

## MSc Occupational Therapy Curriculum Summary

Year 1 Term 1		
Course Information	Course Learning Objectives	Class-Specific Topics
<p><b>OCCUP TH 761 Foundational Knowledge (FK)</b> is the first of three courses in the first year of the occupational therapy program, which focus on the requisite knowledge in foundational sciences (research, social science, and biology) for occupational therapy education, research, and practice.</p>	<ol style="list-style-type: none"> <li>1. Understand basic anatomical and physiological terms, and describe functions of the musculoskeletal, neurological, and cardiovascular systems</li> <li>2. Articulate psychological and sociocultural concepts and mechanisms and their influence on behaviour and occupation</li> <li>3. Describe questions, designs and analytic approaches commonly used in qualitative, quantitative, and mixed methods research</li> <li>4. Understand the application of research science concepts to literature searching and critical appraisal of research</li> <li>5. Apply self-directed learning skills, e.g., self-assessment, and self-study modules</li> <li>6. Demonstrate respect for regulations/legislative requirements associated with anatomy lab attendance</li> </ol>	<ol style="list-style-type: none"> <li>1. Intro to FK, EBP and Critical Appraisal</li> <li>2. Introduction to the Musculoskeletal System</li> <li>3. Formulating research &amp; EBP questions</li> <li>4. General MSK Anatomy</li> <li>5. Qualitative Research Designs</li> <li>6. Introduction to the Cardiorespiratory System</li> <li>7. Qualitative Analyses</li> <li>8. Introduction to the Nervous System</li> <li>9. Quantitative Research Designs</li> <li>10. Quantitative Analyses (Stats part 1)</li> <li>11. Quantitative Analysis (Stats part 2)</li> <li>12. Mixed Methods Study Designs and Analyses</li> <li>13. Psychology Theory and Concepts Fundamental to OT</li> <li>14. Psychology: How Learning Develops</li> <li>15. Anthropology and Cultural Concepts Fundamental to OT</li> <li>16. Sociology theory and Concepts</li> <li>17. Social Determinants of Health, Identity &amp; Inclusivity</li> <li>18. Indigenous People in Canada</li> </ol>
<p><b>SRS Milestone: Introduction to Equity, Diversity, Inclusion, and Indigenous Reconciliation (EDI-IR) in the Interprofessional Context in Rehabilitation Science</b> will provide learners from the MSc occupational therapy, physiotherapy, and speech-language pathology programs as well as</p>	<ol style="list-style-type: none"> <li>1. Create personal goals for their own behaviours, using the domains in the Faculty of Health Science Student Code of Conduct</li> <li>2. Identify common microaggressions and two to three strategies that students can implement to respond:             <ol style="list-style-type: none"> <li>a. as a witness/bystander</li> <li>b. as an individual who is on the receiving end of the microaggression and/or</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to the Student Code of Conduct and the Faculty of Health Sciences</li> <li>2. Reflection on Positionality and Bias</li> <li>3. EPOD Experience – Critical Reflexivity on Disability</li> <li>4. Indigenous Ways of Knowing and Experience in Canada</li> </ol>

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<p>the graduate program in rehabilitation sciences (RS) (i.e., masters, PhD) the opportunity to engage in active learning sessions that provide foundational knowledge related to EDI-IR.</p>	<p>c. as an individual who might have communicated a microaggression</p> <ol style="list-style-type: none"> <li>3. Reflect on their own positionality and potential for bias, and how to establish inclusive spaces</li> <li>4. Discuss Indigenous Ways of Knowing and Indigenous Experience in Canada</li> <li>5. Identify ways in which Indigenous Experiences may impact health, and the role of Indigenous identity and allyship for future health providers</li> <li>6. Discuss different perspectives on disability and how these perspectives can inform future interactions with peers, clients, and others</li> </ol>	<ol style="list-style-type: none"> <li>5. ReconciliAction: Creating Action for Beyond the TRC</li> </ol>
<p><b>OCCUP TH 771 Inquiry and Integration (I &amp; I)</b> is offered each term of the occupational therapy program. These courses are comprised of large group inquiry seminars and small-group problem-based tutorials (PBT) where students integrate their learning. In Term 1 I&amp;I, students are introduced to the profession of occupational therapy and the concepts most important to the profession, beginning with occupation. Students will learn the philosophical and theoretical underpinnings of the occupational therapy profession including the connection amongst occupation, health and well-being. Students will begin to develop a sound foundation and understanding of past and current occupational therapy practice by accessing a variety of learning resources and class discussions.</p>	<ol style="list-style-type: none"> <li>1. Understand, organize, and apply models and concepts of occupation</li> <li>2. Consider relationships between concepts occupation, health and well-being</li> <li>3. Demonstrate an understanding of and ability to critically reflect on concepts such as disability and rehabilitation</li> <li>4. Compare the roots of occupational therapy, its evolution, and future directions of the profession</li> <li>5. Explore the interactions between individual/collective, environment/context, and occupation</li> <li>6. Use effective oral and written communication skills when presenting to and interacting with faculty and peers</li> <li>7. Contribute to interprofessional group learning by sharing information, listening attentively, respecting others' opinions, and demonstrating flexibility</li> <li>8. Describe aspects of clinical reasoning and use them to make decisions about practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to the Course &amp; Occupation, Health and Well-Being</li> <li>2. Clinical Reasoning &amp; Reflective/Reflexive Practice Inquiry and Integration</li> <li>3. Ethical Decision-Making in Occupational Therapy</li> <li>4. Exploring Perspectives on Disability (EPOD)</li> <li>5. Theory and Occupational Therapy</li> <li>6. Spirituality &amp; CMOP-E/ICMOP-E</li> <li>7. Environment &amp; EHP</li> <li>8. (Occupational) Participation &amp; CanMOP</li> <li>9. Cultural Competence versus Humility &amp; KAWA</li> <li>10. MOHO &amp; Ontario's Healthcare System</li> </ol>
<p><b>OCCUP TH 771 Problem Based Tutorial (PBT)</b> provides students with the</p>	<ol style="list-style-type: none"> <li>1. Develop a deeper understanding of occupational therapy roles and scope of practice</li> <li>2. Integrate a knowledge base regarding biological, psychological, and sociocultural mechanisms that affect human behaviour</li> </ol>	

