

**OCC1 622 COMMUNITY BASED OCCUPATIONAL THERAPY**

**Credits:** 3 (39 hours)

**Prerequisites:** OCC1 550

OCC1 617

OCC1-618

OCC1 620

Clinical Practicum 501, 502, and 503

**Coordinator:** Hiba Zafran

**Course instructors:** TBA

**Course location:** TBA

**Course Structure:** This course is held in the M1 Winter semester, which begins after spring break. It consists of fourteen (14) lectures, 3 hours in length. In addition, a three-hour, mixed cohort Professional Reasoning Seminar (PRS) required. Lectures are shared with guest lecturers, including service users, advocates, researchers, and clinicians.

**Student Learning Objectives:** This course highlights the development of competencies to promote the role of occupational therapists within and for systems, organizations, communities, and groups as service users. In particular, knowledge, attributes and skills to become agents of change will be focused on. Therefore, by the end of this course, students will be able to:

1. Analyze the impacts of social, structural, contextual and interpersonal determinants on the occupational justice, rights, engagement, identity, and performance of groups, communities, and populations
2. Acknowledge and interrogate their own positionality and moral frameworks/ values/assumptions/imperatives and explore/examine impacts on their practices as occupational therapists
3. Contextualize and critique existing occupational therapy, occupational science, and rehabilitation practices and policies; laws and regulations

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4. Apply complex reasoning that foregrounds the political, ethical and narrative in a professional context that demands social accountability to acknowledge, address and contest health, social and occupational inequities
5. Generate multi-level occupational therapy solutions that addresses violations of occupational rights in a given community/local context

### **Educational philosophy and Instructional Strategies**

Being a graduate-level course focused on community change, the course instructors believe in the following principles:

- Reflexivity is a core and necessary ability to engage in change. We acknowledge that all of us will be in different spaces and abilities in terms of the capacity to question one's principles and the world around us. We believe that reflexivity is promoted through critical and respectful dialogue. Thus, this will be modelled by placing primacy on collaborative lectures that include dialogue-based content and activities, as well as highlighted within evaluation processes.
- Being on the verge of becoming professionals, we believe in your self-directed capacity to engage in and initiate your own processes of change within this course. For example, we know that the verbal mode of communication is not everyone's preferred method of engagement or learning, and so we expect you to support each other in developing this strength, to leave space for/facilitate for those who may be less verbal and encourage all of you to use multiple modes of participation such as the MyCourses discussion board, asking a peer to share your idea with the class, emailing the course professors, and any other ideas you may have.
- We agree to disagree with each other in respectful ways, that when we disagree we do so with an idea / opinion and not the whole person, and that these disagreements are opportunities to learn and grow. Please refer to the Diversity Statement below with respect to our expectation that we all continue to practice developing our sensitivity and humility.

In-class reflection exercises will be held throughout the course, and a professional reasoning seminar (PRS) will be held on the final lecture. As part of their group assignment (see Assignments and Evaluation), students are expected to act as agents of change in a community of their choice.

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**Course Content:**

1. Role of occupational therapists as agents of change within and for systems and communities
2. Policies and legislations regarding human and occupational rights
3. Social determinants of health and occupation in a systems approach
4. Concepts of community and community change
5. Cultural humility and sensitivity
6. Experiences of oppression and privilege
7. Occupational therapy, occupational science and rehabilitation practices that tackle broader social and structural determinants:
  - a. Advocacy (individual- and systems- level)
  - b. Occupation-based community development
  - c. Community-based rehabilitation (CBR) internationally and with diverse communities
  - d. Political reasoning and policy development

**Course Materials:** All the required readings will be included in MyCourses. Resource lists for every topic will also be included within lecture material. Additional content and web links will be found on the course website as the course progresses.

**Assignments and Evaluation – Specific instructions for completing all assignments will be available on MyCourses**

**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.*

**Right to write in (English or in) French:** 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.

In this class, English or French can also be used for the final oral examination.

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Selon la charte des droits des étudiants de l'Université McGill, dans le cadre de ce cours, les étudiants ont le droit de soumettre tout travail écrit en français ou en anglais.

Dans le cadre de ce cours, les étudiants ont également le droit de compléter l'examen oral individuel en anglais ou en français.

**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.

**Special Requirements for Course Completion and Program Continuation:** Minimum grade of 65%. In any course which comprises both individual and group evaluation components, each student must achieve a passing grade in each of these components as well as in the overall course in order to receive a passing grade for the course. If the total mark is a pass but one individual component is a failure, the course mark is withheld from the record. The student must undertake remedial work in that failed component and pass the additional evaluation. The original final course mark is then recorded. A supplemental exam is permitted in this course.

**Consequences of not completing assignments as requested:** Assignments and exams must be submitted within the set timelines. A penalty of 5% will be attributed for each day of delay (including weekends, up to a maximum of 20%). Exceptional circumstances must be discussed with the course instructor *prior* to the due date, or late submission will be penalized.

**Plagiarism/Academic Integrity:** McGill University and the Faculty of Medicine and Health Sciences 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 and Health Sciences Code of Conduct](#)

*L'université McGill et Faculté de Médecine et des Sciences de la Santé attachent une haute importance à l'honnêteté académique. Ils incombent 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 [Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#).*

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**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester, and especially if visiting community resources or doing oral presentations. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Attendance:** This is a course that is highly student-self-directed. Attendance in lectures is **expected** of all students, since students will participate in learning activities in all classes. In addition the **material shared by the guest lecturers involves personal experience and may not be available as lecture postings.**

Students are strongly encouraged to take their own notes in lectures to facilitate the understanding of the lecture and avoid misinterpretation. Permission of the instructor is required before any lecture may be taped.

**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

**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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