chosen must be members of the World Federation of Occupational Therapy. The School reserves the right to approve the qualifications of the supervising therapist.
2. The student must choose within the list of approved international placements. The School will 7(list) (h)

6. The first opportunity for a student to do an international placement will be in the summer clinical term following U2 in Clinical Affiliation III (580-321C). This will be scheduled in either the second or third block of U2 summer clinical affiliations.
7. The international placement is contingent on maintaining academic and clinical standings prior to departure. Should these conditions not be met, the ACCE reserves the right to cancel the international placement and to reassign the student locally.

RESPONSIBILITIES

Student:

The student will:

1. Commit to the placement through a letter of intent outlining the request.
2. The student will have accepted responsibility for the following:
 - a) Cost of medical coverage
 - b) Obtaining a visa
 - c) Accommodation
 - d) Travel
 - e)

(if required), medical preparation (i.e. immunization/vaccination) and coverage, financial obligations (i.e. travel and accommodations arrangements, coverage of extra malpractice insurance (if required).

5. preparation (if required), r a t i o n preparation

5. Ensure that the Occupation Therapist who will be supervising the student will have knowledge of the English or French language (oral and written, in order to be able to communicate with the Academic Coordinator of Clinical Education).

Academic Coordinator of Clinical Education:

The Academic Coordinator of Clinical Education (ACCE) will:

1. Review the student's application and will approve the request based on established Eligibility Criteria (see page 10).
2. Request an abbreviated résumé for the Occupational Therapy Department and the potential supervising therapist, including educational background and years of experience directly supervising students. Please note that in order to supervise a student, the therapist must have had at least one year of clinical experience and must be certified/registered according to the standards of the host country.
3. Ensure that two copies of a affiliation contract have been forwarded and returned signed by the receiving Facility, upon receipt of documentation fulfilling requirements of Occupational Therapy Fieldwork Education Site Approval Guidelines.
4. Forward to the Facility:
 - a) a letter of confirmation for the placement
 - b) a copy of the affiliation agreement signed by all parties (student(s), Facility and McGill University)
 - c) an outline of the curriculum
 - d) School of Physical & Occupational Therapy Course Guide(s)
 - e) expectations for student performance/fieldwork objectives
 - f) policies related to:
 - i. student assignments in clinical settings
 - ii. time loss
 - iii. failure during a placement
 - iv. Student Performance Report Form
 - v. Student Evaluation of Placement Form
5. Notify student to finalize travel and accommodation arrangements.
6. Provide resource material for supervisor (when necessary) which will be delivered by the student.
7. Initiate contact with facility via phone or Fax or E-mail at midterm in order to obtain feedback re: progress in placement, as well as at the end of placement.
8. Write a letter of appreciation to facility and request letter of permission to forward and

INTERNATIONAL PLACEMENTS SCHEDULE

Fall Term (U2): reminder to students of deadline for applying for international placements

Requests after this period will not be considered

RESPONSIBILITIES OF STUDENT	SUGGESTED TARGET DATES
Request the international placement (or Item # 1)	12 months prior to placement. Student must respect deadline provided by the ACCE.
Accept responsibility for <u>all</u> items mentioned in #2 (or Item 2)	Immediately upon acceptance of placement by ACCE
Find the placement/facility and/or select from list of available placements and write a letter requesting a placement (or Item 3)	Immediately upon being granted approval for the placement by the ACCE
Be responsible for all requirements for entry into the country of choice (or Item 4)	ongoing
Keep ACCE informed of all communications and/or provide copies of correspondence with the facility (or Item 6)	ongoing
Continue correspondence with the facility and the University in order to ensure that all requirements are met (or Item 7)	ongoing
Must <u>consider</u> a contingency plan (placement in Quebec or outside Quebec) if the international placement is cancelled	ongoing
Agree to complete student evaluation of placement and ensure that PEOTS are completed at Mid-Term and Final	end of placement

III NON-TRADITIONAL COMMUNITY PLACEMENTS IN OCCUPATIONAL THERAPY

INTRODUCTION

The undergraduate program in Occupational Therapy

McGILL UNIVERSITY - OCCUPATIONAL THERAPY - U2

- community
- C to produce a therapist who will be able to relate to both lay and professional people interested in health services

STRUCTURE AND ORGANIZATION

Five or six weeks full-time placement (the second U2 placement, Clinical Affiliation III - 580-321C) will consist of 6 weeks and a U3 placement will consist of 5 weeks). Each agency/program will receive at least 2 students at the same time to encourage peer teaching and to produce a...

person of the agency/program by the end of the first week of the placement, or at the

the required clinical hours into this new three-year curriculum has eliminated the necessity of four months of post-graduate internship after graduation as of May 1998.