## Year 1 Term 1

Course Information	Course Learning Objectives	Class-Specific Topics
<p>opportunity to understand the concepts of wellness, health, and occupation, and to become aware of issues which are influencing the direction in which health care is changing. By exploring global health concepts and issues specific to health professions, students will begin to build a sound basis and context which will help develop a professional understanding and awareness relative to occupational therapy.</p>	<ol style="list-style-type: none"> <li>3. Consider and apply theories, models, and frames of reference to explain occupational participation and inform practice</li> <li>4. Understand relationships between concepts of <i>occupation</i> and <i>health and well-being</i> (McMaster OT Program Professional Foundations: see OT Program handbook)</li> <li>5. Apply critical thinking and clinical reasoning skills for evidence-based practice and professional competence</li> <li>6. Explore, select, and apply occupational therapy assessments, interventions, and outcome measures</li> <li>7. Develop and refine group skills and functioning for the PBT process</li> <li>8. Collaborate with group members to facilitate teaching and learning</li> <li>9. Demonstrate professional behaviours including respect, transparency, and authenticity</li> </ol> <p>*The format of PBT is small tutorial group sessions held two times per week for 2.5 hours. Learning is centred around specific case scenarios based on realistic situations. These scenarios allow students to explore more complex clients/consumers, diverse practice situations, and multifaceted systems.</p>	
<p><b>OCCUP TH 781 Professional Reasoning and Skills (PRS)</b> focuses on developing foundational skills in communication, interviewing, identifying, and analyzing occupational performance issues, and critical thinking. The course explores occupation in depth and begins application of Occupational Therapy Process Models, in preparation for occupational therapy practice.</p>	<p><b>Occupation/Occupational Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Understand and apply the theories of occupational therapy and the concepts of occupation and occupational participation to case formulations</li> <li>2. Conduct occupational performance analysis including cognitive, physical, affective components and impact of environment and the use of the COPM as appropriate</li> </ol> <p><b>Practice Process:</b></p> <ol style="list-style-type: none"> <li>3. Understand the process of occupational therapy as a professional discipline and begin to understand its application with individuals and collectives across the life course and across systems and settings</li> </ol> <p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>4. Use effective oral and written communication skills to foster relationship-focused occupational therapy practice and professional interactions with peers and colleagues</li> </ol> <p><b>Evidence-Based Practice:</b></p> <ol style="list-style-type: none"> <li>5. Synthesize information using critical thinking, critical appraisal and clinical reasoning skills to make appropriate evidence-based decisions in professional practice</li> </ol> <p><b>Professional Responsibility:</b></p>	<ol style="list-style-type: none"> <li>1. Occupation and Occupational Performance Issues</li> <li>2. Communication I</li> <li>3. Communication II</li> <li>4. Communication III &amp; COPM</li> <li>5. Documentation and Practice Standards I</li> <li>6. PEO analysis I</li> <li>7. PEO Analysis II</li> <li>8. Documentation II</li> <li>9. PEO Analysis and Documentation Skills Practice</li> <li>10. Evidence Based Practice I</li> <li>11. Evidence Based Practice II</li> <li>12. Professional Issues in Practice</li> <li>13. Patient Education and Health Literacy</li> <li>14. Domain C Competencies &amp; OT/OTA Relationships</li> <li>15. Introduction to Safe Mobility and Transfers</li> <li>16. Transfer and Mobility Workshop Part 1</li> <li>17. Transfer and Mobility Workshop Part 2</li> </ol>

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	<ol style="list-style-type: none"> <li>6. Demonstrate respect and concern for the individuality, rights and needs of all clients, their families, and the wider community or other collectives</li> <li>7. Demonstrate professional behaviours at all times during interactions with clients, families, faculty, colleagues/peers, standardized patients, and the general public</li> </ol>	
<p><b>OCCUP TH 791 Practicum (OTP I)</b> provides the opportunity for students to apply occupational therapy knowledge, skills, and professional behaviours in a variety of environments in which occupational therapists provide service.</p>	<ol style="list-style-type: none"> <li>1. Practice Knowledge</li> <li>2. Clinical Reasoning</li> <li>3. Facilitating Change with a Practice Process</li> <li>4. Professional Interactions and Responsibility</li> <li>5. Communication</li> <li>6. Professional Development</li> <li>7. Performance Management</li> </ol> <p>*For additional in-depth information regarding expectations at each placement period please refer to <i>Student Performance Expectations and Preceptor Strategies</i> (<a href="https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf">https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf</a>)</p>	<ol style="list-style-type: none"> <li>1. Introduction to Clinical Education</li> <li>2. Fieldwork Education (OTP I)</li> <li>3. OTP I Follow-up Session</li> </ol>

## Year 1 Term 2

Course Information	Course Learning Objectives	Class-Specific Topics
<p><b>OCCUP TH 762 Foundational Knowledge (FK)</b> is the second of three half courses in the first year of the occupational therapy program, which focus on the requisite knowledge in foundational sciences (research, social sciences, and biology) for occupational therapy education, research and</p>	<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Understand foundational biological concepts and mechanisms and their influence on behaviour, and occupation</li> <li>2. Apply foundational biological concepts to explain the outcomes associated with pathological states</li> </ol> <p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Utilize self-directed learning skills, e.g., self-assessment, and self study modules</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Sciences</li> <li>2. Gross Anatomy of the Shoulder Region</li> <li>3. Gross Anatomy of the Elbow Region</li> <li>4. Gross Anatomy of the Wrist and Hand</li> <li>5. Brachial Plexus &amp; Upper Limb Nerve Supply</li> <li>6. Gross Anatomy of the Hip Region</li> <li>7. Gross Anatomy of the Knee Region</li> <li>8. Gross Anatomy of the Ankle Region</li> </ol>

