INTRODUCTORY FIELDWORK EXPERIENCE (Part of OCT1131H)

This two-week introduction to fieldwork experience is embedded in the Occupational Therapy Practice I course (OCT1131H) outlined below. Student learning occurs through exposure to a number of clinical experiences and specific lab and simulation experiences with targeted student reflection. The general objectives for this Introduction to fieldwork experience are for students to:

- Gain an understanding of the role of the occupational therapist within different practice contexts
- Demonstrate professional behaviours
- Begin to develop observation skills
- Utilize appropriate communication skills with clients and supervising therapist(s)
- Gain exposure to the client/patient experience; develop practices in client centeredness

During this first term of Year 1, the students are taking the following courses:

**Occupational Therapy Practice 1 (OCT1131H):**

Occupational Therapy Practice 1 focuses on the contexts and processes of occupational therapy practice. Students will be introduced to the regulatory, social, political, economic and professional contexts and their accountabilities as future occupational therapists. Occupational therapist roles and practice processes will be examined across contexts integrating concurrent learning about foundational concepts, frameworks, skills and strategies. A two-week introductory fieldwork experience consisting of lab work and on-site fieldwork experience will allow students to gain exposure to various OT practice contexts and clientele, and to begin to develop competencies in the areas of communication, professionalism, and enabling occupation.

**Occupational Science: Foundations for Occupational Therapy (OCT1111Y):**

This full course runs twice weekly during Term 1. It introduces students to the fundamental ideas of occupational science and the occupational paradigm, which inform and guide occupational therapy research and practice. The complexity of the central concept of occupation and the idea of humans as occupational beings are examined. The phenomenology of ascribing meaning to day-to-day occupations people engage in is explored. Several fundamental elements of theory (e.g., paradigms, models, concepts) are introduced. Then major conceptual frameworks which focus on occupational science and occupation are discussed. To understand the context of occupation, important environmental influences (e.g., healthrelated, personal, social, cultural, political, and economic) on occupation across the lifespan are explored. Challenges to and supports for occupation encountered by people with disabilities are also discussed.

**Research Issues and Approaches in Occupational Therapy (OCT 1121H):**

This course will address the contributions research makes to the discipline of occupational science and the profession of occupational therapy. Students will examine how research issues can be framed from an occupational perspective and will apply such a perspective in examining a research issue. Students will gain an in-depth understanding of research needs within occupational science and occupational therapy, of the relationships between theory, research, and practice, and of the philosophical assumptions underlying major methodological approaches used in research relevant to the study of occupation and occupational therapy.
Assessment in Occupational Therapy (OCT 1141H):
This course will introduce the central importance of both qualitative and quantitative approaches to assessment in occupational therapy practice, including purposes, interpretation, and critiques of assessment methods and tools. Using an occupational perspective, the course will address broad concepts/categories such as theoretical underpinnings, categorization schemas, and the use of self (e.g., developing rapport, interviewing skills) in the assessment process. Areas of assessment will be organized around occupational performance and will include the assessment of self-care, productive and leisure occupations as well as the assessment of the environments within which these occupations are performed. Assessment skills will be learned through the use and critique of selected practice-based exercises and tools.

Neuro-motor/Neuro-cognitive Perspectives in Occupational Therapy (OCT 1172Y):
This course covers the major functional neuroanatomical systems and their applications in occupational therapy. The systems covered include those that link to sensory, perceptual-cognitive, behavioural-emotional and motor function. Students will be introduced to various models and theories of functional neuroanatomical systems and how these theories relate to occupational therapy practice across the life span. Application of these theories will include assessment of normal and abnormal function in each area, and an introduction to neuro-therapeutic treatment approaches.

This course emphasizes the occupational therapy profile competencies of being a scholarly practitioner and communicator, as well as that of enabling occupation, as outlined in CAOT's Profile of Occupational Therapy in Canada (2007). The competency targeted in the objectives, assignments and sessions are indicated below.

Building Practice Through Mentorship (OCT 1190Y):
This course offers students the opportunity to build reflective practice skills and to support each other’s professional development throughout the Occupational Science and Occupational Therapy program. The process inherent in the mentor groups allows students to experience, examine and improve the professional skills, attitudes and behaviours exhibited by themselves, individual group members and the group as a whole. The learning objectives of the course reflect the competencies required of occupational therapists and are based on The Profile of Occupational Therapy Practice in Canada (CAOT, 2007), with a focus on the OT roles of: Communicator, Collaborator, Scholarly Practitioner, Change Agent, Practice Manager and Professional.