Students are advised that the Summer Semester of 2000-2001 contains two 6-week placements excluding the

Immunization

Before entering the first clinical placement: All students must ensure that their immunization records are complete and show supporting documentation to McGill Student Health Services. McGill Student Health Services maintains an active record list that may be requested by facilities.

Failure to complete the required immunization before the Clinical Periods: This may result in a student's non-admission to a clinical facility. This policy applies to all placements including international and CAOT placements.

FIELDWORK RESPONSIBILITIES

A. Clinical supervising therapist

1. To orient the student to the physical layout of the facility, to the Occupational Therapy Department/service (if applicable), to staff, patient case load and assessment/intervention orientation as well as available learning resources such as the library, ward rounds, etc.
2. To review the fieldwork information package sent by the ACCE before the student's arrival in order to plan for the fieldwork placement.
3. To review with the student the plan set out for the fieldwork placement, as well as clarify the student's expectations, preferably within two working days of the student's arrival.
4. To provide the student with learning opportunities commensurate with fieldwork objectives.
5. To provide students with on-going feedback of their performance and provide suggestions for improving that performance if necessary.
6. To monitor student practice as necessary, depending on whether or not the student is inexperienced or experienced, by:
 - (a) checking assessments the student proposes to use;
 - (b) checking proposed treatment programs;
 - (c) checking written reports;
 - (d) supervising student practice appropriate to the student's level of experience;
 - (e) being available for discussions with the students.
7. To complete and present to the student a mid-term and a final

2. To strive to reach a satisfactory level of professional competence in assessment, program planning, treatment, and report-writing.
3. **To be aware that**

580-335A - OT PRACTICE II: NEUROLOGICAL CONDITIONS

Section A: Conditions

Section B: OT Applied

Credits: 2

Lecturers: **Conditions:** B. Mazer, N. Paquet
 OT Applied: B. Mazer, AM. Spiridigliozzi

COURSE STRUCTURE

This course is divided into 2 sections:

Section A: Conditions - 3 hours per week: lectures and self-directed learning sessions
Section B: OT Applied - 4 hours of lecture/lab per week

LEARNING OUTCOMES

The student will be able to:

1. describe the etiology, pathology, and signs and symptoms of common neurological diseases;
2. outline the medical and/or surgical approach to treatment of the above diseases;
3. appreciate the role of the occupational therapist for given case studies across the life span;
4. be able to formulate a problem list from assessment results and

REQUIRED TEXTS

Perkins, G.D. (1998). *Mosby's Color Atlas and Text of Neurology*. Mosby-Wolfe.

Case-Smith et al. (1996). *Occupational Therapy for Children*.

Zoltan. (1996). *Vision, Perception and Cognition: A Manual for the Evaluation and Treatment of Neurologically Impaired Adult*, (3rd edition).

Trombly. (1995). *Occupational Therapy for Physical Dysfunction*. (***Also required for OT Practice I: Musculoskeletal Conditions - 580-236B***)

EVALUATION

Section A: Conditions 20%

Section B: OT Applied 80%

580-336B - OT PRACTICE II: NEUROLOGICAL CONDITIONS - Part II

Section C: OT Applied

Credits: 4

Coordinators: OT Applied: I. G  linas, A. Majnemer

COURSE STRUCTURE

There are 4 to 6 hours lecture/lab blocks per week.

LEARNING OUTCOMES

The student will be able to:

1. recognize unique roles and arenas of occupational therapy practice within pediatric, adult and geriatric neurological conditions;
2. apply theoretical frameworks and treatment approaches covered in Term A, to cases and problems presented in this course;
3. promote competence in occupational performance domains across the lifespan;
4. utilize a client-centered approach in the treatment of neurological patients of all ages;
5. be cognizant of the occupational therapist's role in specialized areas (e.g. neonatal intensive care unit) and with special populations.

Final Examination 40%

580-337A - OT PRACTICE III: PSYCHIATRY

Credits: 3

Lecturers: **Section A:** F. Ianni
Section B: S. Laplante

COURSE STRUCTURE

This course is divided into two sections:

Section A: Psychiatric Conditions
Section B: OT as Applied in Psychiatry

SECTION A: PSYCHIATRIC CONDITIONS

COURSE STRUCTURE

One 2-hour block of lectures each week.