## Year 1 Term 2

Course Information	Course Learning Objectives	Class-Specific Topics
<p>practice. Using a self-directed learning approach, students identify their current knowledge level in the three foundational sciences. A variety of learning resources are provided by faculty for students to access to support development of knowledge in these three areas.</p>	<ol style="list-style-type: none"> <li>2. Contribute to group learning by sharing information, listening attentively, respecting others' opinions, demonstrating flexibility, providing feedback to others, and responding to feedback from others</li> </ol> <p><b>Attitudes:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect and concern for the individuality, rights and needs of all people, students, faculty, clients, their families, and the wider community</li> <li>2. Demonstrate professional behaviours at all times during interactions with each other, students, faculty, colleagues/peers, and the general public</li> <li>3. Demonstrate an ongoing interest in continued personal lifelong learning and professional development to improve knowledge and skills</li> </ol>	<ol style="list-style-type: none"> <li>9. Lower Limb Nerve Supply</li> <li>10. Functional Anatomy of the Trunk</li> <li>11. End of Term Review</li> </ol>
<p><b>OCCUP TH 772 Inquiry and Integration (I &amp; I)</b> provides students with opportunities to integrate new and existing knowledge of the concepts of person, environment, and occupation and their interactional relationships. Course work, assignments, and problem-based scenarios enable increased learning of theoretical constructs and underpinnings of practice. Inquiry seminars will allow examination, discussion, and debate of many issues including determinants of occupation and spirituality. Problem-based tutorials (PBT) are an integral part of the course and enable synthesis and application of the theoretical constructs explored in the inquiry seminars. Problem-based scenarios are developed from clinical situations and experiences and allow for</p>	<ol style="list-style-type: none"> <li>1. Understand and apply theories and models related to the determinants of occupation (i.e., physical determinants, psychological-emotional determinants, sociocultural determinants, cognitive-neurological determinants, and environmental determinants)</li> <li>2. Demonstrate an understanding of, and ability to critically reflect on, key concepts, models, and theories related to the determinants of occupation</li> <li>3. Defend recommendations regarding occupational therapy assessments and interventions explicitly based on theories related to the determinants of occupation</li> <li>4. Describe how the occupational therapist's personal and professional values, the determinants of occupation, and aspects of complex environments intersect to inform clinical reasoning and contribute to ethical tensions</li> <li>5. Use effective oral and written communication skills when presenting to and interacting with faculty and peers</li> <li>6. Contribute to interprofessional group learning by sharing information, listening attentively, respecting others' opinions, and demonstrating flexibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction/Clinical Reasoning</li> <li>2. Environmental Determinants</li> <li>3. Ethical Decision-Making in Occupational Therapy</li> <li>4. Neurological Determinants</li> <li>5. Cognitive Determinants</li> <li>6. Socio-Cultural Determinants</li> <li>7. Physical Determinants</li> <li>8. Psycho-Emotional Determinants</li> </ol>

## Year 1 Term 2

Course Information	Course Learning Objectives	Class-Specific Topics
<p>the further exploration of the OT role and issues of increasing complexity.</p>		
<p><b>OCCUP TH 772 Problem Based Tutorial (PBT)</b> will provide students with opportunities to integrate new and existing knowledge of person, environment and occupation through the exploration of problem scenarios developed from real world situations and experiences. Areas of focus include: theoretical underpinnings of practice, ethics, spirituality, development and determinants of occupation</p>	<ol style="list-style-type: none"> <li>1. Develop a deeper understanding of occupational therapy roles and scope of practice</li> <li>2. Integrate a knowledge base regarding biological, psychological, and sociocultural mechanisms that affect human behaviour</li> <li>3. Consider and apply theories, models, and frames of reference to explain occupational participation and inform practice</li> <li>4. Understand relationships between concepts of <i>occupation</i> and <i>health and well-being</i> (McMaster OT Program Professional Foundations: see OT Program handbook)</li> <li>5. Apply critical thinking and clinical reasoning skills for evidence-based practice and professional competence</li> <li>6. Explore, select, and apply occupational therapy assessments, interventions, and outcome measures</li> <li>7. Develop and refine group skills and functioning for the PBT process</li> <li>8. Collaborate with group members to facilitate teaching and learning</li> <li>9. Demonstrate professional behaviours including respect, transparency, and authenticity</li> </ol> <p>*The format of PBT is small tutorial group sessions held two times per week for 2.5 hours. Learning is centred around specific case scenarios based on realistic situations. These scenarios allow students to explore more complex clients/consumers, diverse practice situations, and multifaceted systems.</p>	
<p><b>OCCUP TH 782 Professional Reasoning and Skills (PRS)</b> is designed to provide students with knowledge and skill in assessment and developing intervention strategies for individuals within the environments in which they fulfill daily occupations of self-care, productivity, and leisure. The course provides students with opportunities to reason using accepted occupational therapy process models.</p>	<p><b>Occupation/Occupational Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Determine, examine, and analyze the P-E-O factors associated with a variety of occupations</li> </ol> <p><b>Practice Process:</b></p> <ol style="list-style-type: none"> <li>2. Select, apply, and justify theoretical frameworks used to guide the assessment and intervention process</li> <li>3. Understand, and apply the process of developing occupational goals, action-based objectives, and general intervention plans</li> <li>4. Understand and apply the process of selection and interpretation of measures of occupation</li> </ol> <p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>5. Understand and demonstrate the skills of documenting occupational goals, action-based objectives, and general treatment plans</li> <li>6. Learn and practice effective oral communication skills to foster relationship-focused occupational therapy practice within diverse client situations</li> </ol> <p><b>Evidence-based Practice:</b></p>	<ol style="list-style-type: none"> <li>1. Physically Focused Assessment</li> <li>2. Physically Focused Intervention</li> <li>3. Physically Based Application</li> <li>4. Work Assessment</li> <li>5. Work Part II: Intervention</li> <li>6. Work Part III: Focus RTW and Mental Health</li> <li>7. Advancing Your Interview Skills</li> <li>8. Assessing &amp; Addressing Affective Person Component</li> <li>9. Assessing Activities of Daily Living</li> <li>10. Defining and Assessing Cognitive Person Component</li> <li>11. Mobility and Transfers</li> <li>12. Intervention for Activities of Daily Living</li> <li>13. Leisure Assessment and Intervention</li> </ol>

