

## OCC1-549 THERAPEUTIC STRATEGIES IN OT 2

*McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet.*

**Credits:** 4

**Prerequisite:** Successful completion of OCC1-545

**Class Times:** **\*\* Please see schedule for specific dates/times for lectures, HOWs, PRSs, and site visits - these may change slightly from week to week.**

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Guest lecturers

**Course Description:** Advanced occupational therapy (OT) evaluations and interventions for individuals with systemic and/or complex musculoskeletal conditions.

**Expanded Course Description:** Building on the knowledge acquired in OCC1-545, students will apply occupational therapy principles for individuals with systemic and/or complex musculoskeletal conditions across the lifespan, using the Canadian Model of Occupational Performance and Engagement (CMOP-E) as a framework. Special attention to the impact of the physical, social, cultural, and institutional environments on occupational performance will be explored.

**Course Structure:** This course includes 2 hours of lecture, 1 hour and 45 minutes of practical hands-on workshops, and 1 hour and 45 minutes of interactive professional reasoning seminars each week. Group and self-directed learning activities will be emphasized.

**Overall Objective:** Students will build on the knowledge and skills acquired in OCC1-545 and will be asked to effectively implement OT strategies for individuals with systemic and/or complex musculoskeletal conditions across the lifespan, taking into consideration environmental factors on occupational performance. Students will advance their clinical practice skills, problem-solving skills, and professional reasoning skills.

**Learning Outcomes by Essential Competencies and Roles:** Upon completion of this course, the student will be able to demonstrate competence in the following:

*Expert in Enabling Occupation*

- 1) Describe and discriminate between various musculoskeletal conditions (across the lifespan) and their associated pathologies.
- 2) Apply the Canadian Model of Occupational Performance and Engagement, within a case-based context, to occupational therapy assessment and intervention.
- 3) Propose and develop comprehensive, ethical, and evidence-based assessment and treatment plans within a client-centered context.

- 4) Analyze, synthesize and document assessment results to describe the personal, occupational, and environmental factors limiting optimal occupational performance.

#### Collaborator

- 5) Establish a professional relationship with clients and team members as part of Occupational Therapy practice.
- 6) Consider the role of interprofessional team members in assessment and treatment planning.

#### Communicator

- 7) Document and effectively communicate observations, measurement findings and treatment plans to relevant stakeholders.

#### Change Agent

- 8) Educate clients to be able to assume responsibility and advocate for their own comprehensive care.

#### Practice Manager

- 9) Choose the best mode of service delivery and services for a given clientele.

#### Scholarly Practitioner

- 10) Critically evaluate assessment tools based on clinimetric properties, clinical considerations, and client-centered practice principles.
- 11) Propose and develop assessment and treatment plans based on current evidence.
- 12) Appraise and document treatment outcomes and client satisfaction using selected outcome measures.

#### Professional

- 13) Adhere to professional standards of practice and conduct.
- 14) Demonstrate ethical practice and respect for diversity.

## Course Materials:

### **Required Texts**

- Reading list available on *MyCourses*
- Radomski, M.V. and Trombly-Latham, C.A. (2014). *Occupational Therapy for Physical Dysfunction (7<sup>th</sup> Edition)*. Baltimore, MD: Lippincott, Williams and Wilkins.
- Townsend, E.A. and Polatajko, H.J. (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation*. Ottawa, Ontario: CAOT Publications ACE.

### **Suggested Texts for Reference:**

- Canadian Association of Occupational Therapists (2002). *Enabling Occupation: An Occupational Therapy Perspective (Rev. Ed.)*. Ottawa, Ontario: CAOT Publications ACE.
- Case-Smith, J. and O'Brien, J.C. (2010). *Occupational Therapy for Children (6<sup>th</sup> Edition)*. Maryland-Heights: Mosby/Elsevier.
- Sames, K.M. (2015). *Documenting Occupational Therapy Practice*. Upper Saddle River, New Jersey: Pearson/Prentice Hall.
- Weinstein, S.L. and Buckwalter, J.A. (2005). *Turek's Orthopaedics: Principles and their Application (6th Edition)*. Baltimore, MD: Lippincott, Williams and 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:** Student evaluation will be ongoing throughout the term. Several evaluation techniques will be used and will include both individual and group evaluations, as well as formative and summative evaluations. Specific evaluation breakdown will be as follows:

<b>Evaluation</b>	<b>Percentage of Final Grade</b>
Case-Based Assignment (Group)	10%
Advocacy Letter (Individual)	10%
SOAP Note (Group)	10%
Daycare-Children Activity (Group)	10%
Reflection on Daycare Activity	5%

(Individual)	
Architecture House Project (Group)	15%
Wheelchair and Seating Practical Assessment (Individual)	10%
Final Exam (Individual)	30%

**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. Additionally, 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 (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). *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 (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).*

**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. *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).*

**Skills Building Attendance Mark:** Attendance at all hands-on workshops (HOWs) and professional reasoning seminars (PRSs), including site visits, is mandatory. Students will not be able to miss more than 15% of the workshops

(i.e. more than 2 per term) or 15% of the professional reasoning seminars (i.e. more than 2 per term). If they do, 10% of the total course mark will be removed.

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends.

**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. Professionalism with respect to dress is encouraged throughout the course of the semester and expected during site visits. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Disability:** If you have a disability and require accommodations for this course, please contact the course coordinator to arrange a time to discuss your situation. Students must contact the Office for Students with Disabilities at 514-398-6009 to receive any specific accommodations for the course or assessments.

**Technology in Class:** Your respectful attentive presence is expected; therefore, while you are permitted to use your electronic devices in class, it is understood that you will not be using them for social purposes during class time (e.g. email, texts, Facebook. etc.). Your cell phone should be on silence 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 unwelcomed 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.

**Health and Wellness Resources at McGill:** Student well-being is a priority at McGill University. All of the university's health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at [mcgill.ca/wellness-hub](http://mcgill.ca/wellness-hub) or drop by the Brown Student Services Building

(downtown) or Centennial Centre (Macdonald campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit [mcgill.ca/lwa](http://mcgill.ca/lwa)).

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