LEARNING OUTCOMES

On completion of this section the student will be expected to:

1. recognize the signs and symptoms of psychiatric disorders;
2. understand the theories of etiology;
3. be familiar with medical treatment (i.e., pharmacological, physical, psychotherapeutic).

COURSE CONTENT

This course will introduce the occupational therapy student to the mental status assessment and diagnosis of psychopathology in the adult. Major categories of psychiatric illness will be discussed in depth and will reflect current evolution in epidemiology and population demography.

Topics:

1. **Phenomenology:** An introduction to signs and symptoms of abnormal human psychology including the major areas of emotion, thought, perception, memory and higher cognitive spheres. Mental status examination and introduction to DSM-111R.
2. **Affective Disorders:** A discussion of the major categories of mood disorders including overview of the history of psychiatry and mood disorders, epidemiology, etiology, diagnosis and treatments.
3. **Schizophrenic disorders and other psychoses:** The evolution of society's perception of "madness" throughout the ages will briefly introduce the area of psychiatric illness. Statistics, diagnosis, etiology and current treatment modulation will be discussed.

4. Anxiety states (neuroses): An overview of the history and nosology of anxiety disorders including basic principles of psychoanalysis, phenomenology and other theoretical schools will be presented. Diagnosis and treatment.
5. Personality disorders: A discussion of the basic premises underlying the concept and classification of these issues according to DSM111R.
6. Alcoholism and substance abuse: A look at the impact of drug abuse, especially alcoholism on the individual and society. Categories of alcohol-related psychiatric disorders will be presented.
7. Geropsychiatry

COURSE CONTENT

Part 1: Introduction and Theories in Psychiatry

- C History of Mental Health and the Psychiatric System
- C Occupational Therapy - Domains of Concern
- C Theories and Models - Influences on Treatment

Part 2: The Clients

- C Introduction to the patient population
- C Guest lecturer

Part 3: Assessment

- C Assessment and Documentation
- C Effective Communication and Therapeutic Use of Self
- C Guest lecturer

Part 4: Treatment

- C Treatment Planning, Implementation and Termination
- C Therapeutic use of Activities
- C Guest Lecturer
- C An Overview of Child Psychiatry in Occupational Therapy
- C Review of Therapeutic Process in Occupational Therapy

REQUIRED TEXTS

Wilson, M. (1996). *Occupational Therapy in Short-Term Psychiatry*. (3rd edition). London, Churchill Livingstone.

Wilson, M. (1987). *Occupational Therapy in Long-Term Psychiatry*. (2nd edition). London, Churchill Livingstone.

Course Pack. To be purchased.

EVALUATION

Mini-tests on readings	10%
Class assignments	10%
One case study	25%
Final Examination (Short answers)	55%

N.B. The case study and class assignments must be submitted for this course to be completed.

580-338B - OT PRACTICE IV: MENTAL HEALTH

Credits: 3

Lecturers:

client relationships in a group setting;

7. demonstrated professional ethics and attitudes as well as the acceptance of the responsibilities of being a group leader.

Section 2: Therapeutic Use of Projective Techniques

On completion of the course the student will be expected to:

1. define and discuss the theory of projection;
2. define and discuss the psychotherapeutic process involved in using projective media with individual patients, groups and families;
3. discuss the development of therapeutic themes for individual patients, groups and families;
4. design treatment programs in occupational therapy selecting the appropriate projective media, themes and therapeutic environment for individual and/or groups of patients and families.

On completion of the laboratories, the student should be able to:

1. discuss and select the therapeutic use of projective media for individual patients, groups and families;
2. to discuss ways of grading, presenting, and/or adapting the projective media;
3. understand, through participation as a group member and/or observer, the therapeutic use of projective activities.

REQUIRED TEXTS

Section 1: Group Dynamics

Posthuma, B.W. (1996). *Small Groups in Counselling and Therapy. Process and Leadership.* (2nd edition). Toronto, ON, Allyn and Bacon.

Section 2: Therapeutic Use of Projective Techniques

Course Pack.

Readings will be assigned at the beginning of the course.