The role of the mentor is to facilitate and guide the students through a supportive and reflective professional development experience. Mentors, who have been chosen as models of reflective practice, have been nominated by students, faculty or clinicians for their ability to stimulate the development of reflective practice and professional skills in others within a group setting. Mentors encourage an atmosphere of safety and freedom to explore personal abilities in relation to professional issues that students experience in the Occupational Science and Occupational Therapy program.

To encourage the development of communication, collaborative and professional skills, mentors and students will provide feedback to one another throughout the program. Students will be given verbal and written feedback by mentors and fellow students in the areas as outlined in this course outline. Formal written feedback will be given once per year, while informal verbal group and individual feedback will occur on a regular basis, as determined by each individual group.

Students are expected to attend and participate in all scheduled mentor group sessions and must complete the required assignments. Course assignments are marked on a pass/fail basis. The course is also graded on a pass/fail basis. The criteria for a pass or fail are outlined below. Should a situation arise in which the mentor observes that a student is not participating or has poor attendance, a meeting will be scheduled with the mentor, a mentor program coordinator and the student
to establish a plan for improved participation. Should concerns around professional behaviours become an ongoing issue this may be shared with the appropriate faculty and/or departmental chair.

FIELDWORK I (OCT1183Y)

This course is comprised of a six-week full-time fieldwork opportunity during which students will be placed in approved fieldwork sites within the Greater Toronto area. Students will be placed in a variety of settings including hospitals, rehabilitation centres, schools, community agencies etc. Students will be exposed to selected client issues (physical, affective/cognitive) and will experience a variety of intervention opportunities (assessment, treatment, consultation, program planning, evaluation, etc.). Supervision during the placement will be provided by registered occupational therapists. Students will focus on refining generic assessment skills, developing documentation skills, and beginning to apply theoretical knowledge to the clinical setting.

Before going on placement, students will have taken the courses as described in Introduction to Fieldwork, plus:

Methods in Practice-Based Research (OCT 1122H):
This course provides students with the skills required to understand, critically evaluate and begin to apply empirical evidence to occupational therapy practice at the individual and group levels. Students are introduced to a range of descriptive, exploratory and experimental methods and their corresponding methodologies. Particular emphasis is placed on operational definitions of variables; selecting appropriate research design, sample and methods, as well as preliminary statistical analyses. Throughout the course, students will be encouraged to challenge and critique the theoretical framework shaping a research study and the implications of the findings in terms of the strength of the evidence, and its implications for clinical practice. The practical component of the course will allow students to explore various components of the research process. Students will work in groups to critique a research topic of clinical and scientific significance. The critique will be presented in class during the term.

Occupational Therapy Practice II (OCT 1132H):
Building on the OT Practice I course, OT Practice II prepares students for advanced fieldwork placements through skill development within the stages of the Canadian Practice Process Framework, including documentation and record keeping, professional reasoning, communication and professional behaviours. OT Practice II also provides students with core knowledge and skills related to ethical awareness, concepts, principles and reasoning. An ethical decision-making framework is used to analyze cases involving: clients’ capable and informed decision-making; client autonomy, risk-taking and safety; discharge planning; client sexuality; and an OT’s professional role where it may conflict with personal values, beliefs and goals. Students prepare for self-evaluation of professional competencies, and learn safety precautions for clinical and community practice contexts.

Musculoskeletal Structure and Function (OCT 1152Y):
This course examines the structure (anatomy) and function (biomechanics and occupational performance) of the musculoskeletal systems of the upper and lower extremities and the trunk. Daily living activities will be analyzed from a musculoskeletal perspective. Also included is foundational knowledge for understanding the pathology of selected musculoskeletal conditions as well as goniometry, manual muscle testing, sensation testing and ergonomics.

Psychosocial Perspectives in Occupational Therapy (OCT 1162Y):
This course provides students with core theories and tenets of psychosocial occupational therapy and their applications. The course will examine theories from occupational science and other disciplines as well as psychosocial issues central to occupational therapy philosophy and practice.
Concepts studied will span the continuum from mental health promotion to intervention in the area of mental health and mental illness.

**Applied Skills and Technology: Human Factors and Design in Occupational Therapy (OCT 1100H):**

This course introduces students to the fields of assistive technology, human factors, and design as applied to occupational therapy. This course covers theoretical, research and industry literature pertaining to the design of environments, devices, and tools that are functional, safe, and satisfying to the general population with particular emphasis for people with mobility, cognitive, and sensory problems leading to occupational performance issues.

