

Clinical Partner Discussion Sessions

McMaster MSc OT Program

March 5, 2024 & March 7, 2024



Land Acknowledgement

We acknowledge the traditional territories upon which we gather; McMaster University is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement”. The dish with one spoon is a concept developed by the Indigenous peoples of the Great Lakes and describes how we can share land; where you take what you need, leave some for others, and leave For many thousands of years, the first people sought to walk gently on this land, offering their assistance to the first European travelers and sharing their knowledge for survival in what was at times a harsh climate. We seek a new relationship with the original peoples of this land, one based in honour and deep respect. May we be guided by love and right action as we transform of our personal and institutional relationships with our indigenous friends and neighbours.



Welcome! Thank you for attending...



Tell us about
you:
Name • Role •
Organization



Agenda

- Accreditation and IQAP Outcomes – Jackie Bosch
- Curriculum Restructuring – Jackie Bosch
- Adjunct appointments and opportunities to participate in our curriculum (newsletter) – Jackie
- Preceptor Survey Results – Shannon Coffey
- Stipends and EFTs – Kaitlin Ellis
- DCE Updates – Sandra VanderKaay
- Questions/Discussion



Accreditation and Internal Quality Assurance Program Review Outcomes

- Accreditation: Receiving Exemplary Status (meeting all 100 accreditation standards)
“...A resounding strength...is the people...the clinical educators seek out opportunities to contribute and view their engagement with the program as a mechanism to “give back” by cultivating the next generation of occupational therapists. The McMaster occupational therapy community within and outside of the program , is well connected, proactive, and supportive”
- Internal Quality Assurance Program: We received very positive feedback from the site visit, prompting the Vice Provost & Dean of Graduate studies to note “The feedback was probably the most positive I have ever heard in such a review!”. We have submitted our response to the IQAP report and are awaiting the final response.
- “,,The excellence of the OT program is its people.”

THANK YOU FOR ALL THAT YOU DO – we appreciate it and it is recognized as exceptional!



Current Evidence Based Practice (EBP) curriculum

- Evidence Based Practice (EBP) is covered throughout the Program:
 - Year 1
 - Foundational Knowledge - 761 (7 classes)
 - Professional Reasoning and Skills – 781 (2 classes)
 - Inquiry - 772 (2 classes)
 - Year 2
 - Evidence Based Practice I 4a – 744 (12 classes + evaluations)
 - Evidence Based Practice I 4b Independent Dilemma Presentation and Reports - 744 (7 classes)
 - Evidence Based Practice II Evidence Based Practice Projects- 746
- + PBT



Opportunity for alternative learning

- Students are provided with in-depth opportunities to gain/improve EBP skills in Term 1, are evaluated on their EBP skills in assignments and problem-based tutorials in Terms 2 & 3
- By Term 4, students should have gained most if not all basic EBP skills required for practice by this time
- There are other areas of practice that some students may prefer to explore in their final term
- Objective: To provide students in their final term of study the opportunity to explore other areas of practice in more depth. These areas (called Capstone Courses) are:
 - Leadership
 - Equity and social justice
 - Innovation and entrepreneurship
 - Research



How does it work

- In Term 5, students will have elective courses of which they must take one:
 - Either 746 (in its current format) or one of the 4 Capstone Courses
- Each elective will be 6 units; 60-80 contact hours
- The choice of elective is made beginning of June, in Term 3
- Students will apply to the Capstone Courses and instructors will determine acceptance based on stated criteria
 - 5-8 students; if less than 5 students apply the Capstone doesn't run
 - 2-4 projects per Capstone
- EBP 744 Term 4b will be revised to allow students in the Capstone Projects to work in groups to begin to focus on the content area; evaluations
- Expected start date – September 2024 for the class of 2025
- Information sessions on the curriculum changes for our community partners will be provided in April and students will be informed when they return to Term 3 in May

