

OCC1-618 APPLIED OT PSYCHOSOCIAL THEORY

Credits: 5

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Office Hours: By appointment.

Prerequisites: OCC1 551 is a prerequisite for this course. Specifically, this course builds on basic knowledge of the recovery model as defined in the policy statements of the Mental Health Commission of Canada, common psychosocial challenges, subjective & objective assessments, narrative & procedural reasoning in goal setting and intervention for individuals, narrative interviewing and therapeutic use of self, and culture as a figured world.

Course Description: This course is designed to prepare students to understand when to use illness, wellness and capacity models that they will use in clinical and community settings. It will also support students to develop and justify occupation-based interventions for groups. Strategic action for recovery-oriented care and mental health promotion in Canada requires the identification of and engagement with values and different types of evidence for all age groups and psychosocial issues, including those challenges that stem from physical and/or social conditions facing those with or without a primary psychiatric diagnosis. Values-based practice highlights the personal (our own as well as patients), professional, and institutional values that shape our professional reasoning and therapeutic use of self. To engender a values-based practice, the psychosocial curriculum draws from narrative-phenomenological research to illustrate how we explore “what matters most” to persons experiencing psychosocial challenges, and integrate this understanding with other types of evidence in our process of professional reasoning.

We have developed a professional reasoning matrix for OCC1-618 to help students (1) evaluate for what is at stake for particular persons to design a meaning-centered group protocol and session, and (2) evaluate for psychosocial dysfunctions to establish functional objectives. Using a top-down approach, students will first practice understanding what really matters for persons experiencing particular psychosocial challenges. This exploration will then inform the development of

recovery-oriented and occupation-based global goals. Students will then choose an evidence-based frames of reference used in psychosocial occupational therapy (cognitive & dialectical behavioral therapy, psychodynamic/object relations, sensory-motor, behavioral) and models of practice (psychosocial rehabilitation, resilience) to evaluate along the function-dysfunction continuum. The students will be encouraged to set strengths-based, specific objectives needed to obtain the global goal.

The students will work in pairs to develop a group protocol that includes the plan and rationale for one of the sessions from the group protocol. In this design process, students will draw from previous course work on occupational science, using occupational analysis to set global goals, and activity analysis to grade specific objectives for one session. During their co-leadership of the session detailed in their protocol, students will practice a therapeutic use of self (e.g., empathy, intersubjectivity, ambiguity, perspective-taking). Finally, students will reflect on their use of professional reasoning (e.g. narrative and procedural) and analyze its impact on their collaboration/co-leadership, group dynamics, and outcomes.

Student learning will be evaluated with: (1) participation in a professional reasoning hands-on-workshop (HOW); (2) two formative professional reasoning seminars (PRSs); (3) the design of their group protocol; (4) reflexivity and use of terms in their analysis of group dynamics of a session; and (5) a comprehensive knowledge and case-based exam.

Course Structure: (Content and Instructional Method) This course consists of 4 hours of lecture/week (13 weeks), 9 hours of hands-on-workshops, and 18-21 hours of seminars. The lecture content is organized into Modules I-IV. The instructional methods will focus on applying and discussing mental health policy, theory from empirically-based social science/humanities, and evidence-based psychosocial theory during class lectures, in-class PRSs, and after student-led seminars. We will emphasize student initiated and instructor-facilitated discussions (in class, MyCourses) in self-directed learning activities. The classroom discussions will foster active reflection and the ability to articulate the rationale for occupation-based goals and group interventions. The instructors will work to facilitate a classroom environment that encourages collective problem-solving and active learning that respects the different knowledge and experiences that each student brings to the discussion, and that experiential differences enrich the learning process.

- I. Core constructs of professional reasoning for psychosocial occupational therapy
 - Values-based practice;
 - Paradigms of human development;
 - Narrative-phenomenology (including narrative reasoning, mind-reading, envisioning, embodied metaphors, scenes);
- II. Frames of reference (FOR)
 - Cognitive & Dialectical Behavioral Therapy

- Psychodynamic (Object relations)
- Sensory Motor
- Behavioral

III. Models of practice

- Psychosocial Rehabilitation (PSR)
- Resilience

Course materials:

- Course Pack
- Cole, M.B. (2012). *Group Dynamics in Occupational Therapy ~ The theoretical basis and practice application of group intervention*. 4th ed. New Jersey: Slack Inc.
- Dimock, H.G. & Kass, R. (2007). *How to observe your group*. 4th ed. North Concord, ON: Captus Press Inc.