Students will learn about the basic principles of three perspectives: 1) human factors and people with occupational performance issues; 2) technology and its historic, present, and future applications; and 3) how proper design can be used to achieve safety and promote occupational engagement and the quality of life of people with disabilities.

Students will learn about how these perspectives can be applied in three types of environments: 1) homes; 2) workplaces; and 3) public settings, including educational environments, care institutions, hospitals, shopping areas, parks, and transportation. Students will also learn how these perspectives can be applied in selecting and prescribing effective computer applications, including user interfaces, internet accessibility, and input/output devices.

**FIELDWORK II (OCT1281Y)**

This course is comprised of a seven-week full-time fieldwork opportunity during which students will be placed in approved fieldwork sites in the Greater Toronto area. Students will be placed in a variety of settings including hospitals, rehabilitation centres, schools, community agencies etc. Students will be exposed to selected client issues (physical, affective/cognitive) and will experience a variety of intervention opportunities (assessment, treatment, consultation, program planning, evaluation, etc.). Supervision during the placement will be provided by registered occupational therapists. Students will focus on developing skill in advanced assessments, consolidating academic learning with clinical learning, and increasing independence in working with clients.

Before going on placement, students will have taken the courses as described in Introduction to Fieldwork, Fieldwork I, plus:

**Framing Practice-Based Research (OCT 1123H):**

This course will focus on the process of framing and designing research relevant to occupational therapy and the study of occupation, in preparation for the second year research project. Students will select a research topic provided by supervisors and will work through the processes involved in developing a research proposal, including: reviewing literature; delineating research needs; defining and/or modifying research questions relevant to occupation and occupational therapy; choosing an appropriate paradigm; designing a study; and identifying ethical issues.

**Occupational Therapy Practice III (OCT 1133H):**

Building on OT Practice I and OT Practice II, OT Practice III will examine factors in the contexts of practice that influence the content, process, and outcomes of occupational therapy. Students will develop skills in strategic planning, program development and marketing of professional services, as well as in managing complex roles (including consultation and assignment of therapy components to support personnel), communications, and business practices that are necessary for autonomous professional practice.
Graduate Research Project (OCT 1220Y):
OCT 1220Y provides students with practical experience in research. Working under the supervision of an experienced researcher, students participate in a research project relevant to theory and/or practice of occupational therapy. Students undertake varying aspects of the research process depending on the stage at which they enter their project. Research tasks include all or some of the following: development of research design, selection of instruments, development of instruments including surveys, interviews, ethics review submission, pilot testing, recruitment of participants, data collection, data analysis and interpretation, write-up of results, and drafting of manuscripts for publication. Students present their work in a poster presentation at a research symposium to which their supervisors and all members of the department are invited. Students submit a final paper that is written according to the publication guidelines for a journal appropriate to the content and methodological approach of the research.

Enabling Occupation with Children: Part I (OCT1251H):
This course will address theoretical and practical content regarding occupational therapy practice with children. The course builds on the foundation knowledge and skills developed in Year 1. Content will cover relevant developmental, sensory-motor, psychological, family and occupational therapy theoretical frameworks; and analysis of cases that are prevalent and relevant to occupational therapy practices with young children. It will also include assessment and intervention approaches relevant to this area of practice. Students will demonstrate the ability to use a family-centered approach and apply the Canadian Practice Process Framework (CPPF) to case analysis; critique assessment and intervention approaches; and examine person, environment and occupational factors influencing the occupational performance of families and children.

Enabling Occupation with Adults: Part I (OCT1261H):
This course is Part One of the Enabling Occupation in Adults courses. Enabling Occupation in Adults Part Two (OCT1261H) will be held from January to April 2012. The course addresses and integrates theoretical and practical content regarding occupational therapy practice with adults. The course builds on the foundational knowledge and skill developed in Year 1 of the OT program. It provides an opportunity for students to continue to apply the Canadian Model of Occupational Performance and the Canadian Model of Occupational Engagement to their work with adults with neurocognitive, neuromotor, musculoskeletal, and psychosocial conditions. Complex conditions and situations will be the context for learning to develop interventions to enable occupation. Interventions will be critically reviewed from the perspective of evidence-based, best practice. Throughout, the course focuses on building and evaluating key competencies related to the role Expert in Enabling Occupation and to a lesser degree the roles Practice Manager, Change Agent, and Scholarly Practitioner. A major theme through the two courses is work and returning to work, and the roles of OTs in this area.