## Year 1 Term 2

Course Information	Course Learning Objectives	Class-Specific Topics
	7. Apply critical appraisal principles for the search, selection, and application of measures to foster evidence-based clinical decision-making <b>Professional Responsibility:</b> 8. Demonstrate the knowledge and skills necessary to create a safe environment for clients, self, and others	
<b>OCCUP TH 792 Practicum (OTP II)</b> provides the opportunity for students to apply occupational therapy knowledge, skills, and professional behaviours in a variety of environments in which occupational therapists provide service. Prior to completion of the full-time two-year program, students will gain experience in four settings, one of which will offer exposure to mental health issues.	1. Practice Knowledge 2. Clinical Reasoning 3. Facilitating Change with a Practice Process 4. Professional Interactions and Responsibility 5. Communication 6. Professional Development 7. Performance Management  *For additional in-depth information regarding expectations at each placement period please refer to <i>Student Performance Expectations and Preceptor Strategies</i> ( <a href="https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf">https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf</a> )	1. OTP I Follow-Up and Transitioning to OTP II 2. Clinical Reasoning on Clinical Placement 3. Practicum – Fieldwork Education (OTP II)

## Year 1 Term 3

Course Information	Course Learning Objectives	Class-Specific Topics
<b>OCCUP TH 763 Foundational Knowledge (FK)</b> is the third and final of three half courses in the first year of the occupational therapy program, which focus on the requisite knowledge in foundational sciences (research, social science, and biology) for occupational	<b>Knowledge:</b> 1. Understand foundational biological concepts and mechanisms and their influence on behaviour, and occupation 2. Apply foundational biological concepts to explain the outcomes associated with pathological states  <b>Skills:</b>	1. Brain and Brainstem 2. Spinal Cord 3. Research Science 4. Autonomic Nervous System 5. Sensory Systems 6. Somatic Motor Control 7. Higher Cortical Functions

## Year 1 Term 3

Course Information	Course Learning Objectives	Class-Specific Topics
<p>therapy education, research, and practice. Using a self-directed learning approach, students identify their current knowledge level in the three foundational sciences. A variety of learning resources are provided by faculty for students to access to support development of knowledge in these three areas.</p>	<ol style="list-style-type: none"> <li>3. Utilize self-directed learning skills, e.g., self-assessment, and self study modules</li> <li>4. Contribute to group learning by sharing information, listening attentively, respecting others' opinions, demonstrating flexibility, providing feedback to others, and responding to feedback from others</li> </ol> <p><b>Attitudes:</b></p> <ol style="list-style-type: none"> <li>5. Demonstrate respect and concern for the individuality, rights and needs of all people, students, faculty, clients, their families, and the wider community</li> <li>6. Demonstrate professional behaviours at all times during interactions with each other, students, faculty, colleagues/peers, and the general public</li> <li>7. Demonstrate an ongoing interest in continued personal lifelong learning and professional development to improve knowledge and skills</li> </ol>	<ol style="list-style-type: none"> <li>8. Brain, Blood Supply and Stroke</li> </ol>
<p><b>OCCUP TH 773 Inquiry and Integration (I &amp; I)</b> provides students with opportunities to develop an understanding of the constructs of disability and their relevance to occupation through large group discussion and exploration of learning issues derived from problem scenarios. The sessions will provide students with an introduction to experts and resource people with particular knowledge and skill in areas related to disability, human development and occupation. Specific course objectives will be integrated across the term.</p>	<ol style="list-style-type: none"> <li>1. Explain and apply frames of reference, theories, and models of within and outside occupational therapy practice relevant to understanding the intersection of occupation and disability</li> <li>2. Describe constructs of disablement and their relevance to occupation and occupational therapy practice, while identifying relevant concepts and limitations inherent in both theories of disability and occupation</li> <li>3. Critically reflect on dominant approaches to culture and disability employed within the profession of occupational therapy and to promote the inclusion of Indigenous knowledge on health and wellbeing in practice</li> <li>4. To reflect on the disability rights movement and the impact on contemporary experiences of disability and occupation</li> <li>5. Engage clinical reasoning to hypothesize and describe the impact of illness and disability on occupational performance</li> <li>6. Integrate theory, models of decision-making, critically appraised research, and clinical reasoning to articulate an evidence-based approach to addressing existing social challenges (clinical reasoning)</li> <li>7. Compare and contrast different perspectives about current issues relevant to contemporary occupational therapy practice related to human rights, disability, and occupation (contemporary issues)</li> </ol>	<ol style="list-style-type: none"> <li>1. Disability and Rehabilitation</li> <li>2. Human Rights and Disability Policy</li> <li>3. Ethical Decision Making</li> <li>4. Poverty, Disability and Rehabilitation</li> <li>5. Recovery Based Mental Health Services</li> <li>6. Stigma and Sanism</li> <li>7. Loss, Grief, Trauma and Moving Forward</li> <li>8. Disability and Intimacy</li> <li>9. Indigenous Health Issues and Course Wrap-Up</li> </ol>



