

## OCC1 551 PSYCHOSOCIAL PRACTICE IN OCCUPATIONAL THERAPY

**Credits:** 3

**Prerequisites:** Successful completion of OCC1-550 Enabling Human Occupation. A university level course in Abnormal Psychology is highly recommended and/or successful completion of OCC-443 Constructing Mental Health. Alternatively, preparatory reading on psychiatric diagnosis prior to the course is essential. A reading list can be provided upon request.

**Course Coordinator:** Suzanne Rouleau, OT, M.Sc.  
[suzanne.rouleau@mcgill.ca](mailto:suzanne.rouleau@mcgill.ca)

Meetings by appointment only: request to be made by email and Zoom meeting invitation to be sent by S. Rouleau

**Course Instructors:** Raphael Lencucha, Ph.D.  
Melissa Park, Ph.D.  
Suzanne Rouleau, M.Sc.  
TBD

**Course Lecturers:** Sandra Everitt, M.Ed.  
Keven Lee, M.Sc., Ph.D. candidate  
Others TBD

**Teaching Assistant:** TBD

**Course Description:** This course covers the basic principles and application of professional reasoning in values-based practice (VBP) for occupational therapy (OT) clients with psychiatric conditions and/or psychosocial dysfunction. The Model of Human Occupation (MOHO) is used as the conceptual model for practice.

**Expanded Course Description:** This course is based on lectures, hands-on workshops (HOWs), and case-based professional reasoning seminars (PRSs). To provide a foundation for professional reasoning for OT in mental health, the course introduces students to policies and principles of personal recovery as defined by the Mental Health Commission of Canada. In order to integrate a person-centered

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perspective into their practice of essential clinical skills, students have opportunities to reflect on testimonies from persons with lived experiences of mental illness. Students will understand the role of narrative reasoning in recovery-oriented, occupation-based practice and be able to use narrative reasoning skills to develop therapeutic relationships and begin assessment and global goal setting (long term) with five standardized clients with different psychiatric diagnosis at the McGill Medical Simulation Center. Throughout the remainder of the semester, the students will practice integrating narrative with procedural reasoning using the Model of Human Occupation (MOHO), developing specific objectives (shorter term), proposing individual and group interventions for persons diagnosed with psychiatric conditions, mental health issues and/or experiencing psychosocial dysfunction. The concepts learned during lectures will be applied to the five SIM Centre clients, throughout the semester.

### **Course Structure**

**Lectures:** This course consists of weekly lectures (2 ½ hours) with case-based professional reasoning class group discussions where students apply the content seen in lectures to clinical cases. See detailed course content below.

For remote teaching, weekly lectures (30 – 45 minutes) will be pre-recorded and made available on MyCourses. During the usual set time for lectures, online live sessions will be offered via Zoom for class discussion, practical exercises and questions.

**Practical seminars and workshops:** The class will be separated into two groups (Group A and Group B) for the professional reasoning seminars and hands-on-workshops. The exact schedule will be confirmed during first week of class.

Throughout the semester, attendance will be mandatory for four (4) professional reasoning seminars (PRS) and eight (8) hands-on-workshops (HOWs), including a formative experience at the Medical Simulation Center. Students must note the day and time periods for these mandatory PRS and HOW, as they vary from 2 to 3 hours in length.

Zoom meeting links will be posted on MyCourses for sub-groups. Students will be expected to have equipment that has access to a camera so that other group members and leaders may see facial expressions in order to facilitate open discussions. Please contact the course coordinator in advance of the semester if you need support meeting these expectations. \*Note: Students will be expected to follow Zoom etiquette for the School of Physical & Occupational Therapy, which will be posted on MyCourses.

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**Learning Outcomes:** With attendance and active participation during lectures and seminar/ workshops, students will develop the following core competencies as they relate to the roles of occupational therapists.<sup>1</sup>

By the end of the semester, students will be able to:

*Professional:*

1. Understand and apply professional reasoning to the occupational therapy process to clients with psychosocial issues and psychiatric conditions;

*Expert:*

1. Hypothesize an occupation-based global goal for particular clients with psychiatric conditions, based on narrative reasoning;
2. Select and justify the use of specific evaluations/assessment methods, including narrative and body-based approaches for clients with various psychiatric conditions;
3. Select and justify occupation-based interventions for pediatric and adult clients with psychiatric conditions, including sensory issues;
4. Determine the impact of psychiatric conditions, using the Model of Human Occupation (MOHO), on occupational identity and performance;
5. Determine specific objectives, as steps towards the global goal, for clients with different psychiatric conditions;
6. Recognize the content and processes of group-based OT interventions;

*Advocate/Change agent:*

1. Recognize how key values across mental health policies, including but not limited to recovery, align with occupational therapy values and can be used for advocacy;

*Collaborator:*

1. Apply and display a person-centered stance and values (humility, respect, empathy) and recognize moments of intersubjectivity during simulated interviews and group exercises;

*Communicator:*

1. Apply narrative interviewing strategies with a person with a psychiatric condition (simulated situation) to listen for and understand what really matters to that particular person;
2. Formulate a case-based OT analysis, as a way to conclude an OT initial evaluation report, using a combination of narrative and procedural reasoning, for particular clients with various psychiatric conditions;

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<sup>1</sup> Profile of Occupational Therapy Practice in Canada, 2012

*Scholarly practitioner:*

1. Identify outcome measures for psycho-social occupational therapy practice.

**Course Content:**

1. Introduction to the roles of occupational therapists in mental health and to recovery-oriented Canadian mental health policy.
2. The use of narrative reasoning and interviewing for eliciting person-centered and meaningful global goals.
3. Principles and application of body-based approaches with pediatric psychosocial issues.
4. The application of the Model Of Human Occupation (MOHO) to clients with psychiatric conditions.
5. Principles and application of assessment methods used for psychosocial dysfunction and/or psychiatric conditions and the establishment of specific objectives.
6. Charting in OT with a focus on the final OT Analysis.
7. Introduction to group-based occupational therapy interventions.
8. Introduction to treatment approaches for individuals and/or a group of clients with psychosocial dysfunction and/or psychiatric conditions, across the lifespan.