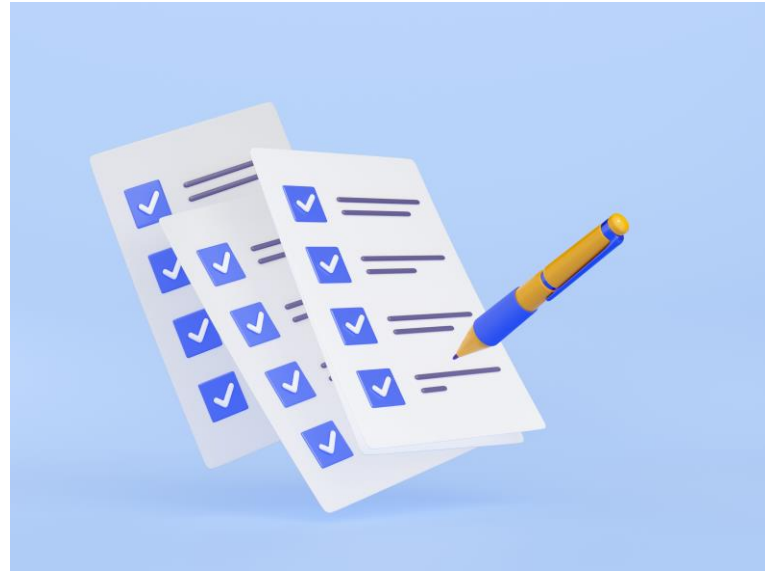


New Year 1 Interprofessional Milestone

Week	Topic(s)
1	Introduction to Student Code of Conduct & FHS Introduction to Appropriate Behaviours in Academic and Clinical Settings
2	Reflection on Positionality and Bias Exploring Perspectives On Disability (EPOD) Prep
3	EPOD Experience (with Community Members) Critical Reflexivity on Disability
4	Identifying and Responding to Micro and Macro Aggressions
5	Indigenous Ways of Knowing and Experience in Canada
6	ReconciliAction™: Creating Action for Beyond the TRC Milestone Wrap up

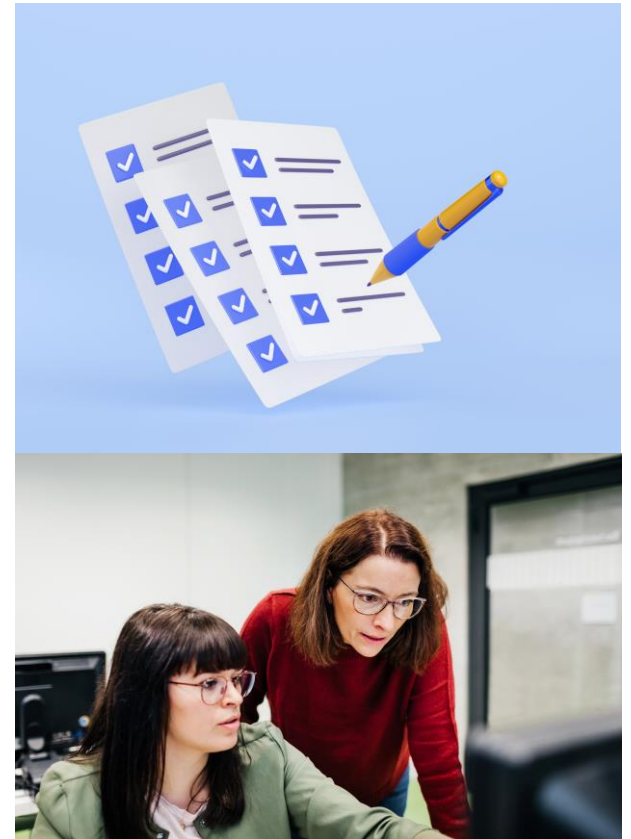


Preceptor Survey Results (2023)