## Year 1 Term 3

Course Information	Course Learning Objectives	Class-Specific Topics
	<ol style="list-style-type: none"> <li>8. Integrate concepts of suffering and trauma into the occupational therapy process and our clients' journeys of recovery (contemporary issues)</li> <li>9. Identify gaps or inequities in health and social services and supports that could be encountered and addressed by occupational therapists (navigating the system)</li> <li>10. Synthesize and articulate relevant evidence and information in a manner aligned with the expectations for written scholarship in graduate education (communication)</li> </ol>	
<p><b>OCCUP TH 773 Problem Based Tutorial (PBT)</b> is designed to provide students with opportunities to develop an understanding of models of disability and occupation through large group discussion and exploration of learning issues developed from problem scenarios. The course will focus on disability theory, models of occupation and the application of these theories and models to occupational therapy practice.</p>	<ol style="list-style-type: none"> <li>1. Develop a deeper understanding of occupational therapy roles and scope of practice</li> <li>2. Integrate a knowledge base regarding biological, psychological, and sociocultural mechanisms that affect human behaviour</li> <li>3. Consider and apply theories, models, and frames of reference to explain occupational participation and inform practice</li> <li>4. Understand relationships between concepts of <i>occupation</i> and <i>health and well-being</i></li> <li>5. Apply critical thinking and clinical reasoning skills for evidence-based practice and professional competence</li> <li>6. Explore, select, and apply occupational therapy assessments, interventions, and outcome measures</li> <li>7. Develop and refine group skills and functioning for the PBT process</li> <li>8. Collaborate with group members to facilitate teaching and learning</li> <li>9. Demonstrate professional behaviours including respect, transparency, and authenticity</li> </ol> <p>*The format of PBT is small tutorial group sessions held two times per week for 2.5 hours. Learning is centred around specific case scenarios based on realistic situations. These scenarios allow students to explore more complex clients/consumers, diverse practice situations, and multifaceted systems.</p>	
<p><b>OCCUP TH 783 Professional Reasoning and Skills (PRS)</b> builds on applying the occupational performance process model in clinical scenarios. Course content will move into consideration and understanding of multi-system problems, and clinical problems which illustrate complexity and chronicity. Students will be expected to apply principles of evidence-based practice, critical thinking, and clinical reasoning. Areas of focus include: working with</p>	<p><b>Occupation/Occupational Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Examine and analyze occupations and occupational participation across the lifespan</li> </ol> <p><b>Practice Process:</b></p> <ol style="list-style-type: none"> <li>2. Select, justify, and implement theoretical frameworks used to guide the assessment and intervention process for individuals and groups</li> <li>3. Implement and demonstrate the skills of constructing occupational goals, action-based objectives, and intervention plans for individuals and groups</li> </ol> <p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>4. Demonstrate the ability to document and verbalize the assessment and intervention process for individuals and groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Course</li> <li>2. Psychiatric Rehabilitation</li> <li>3. Cognitive Rehabilitation</li> <li>4. Group Process Skills</li> <li>5. Group Content</li> <li>6. Life Skills</li> <li>7. Home Assessment</li> <li>8. Technology Access and OT</li> <li>9. Home Modification</li> <li>10. Assessment of Play</li> <li>11. School Based Practice</li> <li>12. Stroke Assessment</li> </ol>

### Year 1 Term 3

Course Information	Course Learning Objectives	Class-Specific Topics
children through play and in school settings, home and community practice, group interventions, psychosocial interventions, neurology, and using technology.	<p><b>Evidence-based Practice:</b></p> <p>5. Apply critical appraisal principles for the search, selection, and application of interventions to foster evidence-based clinical decision-making</p> <p><b>Professional Responsibility:</b></p> <p>6. Understand, apply, and demonstrate the process of consent for assessment and intervention</p>	<p>13. Stroke Intervention</p> <p>14. Seating Assessment</p>

### Year 2 Term 4

Course Information	Course Learning Objectives	Class-Specific Topics
<p><b>OCCUP TH 773 Inquiry and Integration (I &amp; I)</b> provides students with an opportunity to a) learn about a range of theoretical perspectives that inform occupational therapy practice with children, youth and adults, b) understand the key community and health systems that affect practice with children, youth and adults, and c) to integrate the knowledge gained with clinical reasoning and apply to clinical situations.</p>	<p><b>Theory:</b></p> <p>1. Explain and apply frames of reference, theories, and models of within and outside occupational therapy practice relevant to children, adolescents, and adults</p> <p>2. Describe the developmental process from birth through adulthood and critically examine concepts and limitations inherent in developmental theory</p> <p><b>Reflexivity:</b></p> <p>3. Critically reflect on professional occupational therapy roles and responsibilities, including analysis of our unique value proposition and scope of practice</p> <p><b>Clinical Reasoning:</b></p> <p>4. Engage clinical reasoning to hypothesize and describe the impact of illness and disability on the occupational performance of children, adolescents, adults, and their families</p> <p>5. Integrate theory, critically appraised research, and clinical reasoning to articulate an evidence-based approach to addressing an occupational need</p> <p><b>Contemporary issues related to OT:</b></p>	<p>1. Theories of Motor Development</p> <p>2. Theories of Social and Affective Development</p> <p>3. Theories of Cognitive Development</p> <p>4. Educating Children with Special Needs</p> <p>5. Mental Health Issues on Adolescent Development</p> <p>6. Family-Centered Services and Child Maltreatment</p> <p>7. Trauma Informed Care, Approaches to Decolonization</p> <p>8. Transition to Adulthood</p> <p>9. Negotiating the Mental Health System</p> <p>10. Rehabilitation in Episodic Illness</p> <p>11. Negotiating the Primary Care System</p> <p>12. Negotiating the Insurance System</p> <p>13. Case Management</p>