REQUIRED SUPPLIES

Section 1: VHS videotape

During the lab sessions, students will co-lead (in pairs) one group. This group will be videotaped to assist students in learning to analyze group content and process. **Students must supply their own videocassette.**

EVALUATION

Detailed information on the evaluation process will be distributed at the beginning of the term.

Section 1: Group Dynamics	60%
Section 2: Therapeutic Use of Projective Techniques	40%

580-339B - STRATEGIES FOR INDEPENDENT LIVING

Credits: 2

Lecturers: E. Gisel (Course Coordinator), C. Perlman

COURSE STRUCTURE

The course will consist of 2-hour lectures and 2-hour laboratory sessions weekly for the entire term.

LEARNING OUTCOMES

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

1. Assess functional capacity of a patient and teach methods of self-care.
2. Demonstrate the appropriate communication skills when interacting with patients/clients.
3. Assess functional feeding skills, develop a treatment plan and strategies of intervention.
4. Assess wheelchair and adaptive equipment needs.
5. Evaluate architectural barriers and make suggestions for changes.

COURSE CONTENT

- C** Activities of daily living and living environment
- C** Dysphagia
- C** Self care techniques - feeding, dressing, hygiene, skin care, bowel/bladder care
- C** Wheelchair and positioning evaluation and prescription
- C** Dressing skills
- C** Architectural barriers
- C** Mobility and transfers

REQUIRED TEXTS

Trombly, C. (Ed.) (1995). *Occupational Therapy for Physical Dysfunction*, (4th edition). Baltimore, Williams & Wilkins. (As required for 580-236B, 580-335A, 580-336B)

Selected Readings (workbook)

EVALUATION

Written Final Examination	40%
Project	35%
Two Homework Assignments	25%

580-340A - ASSESSMENT OF PERFORMANCE II

Credits: 2

Lecturers: S. Everitt, Guest lecturers, T.A.

COURSE STRUCTURE

Four hours per week for 13 weeks: two hours lecture, two hours laboratory. Instructor and student-directed learning.

COURSE TOPICS

Section A **INFORMED DECISION-MAKING IN OCCUPATIONAL ASSESSMENT**

- ⌄ Introduction
- ⌄ Critical analysis of assessment tools
- ⌄ Selection of assessment instruments
- ⌄ Ethical considerations

Section B **ASSESSMENT OF NEUROMOTOR PERFORMANCE**

- ⌄ Introduction
- ⌄ General principles of neuromotor evaluation
- ⌄ Assessment tools related to neuromotor performance

Section C **ASSESSMENT OF COGNITIVE PERFORMANCE**

- ⌄ Introduction
- ⌄ Assessment of cognitive function
- ⌄ Neuropsychological assessment

Section D **ASSESSMENT OF PSYCHOLOGICAL PERFORMANCE**

- ⌄ Introduction
- ⌄ Contemporary psychological assessment in Occupational Therapy
- ⌄ Subjective vs. Objective assessments

LEARNING OUTCOMES

On completion of the course the student will:

1. Have an awareness of commonly used assessment tools related to occupational performance in the areas of neurological, psychological and neuromotor abilities.
2. Be able to critically evaluate an assessment tool.
3. Be able to choose an appropriate assessment tool consistent with a client-centered approach to therapy.

COURSE OUTLINE

The course outline will be handed out at the first class.

REQUIRED TEXT

Christian, C. and Baum, C. (Eds.). (1997). *Occupational Therapy*.

Section 2: Advanced and Computerized Assessment of Daily Living Performance, Environmental Factors and Quality of Life

On completion of this section the student will be expected to:

1. discuss and compare computerized assessments and their relative merits for different client populations;
2. formulate and apply assessment plans to differing client cases;
3. select appropriate Quality of Life Scales for different client populations;
4. select and be aware of the methods of administration and interpretation of selected assessments of performance and instrumental activities of daily living.

REQUIRED TEXTS

Section 1: Projective Assessments

Hemphill, B.J. (1983). *The Evaluative Process in Psychiatric Occupational Therapy*, Thorofare, N.J., SLACK Inc.

Course Pack.

Section 2: Advanced and Computerized Assessment of Daily Living Performance, Environmental Factors and Quality of Life

Readings will be assigned at the beginning of the course.

RECOMMENDED TEXT

Section 1: Projective Assessments

Hammer, E., (1971). *Clinical Application of Projective Drawings*, Springfield, IL, Charles C. Thomas, Pub.

EVALUATION

Detailed information on the evaluation process will be handed out to students on the first day of class.