

OCC1 547 OCCUPATIONAL SOLUTIONS I

Credits: 6

Course Co-coordinators* and instructors:

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Office Hours: By appointment
Additional Instructors and guest lecturers: TBA

Course Description: Assessment and treatment of clients across the lifespan with disorders of the nervous system, and a focus on impairments at the level of the body structures and functions (motor, sensory, perceptual- cognitive and behavioural) and its impact on activity.

Course Structure: Course consists of multiple formats comprising a 2-hour lecture, 2-hour Hands on Workshops (HOWs) and 2-hour Professional Reasoning Seminars (PRSs) using cases-based/self-directed learning contexts (for a total of 6 hours per week). Clinical site visits are included, as well.

Room locations may vary according to weekly class format and structure, as some Hands on Workshops and/or Professional Reasoning Seminars will take place in Hosmer House. Please check the weekly course syllabus and Minerva prior to each class.

Course Content: Neurodevelopment (within the context of the WHO International Classification of Functioning, Disability and Health - ICF) across the lifespan; Course is divided into two modules: Pediatric and Adult

Introduction:

- International Classification of Functioning, Disability and Health (ICF framework)
- Introduction of the Disability Creation Process (DCP/PPH); comparison to ICF
- Fetal-neonatal development including primitive reflexes
- Neurodevelopmental and adult neurological conditions
- Analysis of occupational performance issues and occupational performance conditions in comparison to the domains of the ICF.
- Client-centred goal setting to enable participation in meaningful occupations
- Major comorbidities in neurologic conditions (pain, sleep, behaviour)
- Evidence-based practice in neurologic conditions

Adults

- Adult and older adult development
- Impact of neurologic conditions on activities (physical, perceptual-cognitive, social-emotional, behavioural)
- Occupational Therapy assessments for neurological conditions (neuromotor and perceptual-cognitive)
- Treatment approaches and interventions involving therapeutic activities and strategies

Pediatrics

- Normal development (motor, cognitive, social-emotional, play) of infancy, childhood, adolescence
- Abnormal development (motor, perceptual-cognitive, social-emotional, behavioural) of infancy, childhood, adolescence and impact on occupations
- Occupational Therapy and neurodevelopment assessments for neurological conditions
- Treatment approaches and interventions involving therapeutic activities and strategies

I. Learning Objectives (aligned with Professional Competencies (CAOT, 2012).

By participating in this course, the student will be able to:

Expert in enabling occupation

- a) Understand the pathology and impact of neurological conditions on occupational performance, activities and participation across the lifespan. (scholarly practitioner)
- b) Interpret the problems and impact on health and well-being following application of the ICF and the Disability Creation Process (DCP/ PPH) (frameworks). (change agent)
- c) Identify client strengths, challenges and resources available to assist in client-centred goal setting.

- d) Develop and prioritize client-centred goals to case-based contexts.
- e) Differentiate between treatment approaches applied in OT practice/ neuro-rehabilitation and justify each approach in clinical practice (scholarly practitioner)
- f) Develop treatment activities or strategies based on assessment results, treatment goals and treatment approaches tailored to the client's needs in order to promote competence and health in occupational performance domains across the lifespan.
- g) Implement a client-centered approach in the assessment and interventions of clients across the lifespan with neurological conditions.

Professional

- a) Recognize the unique roles and scope of occupational therapy practice for pediatric, adult and older adult clients with neurological conditions. (expert)
- b) Demonstrate professional and ethical behaviours during site visits.

Scholarly Practitioner

- a) Apply self-directed learning approaches to acquire and integrate new knowledge to clinical skills.
- b) Demonstrate the application of selected neuro-motor/ neurodevelopmental and/or perceptual-cognitive assessments.
- c) Analyze the results of selected neuro-motor / neurodevelopmental and/or perceptual-cognitive assessments.
- c) Select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context. (expert)
- d) Apply and appraise evidence from the literature to clinical assessments and interventions in neuro-rehabilitation.

Change Agent

- a) Value the importance of advocating on behalf of the client and family through client-centred goal setting and planning treatment activities/strategies. (expert)

Collaborator

- a) Appreciate a collaborative, interdisciplinary team approach in neuro-rehabilitation for treatment planning and implementation.