## Year 2 Term 4

Course Information	Course Learning Objectives	Class-Specific Topics
	<p>6. Compare and contrast different perspectives about current issues within different health, education, and social systems relevant to contemporary occupational therapy practice</p> <p><b>Navigating the system:</b></p> <p>7. Analyze gaps or inequities in services and supports in the health, education and social service system that could be encountered and addressed by occupational therapists</p> <p><b>Communication (professional and written):</b></p> <p>8. Synthesize and articulate relevant evidence and information both written and orally in a manner aligned with the professional conduct of occupational therapists and graduate scholarship</p>	
<p><b>OCCUP TH 774 Problem Based Tutorial (PBT)</b> provides students with an opportunity to a) learn about a range of theoretical perspectives that inform occupational therapy practice with children, youth and adults, b) understand the key community and health systems that affect practice with children, youth and adults, and c) to integrate the knowledge gained with clinical reasoning and apply to clinical situations.</p>	<p>1. Develop a deeper understanding of occupational therapy roles and scope of practice</p> <p>2. Integrate a knowledge base regarding biological, psychological, and sociocultural mechanisms that affect human behaviour</p> <p>3. Consider and apply theories, models, and frames of reference to explain occupational participation and inform practice</p> <p>4. Understand relationships between concepts of <i>occupation</i> and <i>health and well-being</i></p> <p>5. Apply critical thinking and clinical reasoning skills for evidence-based practice and professional competence</p> <p>6. Explore, select, and apply occupational therapy assessments, interventions, and outcome measures</p> <p>7. Develop and refine group skills and functioning for the PBT process</p> <p>8. Collaborate with group members to facilitate teaching and learning</p> <p>9. Demonstrate professional behaviours including respect, transparency, and authenticity</p> <p>*The format of PBT is small tutorial group sessions held once per week for 2.5 hours. Learning is centred around specific case scenarios based on realistic situations. These scenarios allow students to explore more complex clients/consumers, diverse practice situations, and multifaceted systems.</p>	
<p><b>OCCUP TH 784 Professional Reasoning and Skills (PRS)</b> is designed to provide opportunities for the student to learn advanced practice skills in occupational therapy as they relate to working with children, adolescents, and adults in their communities. Course content builds on knowledge and skills from previous terms with a focus on in-depth and</p>	<p><b>Occupation/Occupational Analysis:</b></p> <p>1. Analyze occupation and occupational performance in childhood, adolescence, and adulthood</p> <p><b>Occupation/Occupational Analysis:</b></p> <p>2. Consider the influence of typical and atypical development on occupational participation across the lifespan</p> <p><b>Practice Process:</b></p>	<p>1. Introduction to PRS</p> <p>2. Play and Managing Behaviour</p> <p>3. Early Intervention</p> <p>4. Feeding</p> <p>5. Multi-Disciplinary Approaches to ASD</p> <p>6. Intervention Approaches to CP</p> <p>7. Seating and Mobility</p> <p>8. Management of DCD</p> <p>9. Handwriting</p>

## Year 2 Term 4

Course Information	Course Learning Objectives	Class-Specific Topics
<p>“hands-on” exploration of evidence-based assessments, interventions, and service-delivery models in child, youth, and adult psychosocial and physical rehabilitation. Emphasis will be placed on applying learning to case scenarios with an in-depth exploration of models of practice, roles, and practice settings.</p>	<p>3. Select appropriate assessments, occupational issues, and interventions (including evidence-based assessments and interventions) for children, adolescents, and adults</p> <p><b>Evidence-Based Practice:</b></p> <p>4. Select evidence-based assessments and interventions for children, adolescents, and adults including providing defensible rationale</p> <p><b>Professional Responsibility:</b></p> <p>5. Demonstrate professional, responsible behavior during interactions with clients and consumers</p> <p><b>Communication:</b></p> <p>6. Engage effective verbal and written communication skills with clients, families, the community, and other professionals (e.g., health professionals, and educators)</p>	<p>10. FASD            11. Anxiety/Conduct Disorders            12. Motivational Interviewing            13. Behavioural Activation            14. CBT &amp; Mindfulness Based Interventions            15. Trauma Informed Care and DBT            16. Suicide Risk Assessment            17. Addressing Substance Use            18. Chronic Disease Self-Management            19. Assessment of Pain            20. Seating Analysis            21. OT and Acquired Brain Injury            22. Addressing Chronic Pain            23. Arthritis Management            24. Insurance/MVA Practice</p>
<p><b>OCCUP TH 774 Evidence Based Practice (EBP)</b> is a full course that offers both large and small group learning opportunities that support students to use EBP processes to be consumers of evidence. Large group sessions will be structured to ensure students gain the basic skills required for the appraisal of research evidence .The small group sessions will support students to further refine their skills in searching, appraising, and applying research and other evidence related to practice dilemmas.</p>	<p>1. Describe different study designs and identify the most appropriate design to answer different clinical questions</p> <p>2. Construct research and clinical questions</p> <p>3. Identify and appraise the evidence</p> <p>4. Synthesize the results of their appraisal, both verbally and in writing, for communication to a variety of audiences</p> <p>*Capstone Course: Students have the opportunity to apply to a Capstone course in either Leadership, Equity and Social Justice, Innovation and Entrepreneurship or Advanced Research, which will commence in OCCUP TH 776 Evidence Based Practice course in Term 5</p>	<p>1. Enhancing Evidence Based Practice            2. Introduction to Team Based Learning            3. Defining the Question            4. The Search Evidence            5. Guidelines and Reviews            6. Quantitative Appraisal            7. Qualitative Appraisal            8. Practice Appraisals</p>
<p><b>OCCUP TH 794 Practicum III (OTP III)</b> provides the opportunity for students to apply occupational therapy knowledge, skills and professional behaviours in a</p>	<p>1. Practice Knowledge            2. Clinical Reasoning            3. Facilitating Change with a Practice Process            4. Professional Interactions and Responsibility</p>	<p>1. Competency Development in Level 3 Placements            2. Anti-Racism in SLP, PT and OT            3. Practicum – Fieldwork Education (OTP III)</p>