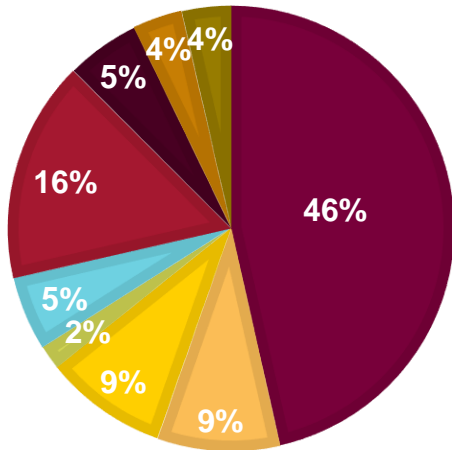
Preceptor Survey

- **THANK YOU** to all who participated!
- **Considerations:**
 1. Preceptorship Post Covid/ NEW DCE
 2. What are the barriers and facilitators of preceptorship in the McMaster OT clinical community?
 3. How can the OT Clinical Education Team develop new and/or enhance existing supports for preceptorship?
- **Web-Based Survey:**
 1. 18 questions
 2. **Purposive Sample: 56** respondents

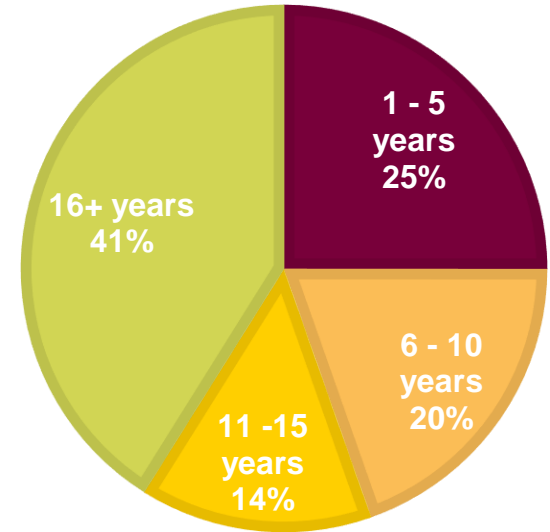


AREA OF PRACTICE

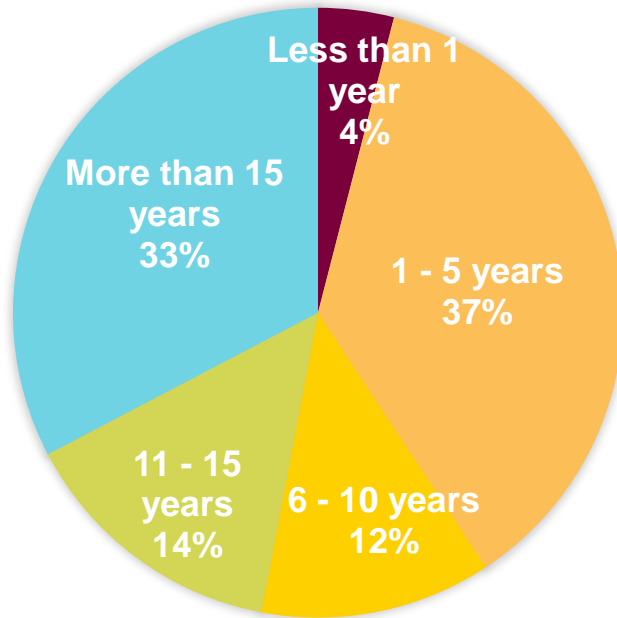
- Hospital
- Rehabilitation Centre - Inpatient
- Rehabilitation Centre - Outpatient
- Mental Health Centre - Inpatient
- Mental Health Centre - Outpatient
- Community Based Services
- School Based Services
- Private Practice
- Not specified



