

## OCC1 551 PSYCHOSOCIAL PRACTICE IN OCCUPATIONAL THERAPY

**Credits:** 3

**Prerequisites:** Successful completion of OCC1-550 Enabling Human Occupation. A university level course in Abnormal Psychology is highly recommended and/or successful completion of OCC-443 Constructing Mental Health. Alternatively, preparatory reading on psychiatric diagnosis prior to the course is essential. A reading list can be provided upon request.

**Course Coordinator:**

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Meetings by appointment only, in Hosmer 103

**Lecturers and seminar leaders:**

Orly Estein, B.A.

Sandra Everitt, M.Ed.

Keven Lee, Ph.D. candidate

Rapahel Lencucha, Ph.D.

Melissa Park, Ph.D.

Suzanne Rouleau, M.Sc.

Hiba Zafran, Ph.D.

And guest speakers

**Course Description:** This course covers the basic principles and application of interviewing techniques, evaluation processes, and intervention approaches for values-based practice (VBP) in occupational therapy (OT) for clients with psychiatric conditions and/or psychosocial dysfunction. The Model of Human Occupation (MOHO) is used as the conceptual model for practice.

**Expanded Course Description:** This course is based on lectures, hands-on and practical reasoning seminars, using case-based clinical reasoning. It provides reasoning principles and practice approaches for OT in mental health, policies and principles of recovery as defined by the Mental Health Commission of Canada, and application of the Model of Human Occupation (MOHO) in mental health practice. It also covers assessment methods, goal setting, individual and group interventions in clinical OT for, and therapeutic use of self with, persons diagnosed with psychiatric conditions, mental health issues and/or experiencing psychosocial dysfunction. In order to integrate a person-centered perspective into their practice of essential clinical skills, students have opportunities to reflect on testimonies from persons with lived experience of mental illness, who are users of mental health services. Students also

practice clinical reasoning in the evaluation process and therapeutic use of self with standardized clients with psychiatric diagnosis at the McGill Medical Simulation Center.

**Course Structure:** This course consists of 2 ½ hours/week of lectures and/or clinical reasoning case-based group discussions. For the afternoon seminars and workshops, the class is separated in two groups: one group on Tuesday afternoon and one group on Thursday afternoon. Each group (group A and group B) will have nine (9) mandatory three-hour seminar/workshops throughout the winter semester. One (1) of those seminars will be a Professional Reasoning Seminar (PRS) and the other eight (8) will be Hands-On Workshops (HOW), including a formative experience at the Medical Simulation Center.

**Learning Outcomes:** With attendance and active participation during lectures and seminar/workshops, students will develop the following core competencies as they relate to the roles of occupational therapists<sup>1</sup>:

Professional:

1. Be aware of the roles of occupational therapists in mental health and apply them to various client scenarios;

Expert:

2. Analyze and understand the impact of psychiatric conditions on a person's occupational identity and performance within the Model of Human Occupation (MOHO) framework;
3. Engage in reflection and clinical reasoning, including the ability to discriminate between narrative/inductive and procedural/deductive domains of clinical reasoning in order to foreground cultural safety and values-based practices in enabling occupations;
4. Determine and select an evaluation process for clients with various conditions, keeping in mind values-based practice and recovery principles;
5. Determine occupation-based goals/outcomes and specific objectives and select appropriate therapeutic interventions for individuals and/or groups of clients with psychosocial dysfunction;

Advocate/Change agent:

6. Be aware of the centrality and influence of health care policy and legislation in situating OT practice, in particular in relation to the Recovery approach

Collaborator:

7. Adopt a person-centered stance and values (humility, care, compassion) during interviews and group processes;
8. Determine and formulate interventions/recommendations related to the person's personal, family, community and institutional environments;

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<sup>1</sup> Profile of Occupational Therapy Practice in Canada, 2012  
McGill University BSc Rehabilitation Science (Occupational Therapy) Course Guide 2017-18

Communicator:

9. Initiate the development of skills related to therapeutic use of self in interviewing and offering group-based interventions in mental health practice;
10. Initiate the development of skills related to formulating a written Analysis, occupation-based global goals and specific objectives, as they apply to case scenarios;
11. Use theory of group dynamics to observe, experience and analyze group content and process;
12. Initiate the development of skills related to the use of de-escalation strategies in dealing with potentially problematic clinical interactions;

Scholarly practitioner:

13. Apply basic literature search principles to case-based assignments;
14. Identify basic outcome measures for psycho-social occupational therapy practice.

**Course Content:**

1. Introduction to the roles of occupational therapists in mental health, to Canadian mental health policy and to approaches supporting recovery.
2. The application of the MOHO model to clients in mental health.
3. The therapeutic use of self in interviewing for eliciting person-centered outcomes, and leading groups.
4. Establishment of client-centered treatment goals and objectives.
5. Principles and application of assessments used for psychosocial dysfunction and/or psychiatric conditions.
6. Introduction to treatment approaches for an individual and/or a group of clients with psychosocial dysfunction and/or psychiatric conditions, across the lifespan.