Recommended Texts:

- American Psychiatric Association, (latest edition), *Diagnostic and statistical manual of mental disorders*. Washington, D.C.: American Psychiatric Association.
- Bruce, M. & Borg, B. (2002). *Psychosocial Frames of Reference. Core for Occupation-Based Practice*. 3rd Ed. New Jersey: Slack Inc.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health: An Integrative Approach*, 2nd ed. Thorofare: Slack.
- Kaplan, H.I., & Sadock, B.J. (latest edition), *Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry*, Baltimore: Lippincott, Williams & Wilkins.
- Lougher, L. (2001). *Occupational Therapy for Child and Adolescent Mental Health*. London: Harcourt Publishers
- Nicholls, L., Cunningham-Piergrossi, J., de Sena-Gibertoni, C., & Daniel, M. (2012). *Psychoanalytic Thinking in Occupational Therapy*. John Wiley & Sons.

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.

Learning outcomes: By the end of this course, students will acquire knowledge and skills necessary to:

Expert in Enabling Occupation

Please note that the core profile role is *Expert in Enabling Occupation*, and that each of the other roles contributes to this ultimate objective. In addition, each objective may cut across a number of different of profile roles:

- (1) Understand what really matters to persons in their choices about what they do (occupations); and
- (2) Assess the occupational performance of clients with psychosocial dysfunction using different paradigms of human development.

Communicator (expert)

Recognizing and respecting client values is essential to being a *Collaborator* and *Change Agent*:

- (3) Articulate the narrative reasoning underlying their:
 - Evaluation of meaning (“what really matters”) and function-dysfunction;
 - Occupation-based global goal-setting in a group protocol;
 - Choice of activities used in a group session; and
 - Co-leadership of a group session.
- (4) Articulate the procedural reasoning underlying their:
 - Evaluation of psychosocial function-dysfunction;
 - Choice of frame of reference or model of practice to set specific objectives in a group session;
 - Choice of activities used in a group session; and
 - Co-leadership of a group session.

Collaborator

- (5) Identify what is meaningful to clients by identifying what they value in their personal narratives (expert);
- (6) Identify personal and professional values and how these values contribute to or hinder a therapeutic use of self;

Change Agent

Critical reflexivity on how paradigms and policy shape practices is fundamental to being a *change agent* and *scholarly practitioner*:

- (7) Explore the impact of different paradigms of human development, modes of professional reasoning, models of practice, and frames of reference on group dynamics;
- (8) To analyze how the institutional environment (i.e. rules, norms, strategies) influences the client-therapist relationship (e.g. identify policies that shape and are shaped by practice);
- (9) To investigate opportunities to shape the institutional environment and interrogate how factors (e.g. values, evidence, politics, norms) contribute to institution-building;

Scholarly Practitioner

The ability to reflect on personal, professional, institutional and other cultural values is not only critical to being an *Expert in Enabling Occupation* (understanding values of the client), but also fundamental to being a *Change Agent* (institutional & cultural values that shape practice), and *Scholarly Practitioner* (professional as well as other values that shape ‘evidence’ and practice:

- (10) Provide rationale for their treatment plans, drawing from best evidence (quantitative/ qualitative) and recovery-oriented and person first policy;

- (11) To develop the ability to discriminate between different ideas and their origins in scholarly material from the social sciences;

Professional

To “articulate” the relationship between a strengths-based recovery approach and core principles of occupational therapy also indicates that this objective applies also to our role as *Communicator* and *Scholarly Practitioner*, as well as central to our ability to be *Change Agents* in mental health promotion:

- (12) Understand, develop knowledge, and be able to articulate the relationship between recovery and engagement in meaningful occupations;
(13) Create a group protocol and implement this protocol in practice.

Assignments and Evaluations: 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. Student evaluation will include both formative and summative evaluations, with a focus on their professional reasoning.

Assignment	Form of evaluation	Weight
Formative PRS 1	Case Study & Presentation	5% (group)
Formative PRS 2	Written (Motivational Interviewing)	5% (group)
Group Intervention	Reflection on Experience Group Protocol Analysis of Group	5% (individual) 30 % (pair) 15% (pair)
Final Exam	Multiple Choice, Short answer, essay on course content and case studies	40% (individual)

Skills Building Attendance Mark: Attendance is mandatory and will be monitored at *Hands-on-Workshops* and *all Seminars* (in-class and group dynamics). Students will not be able to miss more than 10% (< 1 per term) of the HOWs or 10% (< 1 per term) of the PRSs without a written excuse. If they do, 10% of the total course mark will be removed. Given that student participation is an integral part of the learning process during seminars, students are encouraged to attend every session. If attendance at a session is not possible, the student must communicate their absence with both the seminar instructor and the pair facilitating the session.

Consequences of not completing assignments as requested: All assignments must be submitted at the beginning of the identified lecture through MyCourses assignments section. Late submissions will be penalized by the loss of 5 % per day, including weekends.

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least B- (65%) must be obtained of the individual, group, and total mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

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](#). L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Code de conduite de l'étudiant et des procédures disciplinaires](#).

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. Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities. When working with simulated patients student must be dressed professionally.

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.

Professional Conduct: 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.

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 silence during class time and phone calls should only take place during the break or after class.

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