

OCCUPATIONAL THERAPY PROGRAM CONCEPTUAL FRAMEWORKS

The conceptual model of the Occupational Therapy Program helps us to articulate the basic educational and professional philosophies on which the OT Program is based.

The educational and professional conceptual frameworks are presented within the graphic model of the Lotus, a symbol of human aspiration.

The Lotus Model represents the theoretical frameworks and models taught, reinforced or applied within the curriculum.

The roots of the Lotus represent the educational conceptual framework and include the Enablement Foundations of Choice, Risk & Responsibility, Client Participation, Vision of Possibilities, Change, Justice, and Power Sharing, which students will learn about during the course of their academic education.

The central aspect of the Lotus describes the four cross-cutting themes of the Occupational Therapy Program (occupational performance, evidence-based practice & clinical reasoning, occupational performance across the lifespan, and health promotion). The Canadian Practice Process Framework (CPPF) and the ICF, PEO and MOHO models are represented as theoretical frameworks which are strongly expressed within our curriculum.

The lotus petals represent each of the seven roles of an Occupational Therapist, as they are presented in the Profile of Occupational Therapy Practice in Canada: 2007. Their qualities overlap and support the central role, Expert in Enabling Occupation, which draws on the competencies of the supporting roles. The colors of the supporting roles illuminate the lotus with the spectrum of light and represent the illumination of professional practice by the Profile.

The philosophy of education of the Occupational Therapy Program is consistent with adult learning and is based on principles of self-directed, case-based, small group learning and draws from the processes which underlie problem-based learning. This approach places value on the process required for the development of a reflective practitioner by teaching the student to apply critical thinking skills to scenario analysis across life span. It mirrors the learning and professional behaviors necessary for Occupational Therapy practice. Students will be highly involved and responsible for their learning experience, and through small group discussions with their cohort and students from other health care professions, they will learn to be active and positive contributors to the health care team. Emphasis is placed upon the importance of becoming a life-long learner as a health care professional.

B.Sc.(Rehabilitation Science): Occupational Therapy COMPLEMENTARY COURSES (21 credits)

While all courses offered at McGill have academic merit, not all are appropriate for credit towards the B.Sc. Rehab Sci, major O.T. degree.

The rules may change from year to year. Restrictions and approvals are applicable to the current academic year and should not be interpreted as applicable either in the past or in the future. Minerva will not necessarily prevent students from registering for courses they aren't entitled to take. After add/drop period, these courses will be identified on students' records and flagged for no credit. In some cases, this may happen when records are verified just before graduation, which could delay graduation until appropriate courses are taken.

- x All complementary courses have limited enrolment. Register early for best availability.
- x You can either take:
 - o 21 credits of complementary classes OR
 - o 18 credits of complementary classes and 3 credits of elective courses.

All complementary courses must be taken and completed in U1 and U2, before starting U3

a. REQUIRED COMPLEMENTARY

	Subject	Course Name	Year
9	POTH 204	Intro to Psychology Statistics Not open to students who have passed a CEGEP statistics course(s) with a minimum grade of 75% If you are granted an exemption (f or PSYC 204), you are required to replace this course with a 3 credit university complementary class	U1
9	PSYC 305	Statistics for Experimental Design	U1
9	Sociology	Any sociology course	U1 or U2
9	Psychology	Minimum of 1 psychology course in lifespan development, including PSYC 100	

2. ELECTIVE COURSES

- x Courses must be taken at the 200 level or higher.
- x A maximum of 3 credits may be taken as electives
- x Examples of possible electives include courses in Music, Languages (not including French and English), and Earth and Planetary Sciences.

	200/300/400 Level course	A maximum of 1 (one) World of Chemistry course is permitted	U1 or U2
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EXCEPTIONS TO THE 200 LEVEL RULE

- x Introduction to Psychology: PSYC 100 which counts as a complementary psychology class AND/OR
- x One (1) World of Chemistry course which counts as an elective class.

THE FOLLOWING IS A REPRESENTATIVE LISTING OF
RECOMMENDED COMPLEMENTARY COURSES
AND SHOULD NOT BE CONSIDERED AS A COMPLETE LISTING

- o These are suggested courses that fall within the required subject areas that provide foundational knowledge in preparation for the professional master's program.
- o This list is not inclusive.
- o Other courses in the required subject areas, not on th