## Year 2 Term 4

Course Information	Course Learning Objectives	Class-Specific Topics
<p>variety of environments in which occupational therapists provide service. This is a Level 3 (A) placement, the foci of which are on becoming increasingly independent working with clients, refinement of critical analysis skills within a fieldwork setting, engagement in professional activities.</p>	<ol style="list-style-type: none"> <li>5. Communication</li> <li>6. Professional Development</li> <li>7. Performance Management</li> </ol> <p>*For additional in-depth information regarding expectations at each placement period please refer to <i>Student Performance Expectations and Preceptor Strategies</i> (<a href="https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf">https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf</a>)</p>	

## Year 2 Term 5

Course Information	Course Learning Objectives	Class-Specific Topics
<p><b>OCCUP TH 776 Inquiry and Integration (I &amp; I)</b> provides students with opportunities to: a) pursue advanced knowledge and understanding of complex concepts and system issues underlying occupational therapy practice with older adults, and b) to explore transition to practice issues related to inter-professional collaboration and positioning the role of occupational therapy in a changing healthcare environment. Students will participate in large group seminar sessions, as well as inter-professional seminars and workshops. In addition, they will participate in weekly problem-based tutorials.</p>	<ol style="list-style-type: none"> <li>1. Explore and apply theories, models, and concepts in relation to older adults and ageing</li> <li>2. Critically reflect on professional occupational therapy roles and responsibilities, including analysis of our unique value proposition, leadership potential, and scope of practice</li> <li>3. Critically explore perspectives of ageing and demonstrate respect and awareness for the individuality, rights and needs of older adult clients and their family, as well as for equity-deserving individuals and communities</li> <li>4. Examine issues and challenges relevant to and faced by older adults in Canada</li> <li>5. Analyze how structures, systems and policies shape the process of ageing and the experience and provision of older adult health and social care</li> <li>6. Analyze gaps or inequities in services and supports in the health and social service system (for older adults as well as more broadly) that could be addressed by occupational therapists</li> </ol>	<p>5A (First Half of Course):</p> <ol style="list-style-type: none"> <li>1. Intro to 5a</li> <li>2. Theories</li> <li>3. Palliative Care</li> <li>4. Consent, Capacity and MAiD</li> <li>5. Caregiving</li> <li>6. Elder Abuse</li> <li>7. Policy Inquiry and Integration</li> </ol> <p>5B (Last Half of Course):</p> <ol style="list-style-type: none"> <li>1. Leadership and Change</li> <li>2. Building Solutions – Design Thinking</li> <li>3. Promoting OT</li> <li>4. Implementation and Outcomes</li> <li>5. Financial Plans and Resources</li> <li>6. OT Scope and Practice</li> </ol>

## Year 2 Term 5

Course Information	Course Learning Objectives	Class-Specific Topics
	<ol style="list-style-type: none"> <li>7. Synthesize information from a variety of sources to create a compelling, feasible, evidence-based proposal to address an identified gap in health and social services</li> <li>8. Demonstrate effective oral and written communication skills for practice with older adult clients, families, other healthcare providers, and to advocate for change with community stakeholders and decision makers</li> </ol>	
<p><b>OCCUP TH 776 Problem Based Tutorial (PBT)</b> provides students with opportunities to: a) pursue advanced knowledge and understanding of complex concepts and system issues underlying occupational therapy practice with older adults, and b) to explore transition to practice issues related to inter-professional collaboration and positioning the role of occupational therapy in a changing healthcare environment.</p>	<ol style="list-style-type: none"> <li>1. Develop a deeper understanding of occupational therapy roles and scope of practice</li> <li>2. Integrate a knowledge base regarding biological, psychological, and sociocultural mechanisms that affect human behaviour</li> <li>3. Consider and apply theories, models, and frames of reference to explain occupational participation and inform practice</li> <li>4. Understand relationships between concepts of <i>occupation</i> and <i>health and well-being</i></li> <li>5. Apply critical thinking and clinical reasoning skills for evidence-based practice and professional competence</li> <li>6. Explore, select, and apply occupational therapy assessments, interventions, and outcome measures</li> <li>7. Develop and refine group skills and functioning for the PBT process</li> <li>8. Collaborate with group members to facilitate teaching and learning</li> <li>9. Demonstrate professional behaviours including respect, transparency, and authenticity</li> </ol> <p>*The format of PBT is small tutorial group sessions held once per week for 2.5 hours. Learning is centered around specific case scenarios based on realistic situations. These scenarios allow students to explore more complex clients/consumers, diverse practice situations, and multifaceted systems.</p>	
<p><b>OCCUP TH 786 Professional Reasoning and Skills (PRS)</b> is divided into two parts, to provide opportunities for students to learn practice skills in occupational therapy as they relate to a) working with older adults in their communities, and b) preparing for transition to practice in a wide variety of settings. Course content builds on knowledge and skills from previous terms with a focus on in-depth and advanced exploration of evidence-based assessments, interventions and service</p>	<p><b>Occupation/Occupational Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Describe conditions commonly experienced by older adults, and anticipate how those conditions affect occupation</li> </ol> <p><b>Practice Process:</b></p> <ol style="list-style-type: none"> <li>2. Describe methods of service delivery particular to older adults and apply best methods based on the situation</li> </ol> <p><b>Practice Process:</b></p> <ol style="list-style-type: none"> <li>3. Explain the influence of health, social, and education policies and legislation on occupational therapy practice with older adults and across the lifespan</li> </ol> <p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>4. Consistently demonstrate effective oral and written communication skills with clients, the community and health professionals</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Course and Overview of Consultation</li> <li>2. Frailty, Falls and Older Adults</li> <li>3. Vision, Hearing, and Aging</li> <li>4. Cognition and Capacity</li> <li>5. Substance Use Disorders and Older Adults</li> <li>6. Palliation in Aging</li> <li>7. Addressing Responsive Behaviours</li> <li>8. Communicating with Clients – Supported Conversation for Adults with Aphasia</li> <li>9. Neuro in Action: Stroke Rehabilitation</li> <li>10. Neuro in Action: Neurodegenerative Conditions</li> </ol>