Enabling Occupation with Older Adults: Part I (OCT1271H):
This course serves as an introduction to aging from an occupational perspective. It begins with an examination of contextual influences on the aging process and on the roles played by occupational therapists. An overview of age-related chronic health conditions and their impact on occupational engagement is provided followed by discussions on the various, macro-level change strategies that occupational therapists employ to enable the occupational engagement and performance of older adults. In addition by offering learning opportunities on communication strategies and narrative approaches to develop therapeutic rapport with older adults, this course provides a foundation for the subsequent older adult course which focuses on person level strategies.

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6 These roles are described in the Profile of OT in Canada (2007). Each role that is a focus in this course is linked to at least one course objective and one assignment. EO=Enabling occupation; PM=Practice Manager; CA=Change Agent; COLL=Collaborator; SP=Scholarly Practitioner; COMM=Communicator; PROF=Professional
This course emphasizes the occupational therapy profile competencies of being a change agent, scholarly practitioner and communicator, as well as that of enabling occupation, as outlined in CAOT’s Profile of Occupational Therapy in Canada (2007). The profile competencies are aligned with the course objectives and assignments and are indicated objectives and course assignments are

FIELDWORK III (OCT1282Y)

This course is comprised of a seven-week four day per week fieldwork opportunity during which students will be placed in approved fieldwork sites in the Toronto area. Students will be placed in a variety of settings including hospitals, rehabilitation centres, schools, community agencies etc. Students will be exposed to selected client issues and will experience a variety of intervention opportunities (assessment, treatment, consultation, program planning, evaluation, etc). Supervision during the placement will be provided by registered occupational therapists. Students will focus on gaining independence in administering and interpreting assessments, treatment planning, programming and evaluation. Students will begin to use a consultation approach with their supervising occupational therapists.

Before going on placement, students will have taken the courses as described in Introduction to Fieldwork, Fieldwork I, Fieldwork II, plus:

Enabling Occupation with Children: Part II (OCT 1252H):
This course addresses the theoretical and practical content regarding occupational therapy practice with school-age children and adolescents. The course builds on the foundation knowledge and skills developed in Year 1 and Occupational Therapy with Children: Part I. Relevant theories of disability and intervention, assessments, and treatment approaches will be covered for selected groups of children. Assignments will be given to help students integrate theory, practice and research. Specialized and emerging practice areas are covered.

Enabling Occupation with Adults: Part II (OCT 1262Y):
This course addresses theoretical and practical content regarding occupational therapy practice with adults. The course builds on the foundational knowledge and skill developed in Year 1. It provides an opportunity for students to further hone their skills in applying models of occupational therapy to practice with adults with musculo-skeletal, psychosocial, neuro-cognitive and neuro-motor conditions. More complex conditions and situations will be the context for learning to develop interventions based on evidence to enable occupation. Labs and seminars provide the opportunity for developing practical skills and for discussing the integration of research into practice.

Enabling Occupation with Older Adults: Part II (OCT 1272H):
This course builds on the skills and knowledge developed during last semester in Older Adult 1: OCT 1271. This course will focus on the entire process involved in providing evidence-based, occupation-focused occupational therapy services for older adults. Combining ‘expert’ led case study format sessions, interactive lectures, skills-labs, and student-led seminars, the course focuses on occupational issues resulting from disabling health conditions and social situations prevalent among older adults.

The overall purpose of the course is for students to gain an understanding of a) the impact of disabling conditions/social issues on older adults’ occupational performance, b) the enabling strategies used with older adults, and c) the application of theory and evidence to guide occupational therapy practice with older adults. The course emphasizes the occupational therapy profile competencies of being a change agent, scholarly practitioner, collaborator and communicator, as well as that of enabling occupation, as outlined in CAOT’s Profile of Occupational Therapy in Canada (2007). The profile competencies are aligned with the course objectives and assignments and are indicated objectives and course assignments are
FIELDWORK IV (OCT1283Y)

This course is comprised of an eight-week full-time fieldwork opportunity during which students will be placed in approved fieldwork sites in the Greater Toronto area. Students will be placed in a variety of settings including hospitals, rehabilitation centres, schools, community agencies etc. Students will be exposed to selected client issues and will experience a variety of intervention opportunities (assessment, treatment, consultation, program planning, evaluation etc.). Supervision during the placement will be provided by registered occupational therapists. In this final fieldwork opportunity, the focus for student learning will be managing a significant portion of the preceptor’s caseload, maximal independence and consolidation of all previous academic and fieldwork learning.

Before going on placement, students will have taken the courses as described in Introduction to Fieldwork, Fieldwork I, Fieldwork II and Fieldwork III.