

## OCC1 545 THERAPEUTIC STRATEGIES IN OT1

**Credits:** 8

**Course Coordinators:** B. Nedelec, B. Shankland

**Course Instructors:** K. Falcicchio, M. L. Grenier, D. Nguyen

**Course Description:** Occupational therapy (OT) evaluation and intervention in health conditions related to disorders of musculoskeletal structures.

### **Expanded Course Description:**

A musculoskeletal framework is used to evaluate occupational performance, to establish client-centered goals and to competently navigate case studies, across the lifespan. Case discussions will be framed using the Canadian Model of Occupational Performance and Engagement.

### **Course Structure:**

This course includes 4.5 hours of lecture, 4.5 hours of practical hands-on workshops (HOWs) where assessment and treatment skills will be developed and mastered, and 2 hours of interactive professional reasoning seminars (PRS) per week. Group and self-directed learning activities will be emphasized.

### **Overall Objectives:**

The student therapist will acquire knowledge and skills necessary to:

- 1) evaluate the physical, affective and/or spiritual performance components for various musculoskeletal conditions throughout the lifespan,
- 2) evaluate the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance,
- 3) establish client-centred goals, and
- 4) plan, initiate, carry out and evaluate occupational performance-based treatment that is appropriate for individuals of all ages.

### **Learning Outcomes:**

Upon completion of this course, the student therapist will demonstrate competence in the following areas:

### Expert in Enabling Occupation

- Describe musculoskeletal conditions, associated pathologies and medical interventions. (Communicator)
- Discriminate amongst the musculoskeletal conditions, associated pathologies and medical interventions.
- Apply the Canadian Model of Occupational Performance and Engagement for a given client in relation to occupational therapy assessment and intervention.
- Develop a comprehensive OT assessment plan for a given client and perform the assessments for:
  - a. voluntary movement
  - b. action
  - c. task
  - d. activity
  - e. occupation
  - f. client priorities & satisfaction with performance.
- Synthesize assessment results in accordance with the Canadian Model of Occupational Performance and Engagement and professional standards.
- Collaboratively with the client, develop the OT problem list, long- and short-term goals and treatment plan that is the 'most appropriate' for them including:
  - a. therapeutic activities & modalities
  - b. strategies to enhance independent living
  - c. environmental modifications to enable health and well-being
  - d. psychosocial interventions.(Collaborator, Communicator, Scholarly Practitioner)
- Effectively implement Occupational Therapy treatment plan.
- Analyse the physical, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance.
- Appraise the treatment outcome and client satisfaction using selected outcome measures.

### Communicator

- Document the OT assessment results, problem list, long- and short-term goals, treatment plans, treatment outcome and client satisfaction in accordance with the Canadian Model of Occupational Performance and Engagement and provincial regulatory and organizational standards. (Professional)
- Effectively implement Occupational Therapy by:

- a. establishing a professional relationship with the client (Expert in Enabling Occupation)
- b. using effective communication strategies
- c. providing a culturally safe environment (Professional)

#### Collaborator

- Effectively implement Occupational Therapy by:
  - a. describing the value of establishing a positive working relationship with the other interprofessional team members
  - b. describing ways to effectively work with other team members to achieve client-centred goals
  - c. effectively managing team conflict when it arises (Communicator)

#### Practice Manager

- Effectively implement Occupational Therapy by:
  - a. choosing the best mode of service delivery
  - b. adhering to professional standards
  - c. understanding and applying appropriate time management skills (Professional)

Change Agent (addressed in OCC1 549, the Winter term portion of this course)

#### Scholarly Practitioner

- Students will apply and discuss
  - a. reflective practice principles (Expert in Enabling Occupations, Collaborator, Change Agent)
  - b. evidence-informed practice strategies
  - c. self-assessment strategies of their personal learning needs and plans to remediate identified gaps (Expert in Enabling Occupations, Collaborator)

#### Professional

- Demonstrate ethical practice and respect for diversity.
- Appropriately modify assessment and treatment plans based on ethical considerations and client values.

## **Course Materials:**

### **Required Texts:**

Course Pack (available through bookstore)

Radomski, MV & Trombly Latham, CA (2014) Occupational Therapy for Physical Dysfunction 7<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore. (available through bookstore)

Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario. NOTE\*: This is one of the textbooks in the bundle purchase from CAOT.

Canadian Occupational Performance Measure. NOTE\*: This is one of the textbooks in the bundle purchase from CAOT.

### **Recommended Texts:**

Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario NOTE\*: This is one of the textbooks in the bundle purchase from CAOT.

Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore (available electronically

<https://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=2032483>)

or

Eiff MP Hatch R & Higgins MK (2012) Fracture Management for Primary Care. 3<sup>rd</sup> Edition, Saunders/Elsevier: Philadelphia (available electronically [http://mcgill.worldcat.org/title/fracture-management-for-primary-care/oclc/759159542&referer=brief\\_results](http://mcgill.worldcat.org/title/fracture-management-for-primary-care/oclc/759159542&referer=brief_results))

**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 done in an ongoing format throughout the term and will include both formative and summative evaluations.

## **Mark distribution:**

### Content-based competency quizzes (CCQ) – 10%

There will be 9 CCQ throughout the semester. These will count for 10% of the final grade for the course. To obtain the 10%, students are required to demonstrate that they have acquired the necessary knowledge from readings on all assignments (i.e. obtain >80%).

### Case-based assignments (CBAs) – 30%

There will be 5 case-based assignments throughout the semester. Students will be working in assigned groups.

### Final examination – 25%

The final examination is a written examination that takes place during the university final examination period. This exam will include both multiple choice and short answer questions.

### Objectively Scored Clinical Examination (OSCE) - 35%

The OSCE is a practical examination with simulated clients/patients used to assess clinical skills performance.

A detailed description of these evaluations will be provided as part of the course schedule on the first day of class.

**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:** 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 <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 professional reasoning workshops (PRSs) and how-to seminars (HOWs) is mandatory. Students will not be able to miss more than 15% (i.e. more than 3 per term) of the HOWs or 15% (i.e. more than 2 per term) of the PRSs without a written excuse. 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.

**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.

**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.

**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.**