## Year 2 Term 5

Course Information	Course Learning Objectives	Class-Specific Topics
<p>delivery models in complex areas of occupational therapy practice. In the second half of this course, students design and run their own workshops to prepare for the transition into current practice environments.</p>	<p><b>Evidence Based Practice:</b></p> <p>5. Apply theories, models, and evidence to occupational therapy practice with older adults (5a) and across the lifespan (5b)</p> <p><b>Professional Responsibility:</b></p> <p>6. Apply principles of teaching and learning that facilitate professional skill development</p> <p><b>Professional Responsibility:</b></p> <p>7. Identify strengths and gaps in knowledge and skills, and design methods to address the gaps</p>	<p>11. Driving, Aging and Medical Risk 12. Group Psychotherapy 13. Suicide Postvention 14. Splinting 15. Student-Led Workshops (various topics)</p>
<p><b>OCCUP TH 746 Evidence Based Practice (EBP)</b> builds on OCCUP TH 744 Evidence Based Practice in Term 4. Students can elect to take this course OR one of the elective Capstone Courses, which includes Leadership, Equity and Social Justice, Innovation and Entrepreneurship, or Advanced Research.</p>	<p>1. Understand the nature and scope of inquiry/research in a practice profession 2. Understand the core elements of research design and methodology 3. Understand principles of program evaluation and apply research design and methods knowledge in the design of an evaluation of program components in the context of a program logic model 4. Generate, integrate, and apply evidence in a professional context 5. Apply the principles of evidence-based practice and evidence-based clinical reasoning 6. Access and critically appraise resources to address/support, service, or practice issues/decisions 7. Develop and implement strategies that promote knowledge translation</p>	<p>1. Introduction to Course 2. Knowledge Translation 3. Scoping Reviews 4. Qualitative Research 5. Survey Research</p> <p>*Additional class time is focused on self-directed EBP project work</p>
<p><b>Capstone Elective Courses:</b> Students can choose to enroll in one of the four following electives based on their learning goals. They must either take a capstone course or OCCUPTH 751. Electives depend on enrollment and may not be offered if there is insufficient interest:</p> <p>1) <b>OCCUPTH 752: Advanced Research Skills for Occupational Therapists:</b> Students will employ the core elements of research design and methodology in a research project, participating in substantive elements of study design, literature review and critical appraisal, data collection, data analysis, and preparation of a scholarly manuscript intended for peer review.</p> <p>2) <b>OCCUPTH 753: Equity and Social Justice:</b> Students will have the opportunity to investigate one issue of inequity in-depth, and to contribute ideas and tangible actions that occupational therapists and the occupational therapy profession can take to contribute to making meaningful change to address the identified issue. This stream gives students opportunities to develop capacities in all the competencies for occupational therapists in Canada (ACOTRO, ACOTUP, CAOT, 2021) but in particular, <i>C. Culture, Equity and Justice</i>.</p>		

## Year 2 Term 5

Course Information	Course Learning Objectives	Class-Specific Topics
<p>3) <b>OCCUP TH 754: Complexities of Practice II: Innovation and Entrepreneurship:</b> Students will identify, discuss, and apply foundational principles and practices of OT entrepreneurship. Students will participate in hands-on experiences to discover business opportunities, determine their feasibility, and build strong business models to transform their ideas into fully developed ventures.</p> <p>4) <b>OCCUP TH 755: Leadership in Occupational Therapy:</b> This capstone explores principles, practices, trends, and issues of leadership relevant to occupational therapists. Current theories of leadership with attention to styles, practices, tasks, and models are covered. Participants are encouraged to reflect on and analyze their own leadership experiences considering theories studied. Students engage stakeholders in undertaking and/or co-designing systems transformation.</p>		
<p><b>OCCUP TH 796 Practicum (OTP IV)</b> provides the opportunity for students to apply occupational therapy knowledge, skills, and professional behaviours in a variety of environments in which occupational therapists provide service.</p>	<ol style="list-style-type: none"> <li>1. Practice Knowledge</li> <li>2. Clinical Reasoning</li> <li>3. Facilitating Change with a Practice Process</li> <li>4. Professional Interactions and Responsibility</li> <li>5. Communication</li> <li>6. Professional Development</li> <li>7. Performance Management</li> </ol> <p>*For additional in-depth information regarding expectations at each placement period please refer to <i>Student Performance Expectations and Preceptor Strategies</i> (<a href="https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf">https://srs-ot.healthsci.mcmaster.ca/wp-content/uploads/2024/03/Student-Performance-Expectations-and-Preceptor-Strategies.pdf</a>)</p>	<p>Class- Specific Topics:</p> <ol style="list-style-type: none"> <li>1. Reflection on Practice for Competency Development</li> <li>2. Transition from Student to Entry Level Clinician</li> </ol>