**Mandatory Professional Reasoning Seminar (PRSs) and Hands-On Workshops (HOWs):**

1. HOW 1 on experimenting common activities used as means in OT;
2. PRS 1 on tolerating ambiguity and uncertainty at the Museum of Fine Arts;
3. PRS 2 on hypothesizing occupation-based global goals for clients diagnosed with psychiatric conditions;
4. HOW 2 on the use of Clinical observations and the Sensory Profile;
5. PRS 3 on identifying a global goal and designing body-based interventions based on a pediatric case vignette;
6. HOW 3 at the Simulation center: conducting and observing person-centered narrative interviews with clients diagnosed with psychiatric conditions in order to confirm a meaningful global goal;
7. HOW 4 on applying the MOHO to clients diagnosed with psychiatric conditions;
8. HOW 5 on experimenting selected assessment tools;
9. HOW 6 on selecting assessment tools and setting person-centered specific objectives for clients diagnosed with psychiatric conditions;
9. HOW 7 on leadership styles, process versus content in a group context;
10. HOW 8 on facing therapeutic challenges in a group context;
11. PRS 4 on writing the OT analysis which concludes the initial OT evaluation report, combining procedural and narrative reasoning, for clients diagnosed with psychiatric conditions.

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Detailed information on lectures, seminars and workshops will be available on MyCourses

**Required Texts (The textbook and readings will be useful for all upcoming courses related to psycho-social practice: OCC1- 551, 618 and 622)**

- 📖 Taylor, R.R. (2017). *Kielhofner’s Model of Human Occupation: Theory and Application, 5<sup>th</sup> ed.* Philadelphia: Wolters Kluwer.
- Cole, M.B. (2018). *Group dynamics in occupational therapy. The theoretical basis and practice application of group intervention, 5<sup>th</sup> ed.* Thorofare, N.J.: Slack Inc.
- 📖 Mandatory reading list and links provided on MyCourses.

**Recommended Texts (copies on reserve at the library)**

- 📖 American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V, 5<sup>th</sup> ed.* Washington, DC: American Psychiatric Association.
- 📖 Bonder, B. (2004). *Psychopathology and function, 3<sup>rd</sup> ed.* Thorofare: Slack.
- Cara, E. & MacRae, A. (2013). *Psychosocial Occupational Therapy: A Clinical Practice, 3<sup>rd</sup> edition.* Clifton Park, NY: Thompson Delmar Learning.
- Hemphill-Pearson, B. & Urish, C. (2020). *Assessments in Occupational Therapy Mental Health: An Integrative Approach, 4<sup>th</sup> ed.* Thorofare: Slack.

**Student Assignment and Evaluation:**

Possible scenario (to be confirmed first week of class):

Name of Assignment	Due Date	% of final grade
Narrative global goal setting part I (group work)	February 5 <sup>th</sup> 2021	10%
Narrative global goal setting – formative reflection (individual)	February 9 <sup>th</sup> 2021	10%
Child case study and application of sensory strategies (individual) – 48 hour online mid-term exam	February 25 <sup>th</sup> -27 <sup>th</sup>	20%
Adult case study – impact of policy on OT practice and application of the MOHO (individual) – 48 hour mid-term online exam	February 25 <sup>th</sup> -27 <sup>th</sup>	20%
Adult case study – selecting assessments, setting objectives, writing the final Analysis and selecting OT interventions (individual) - 48 hour online Final exam	TBD in April 2021	40%

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**Copyright of course materials:** Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, Zoom recordings 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.

**Handing in Assignments:** Assignments must be submitted on MyCourses by the due dates. Times and exact dates for assignments will be confirmed 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:** [Amended by Senate on January 16, 2019]: 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](#)

**Attendance:** Students are expected to attend every lecture. Students who have missed more than 10% of the mandatory Seminars/Workshops (i.e. *more than one in this course*), without prior approval or a medical notice will have a 5% mark deducted from their final course mark. This rule applies to all required workshops and seminars. Some lecture time will include in-class case-based discussion, please be aware if you wish to benefit from them.

**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.

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**Consequences of not completing assignments as requested:** Lateness will be penalized by the loss of 1 mark/day.

**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.

### **The following behaviors are expected of health care professionals**

**Professional Conduct and Dress Code:** 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. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**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 silent during class time and phone calls should only take place during the break or after class. For remote teaching, microphones should be turned off unless you wish to ask a question. Cameras may be turned off during class discussion but students will be expected to turn them on in sub-groups and during explicit class discussions where active participation will be expected. Each lecturer will explain preferred guidelines regarding using the chat box during class discussion.

**Diversity Statement:** The Occupational Therapy Program recognizes our responsibility to foster a learning environment in which 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.**

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