Communicator

- a) Build on communication skills, oral and written, necessary for educating and consulting with the client, family, team members and fellow students.(collaborator, expert, scholarly practitioner)

Required Textbooks:

1. Case-Smith J. and Clifford O'Brien J. (2014) *Occupational therapy for children: 7th ed.*
2. Zoltan B. (2007) *Vision, perception, and cognition: a manual for the evaluation and treatment of the neurologically impaired adult: 4th ed.* One copy of this text will remain on **reserve at the Health Sciences Library** (McMed)

Additional Required Reading:

3. Bonder, B. R., & Bello-Haas, V. D. (Eds.). (2009). Functional performance in older adults (3rd edition). F.A. Davis. (B&B). *will be available through the library as an e-book and there is no need for purchase*
4. Neuroscience Learning Resource for Rehabilitation Students (posted on myCourses)
5. Additional Resources will be posted on myCourses.

Supplemental Readings/Resource Textbooks:

- Radomski and Trombly Latham (2014) *Occupational therapy for physical dysfunction: 7th ed.* : (Ch. 21, 22, 23, 24, 32, 33, 34, 35, 38)
- Majnemer, A. (2012). Measures for Children with Developmental Disabilities: AN ICF-CY Approach. London: MacKeith Press
- Louise, H. The little Dark Spot (copies in Assessment Library)

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.

It is expected that each student independently review the modules *Physical and Occupational Therapy - Neuroscience Learning Resource for Rehabilitation Students* for self-directed learning as this information is critical to the understanding of neurological conditions and student's ability to apply assessment and treatment strategies. The *Neuroscience Learning Resource modules* are posted on **myCOURSES**.

Student assignment and evaluation 2020

Assignments	Weighted Value
ADULT MODULE	
1) Case Based Assignment 1 Adult-written (Group)	10%
2) Case-based Assignment 2 Adult- oral (Group))	15%
PEDIATRIC MODULE	
3) Case Based Assignment 1 Pediatrics-normal development- written (Group)	10%
4) Competency based Quiz on normal development (Individual)	10%
5) Case Based Assignment 2 Pediatrics-written (Group)	10%
6) Final Written Exam (Individual) Comprehensive exam of adult and pediatric content Winter exam period	40%
7) 5 Participation reflective submissions (Individual)	5%

Interprofessional Education (IPE): IPE is valued and integrated within the Occupational and Physical Therapy curricula of the MSc.A OT/PT programs. **IPEA 501 *Communication in Interprofessional Teams*** has been planned within this course and will be implemented on the afternoons of **January 15, 2020 (Group A) and January 29, 2020 (Group B)**. Attendance and participation are mandatory. Students will attend one session (scheduled times: 1:30-3:30 or 4:00-6:00 pm). If a student is absent for IPEA 501, completion of an alternative written assignment will be required.

Special Requirements for Course Completion and Program Continuation:

In order to pass the course, a grade of at least C+ (60%) for U3 students or B- (65%) for QY students must be obtained as a total course mark. Both individual and group sections of the course must be passed. A supplemental exam is permitted in this course. Please refer to Section 7.7 Examinations McGill University Health Sciences Calendar for information on University regulations regarding final examinations and supplemental examinations.

Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine Code of Conduct](#).

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](#)

Statement on Diversity: 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.

“McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which on which peoples of the world now gather”.

Professional Conduct and Dress Code: Professionalism and accountability are expected throughout the professional program. This includes the on-going respectful nature of teacher-student as well as student-student interactions. Professional conduct also applies to one's personal appearance. It is each student's responsibility to have appropriate attire during all class assignments and learning activities, particularly during clinical visits.

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.

Attendance: Attendance is expected for all classes and is mandatory for all hands on workshops (HOWs), professional reasoning seminars (PRSs) and clinical site visits. Attendance will be taken for these mandatory learning activities. Students who have missed more than 15% of mandatory learning activities including requirements for IPEA 501 (i.e. more than 2 per term) without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

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: An individual who does not complete a required assignment and who does not have a university recognized reason for deferral will receive a zero (0) in that portion of the course. Assignments submitted late will receive a deduction of 5% per day, including weekends. All assignments are due by 11:59 pm on the specific due date.

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.

Health and Wellness Resources at McGill: Student well-being is a priority for the University. All of our 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 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).

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