**Mandatory Professional Reasoning Seminar (PRS) and Hands-On Workshops (HOW):**

1. Hands-On Workshops (HOW) on de-escalation of violence part I and II;
2. HOW on eliciting observations and identifying interviewing skills and strategies from a video demonstrating narrative interviewing and therapeutic use of self;
3. HOW at the Simulation center (formative 5%): conducting and observing person-centered narrative interviews with clients diagnosed with psychiatric conditions;
4. HOW on selected assessment tools;
5. Professional Reasoning Seminar (PRS) on writing an Analysis, setting person-centered goals, specific objectives and selecting assessment methods;
7. HOW on therapeutic use of self in a group context part I: leadership styles, process vs. content;

8. HOW on therapeutic use of self in a group context part II: facing therapeutic challenges
9. HOW on choosing occupation based individual and group interventions, as well as setting objectives related to the person's environment, using procedural and/or narrative reasoning.

Detailed information on the lectures, seminar and workshops will be available on

MyCourses.

**Required Texts (This course pack and recommended readings will be useful for all upcoming courses related to psycho-social practice: OCC1- 551, 618 and 622)**

- Kielhofner, G. (2008). *Model of Human Occupation: Theory and Application*, 4<sup>th</sup> ed. Philadelphia: Lippincott, Williams & Wilkins.
- Estein, O., Everitt, S., Lee, K., Lencucha, R., Park, M., Rouleau, S., Zafran, H. (2018) OCC1-551 Psychosocial Practice in Occupational Therapy – CoursePack.

**Recommended Texts (copies on reserve at the library)**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V*, 5<sup>th</sup> ed. Washington, DC: American Psychiatric Association.
- Bonder, B. (2004). *Psychopathology and function*, 3<sup>rd</sup> ed. Thorofare: Slack.
- Cara, E. & MacRae, A. (2013). *Psychosocial Occupational Therapy: A Clinical Practice*, 3<sup>rd</sup> edition. Clifton Park, NY: Thompson Delmar Learning.
- Cole, M.B. (2012). *Group dynamics in occupational therapy. The theoretical basis and practice application of group intervention*. Thorofare, N.J.: Slack Incorporated.
- Dimock, H. G., & Kass, R. (2007). *How to observe your group*. North Concord, ON: Captus Press Inc.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health: An Integrative Approach*, 2<sup>nd</sup> ed. Thorofare: Slack.
- Kaplan, H.I., & Sadock, B.J. (latest edition). *Kaplan and Sadock's Synopsis of Psychiatry*. Baltimore: Lippincott, Williams & Wilkins.

**Copyright of course materials:** Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

**Student Assignment and Evaluation:** TBA, may consist of:

Name of Assignment	Due Date	% of Final grade
Sim center reflective/ formative	TBA	5%
MOHO analysis/ formative (G)	Feb 13	5%
Midterm exam	Week of Feb 20	30%
CBA group project (G)	March 24	20%
Final exam	TBA	40%

**Handing in Assignments:** Assignments must be submitted on MyCourses by the due dates. Times and exact dates for assignments will be provided the first day of class.

**Statement of contribution:** Attached to the **group assignment** include a “**statement of contribution**” outlining what each student’s role was when completing the assignment.

**Special Requirements for Course Completion and Program Continuation:** For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations. This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational Therapy Course Guides.

**Plagiarism/Academic Integrity:** [Amended by Senate on April 17, 2013]: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).

**Attendance:** Students are expected to attend every lecture and lab. Students who have missed more than 10% of Seminar/Workshops (i.e. *more than one in this course*), without prior approval or a medical notice will have a 5% mark deducted from their final course mark. This rule applies to all required workshops and seminars. Some lecture time will include in-class case-based discussion, please be aware if you wish to benefit from them.

**Right to submit in English or French written work that is to be graded:** In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** Lateness will be penalized by the loss of 1 mark/day.

**Disability:** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.

**The following behaviors are expected of health care professionals :**

**Professional Conduct and Dress Code:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student- student interactions. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Technology in Class:** Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silent during class time and phone calls should only take place during the break or after class.

**Diversity Statement:** The Occupational Therapy Program recognizes our responsibility to foster a learning environment where students and instructors can engage in dialogue and exchange ideas without being made to feel unwelcome or disrespected in view of their identity or beliefs. The Program intends that the instructional design of all courses minimize any barriers to participation, particularly barriers based on age, biological sex, disability, gender identity or expression, indigenous ancestry, linguistic and cultural background, race/ethnicity, religion, sexual orientation, political views/opinions/ideologies, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

**In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**