

## OCC 625: Functional Environments

<b>Credits</b>	3 (39 hours)
<b>Instructors:</b>	Marie-Christine Beshay, M.Sc. (OT) (514) 398-1797 <a href="mailto:marie-christine.beshay@mcgill.ca">marie-christine.beshay@mcgill.ca</a>
	David Covo, (514) 398-6763 <a href="mailto:david.covo@mcgill.ca">david.covo@mcgill.ca</a>

**Access to the instructors:** Office hours by appointment  
Please email ahead to make an appointment

**Course description:** This course is designed to facilitate knowledge sharing and collaboration between occupational therapy students, the architecture faculty and with the office for students with disabilities. Students will have the opportunity to appreciate, analyze and intervene on the design and construction of built environments with the goal of promoting accessibility. Various environments will be introduced and considered throughout this course and opportunities to collaborate with different stakeholders will allow students to gain skill in collaborating with clients and organizations to identify optimal accessibility solutions.

**Course structure:** The course consists of lectures, presentations by guest lecturers, consultations, case studies, site visits, group work as well as self-directed learning activities.

**Course objective:** To examine current knowledge and evidence about accessibility, universal design and assess client-centered needs to consider functional environments, as well as to promote effective inter-professional collaboration and communication.

**Student learning outcomes\*:** At the completion of the course, the student will be able to:

Expert in enabling occupation: Apply knowledge of occupation and occupational performance to enable clients' ability to function and perform in their environments.

Communicator: Demonstrate effective and dynamic communication with peers and colleagues from other professions to present the needs of clients, share knowledge about occupations, negotiate solutions and discuss challenges efficiently.

Collaborator: Demonstrate the ability to work effectively within an inter-professional team to enable participation in occupations, promote shared decision-making and meet common goals established for the client. Utilize Knowledge Translation principles to disseminate knowledge to colleagues and practically apply findings to address client needs.

Practice manager: Demonstrate the ability to manage issues, effectively schedule meeting times, as well as manage priorities to meet deadlines.

Change agent: Demonstrate expertise in advancing occupational performance and advocating for the needs of clients facing environmental barriers. Apply foundational knowledge of occupational justice and occupational performance to evaluate policies and systems to promote universal access to environments.

Scholarly practitioner: Incorporate research and evidence to support effective, efficient and cost-conservative solutions to facilitate access to functional environments.

Professional: Demonstrate professional and ethical standards to manage personal and professional limits, and demonstrate positive attitudes and integrity in addressing altruistic motives for promoting public health and universal access to environments.

\* Based on the Profile of Occupational Therapy practice in Canada (<https://www.caot.ca/pdfs/2012otprofile.pdf>)

**Course content:** This is a professional elective course for Occupational Therapy Professional Master's students and Architecture students. It is designed to examine the environmental complexities of built spaces in order to address the barriers to universal access to functional environments. In this context, students will utilize an inter-professional, client-centered and evidence-based approach to enable universal access to built environments for clients with physical disabilities. The course will be in a lecture/seminar format and the instructors will use lectures, readings, discussions, presentations, critiques and fieldtrips to disseminate and apply knowledge.

**Course materials:**

Required: Course pack for OCC-625

- All readings included in the course pack are mandatory unless otherwise indicated and it is the student's responsibility to ensure that he/she has read all the materials prior to class.
- Additional readings may be assigned as necessary

Recommended textbooks:

Letts, L., Rigby, P., & Stewart, D. (2003). *Using Environments to Enable Occupational Performance*. Thorofare, NJ: Slack Incorporated.

**Instructional methods:** This course will include readings, reading guides, lectures, clinical cases and vignettes, small group discussions and site visits. Students are expected to find literature in a self-directed manner to complement their understanding of the various topics covered in class if deemed necessary. The learning outcome in this advanced elective is highly dependent upon student participation and contribution.

**Student assignments and evaluation:**

Students will be graded on the following:

- In class attendance and participation;
- Critical reasoning and appraisal;
- In class assignments;
- Site visits and analysis;
- Term project\*;

\*Term project: A detailed description of the term project will be provided on MyCourses and will be explained in detail during the first lecture.

Any late submission will be subject to a 5% penalty per day, including weekends. For any extended absences, students are required to contact their course instructor and program director.

All group work will be monitored carefully and any evidence of inequitable contribution of team members to the assignments will be evaluated accordingly. Accepted assignment formats will be detailed as part of the assignment description provided on MyCourses. Evidence and research referenced in assignments should follow APA guidelines.

You may complete assignments in either of the two official languages. Alternating between French and English within an assignment is not acceptable.

**Online course evaluations:** Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying areas of improvement. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed to facilitate student learning.

**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.

**Copyright of course material:** "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".

**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](#)

**Attendance:** Attendance to classes is mandatory. It is the responsibility of each student to attend classes prepared and be actively involved. It is common professional courtesy to attend classes scheduled in health care institutions.

**Right to write in (English or in) French:** "Every Student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objects of the course."

**Consequences of not completing assignments as requested:** Assignments not completed on time will be penalized accordingly. In the event that an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible.

**Disability:** If you have a disability you may register with the [Office for Students with Disabilities](#) at [514-398-6009](#). You are also welcome to contact the instructor to arrange a time to discuss your situation.

**Professional Conduct:** Professionalism and accountability are expected throughout the course of the semester.

**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, social media, text messages). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester especially while on site visits.

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