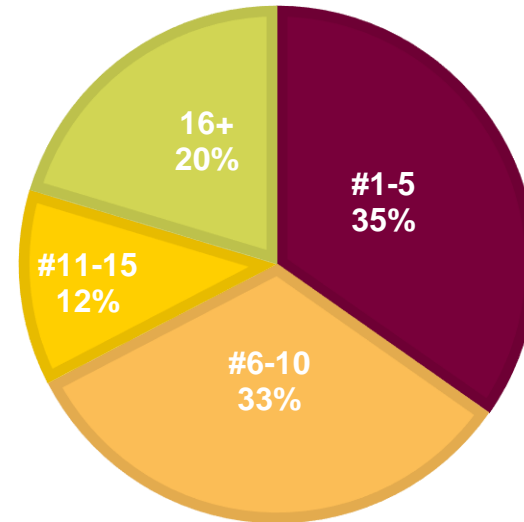
YEARS IN PRACTICE



OF YEARS PRECEPTING



OF PLACEMENTS OFFERED



Feedback: 1) Communication

- **Responses:**
 - Curriculum: Clearer understanding of student performance expectations at each OTP level and what is being taught in OT curriculum
 - Delineation of responsibilities: Student vs. Preceptor vs. OT Clin Ed

- **Action item(s):**
 - OT Preceptor Checklist
 - McMaster Curriculum Summaries



Feedback: 2) Clinical Placement/Preceptor Support/Growth:

- **Responses:**
 - Networking and/or mentorship: Interest in connecting novice preceptors with experienced preceptors to enhance their role functioning
 - Seeking clinical guidance for supporting student learning in various practice settings (e.g., community, psychotherapy)
- **Action item(s):**
 - Creation of McMaster OT Preceptor Community of Practice
 - Clinical Partner Working Groups



Feedback: 3) Preceptor Recognition

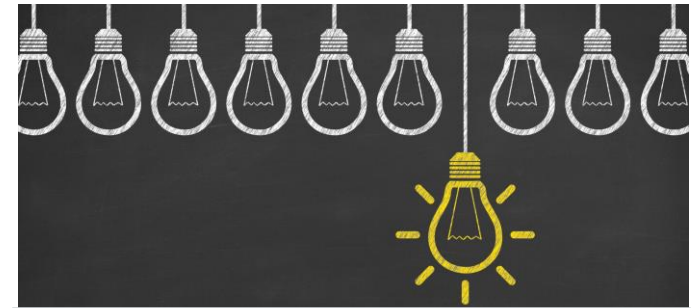
3. Action Item(s):

- Various ways preceptors are recognized for their work
- Improve clarity on incentives offered to preceptors
 - Clinical Instructor Awards
 - OT Program Newsletter: <http://eepurl.com/in6IS-/>
 - Faculty (Adjunct) Appointment: lettsl@mcmaster.ca
 - Library Access
 - Interest in McMaster OT Curriculum - desire to gain access to lectures, and educational workshops
 - Stipend (more on that later)...
- Advocacy to employers on recognizing the importance of preceptorship in the workplace

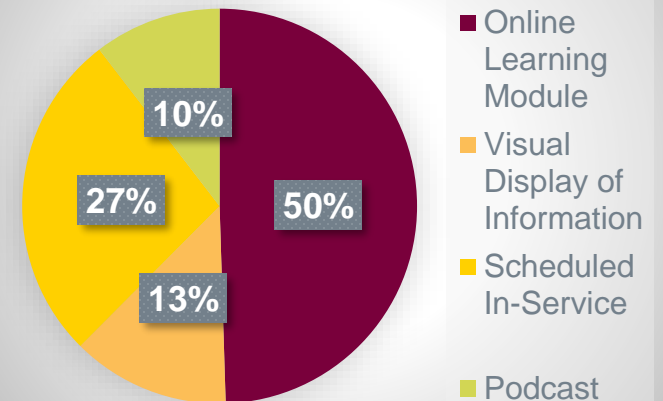


Feedback: 4) Preceptor Learning

1. McMaster OT Curriculum
2. New Competencies for Occupational Therapists in Canada
3. CBFE-OT Evaluation and Process and Difficult Conversations
4. Addressing Issues and Conflict
5. Clinical Reasoning



Learning Format



Why Precept?

1. Stay Connected to McMaster University
2. Professional Growth
3. Team Growth
4. Rewarding
5. Contribute to the Profession



“Good students bring a breath of fresh air to day-to-day routines; they often have excellent research skills and will readily explore topics and share the information with the team; love seeing the light go on in a student's eyes when they grasp a concept; love learning that a previous student has successfully transitioned into professional life.”

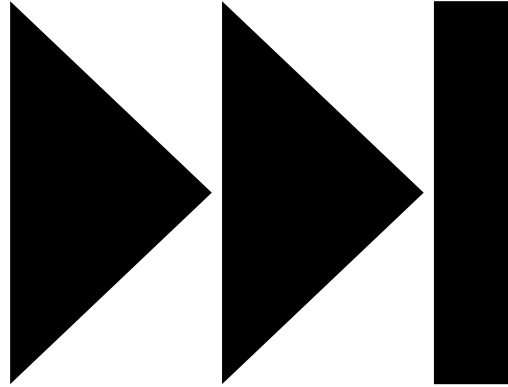
– OT Preceptor Fall 2023



Feedback for the OT Clinical Education Team:

Strengths:

Regular check-ins,
timely responses, open
to feedback and
questions, flexible,
open communication,
ongoing support

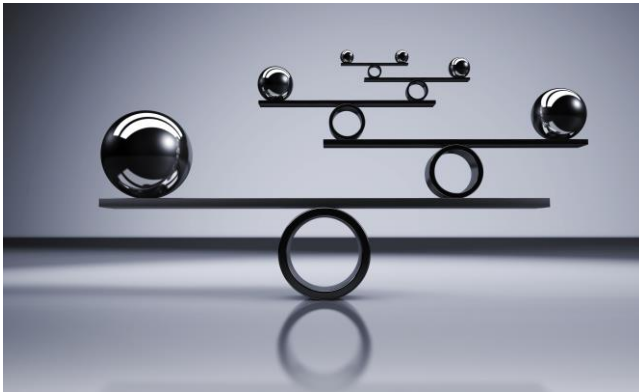


Next Steps:

- Curriculum Summaries for each OTP level
- OT Preceptor Checklist: Preparing for Student Placements
 - Clearer role expectations
- OT Preceptor Community of Practice
- OT Clin Ed Communication: OT Program Newsletter, Mailing List
- Updating OT Clinical Education Website



Thank You!
Questions? Comments?



Stipends & EFT Update

- How has the Stipend payment process changed?
- What to expect during the Stipend payment process
- The move to EFT (Electronic Fund Transfer)



DCE Updates

- Reach out to me at *anytime* (the earlier the better if niggly about placement issue)
- Expectations for OTP-related work outside of placement
- Expectation for professional conduct
- Preceptor Community of Practice (CoP) drop-in sessions on Tuesdays from 12:15PM – 12:45PM: <https://mcmaster.zoom.us/j/94951028960>
- CBFE-OT



DCE Updates: InPlace

- THANK YOU for your collaboration
- Updates
- Videos on web-site <https://srs-ot.healthsci.mcmaster.ca/education/clinical-education/#tab-content-preceptor-resources>

InPlace Issues:

- NEVER a 9-1-1
- Please reach out for support
 - User Level: We will provide tech support
 - Program Level: We can rectify issues if we are made aware
 - System Level: We work closely with InPlace to make system-level change



Questions?



References

- CAOT & ACOTUP. (2012). CAOT & ACOTUP Position Statement: Professional responsibility in fieldwork education in occupational therapy (2012): <https://caot.ca/document/3693/F%20-%20Fieldwork%20Education%20and%20OT.pdf>
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