

## OCC1 547 OCCUPATIONAL SOLUTIONS I

**Credits:** 6

**Pre-requisite courses:** OCC1 545, Therapeutic Strategies 1; OCC1 550, Enabling Human Occupation

**Course Co-coordinators\* and instructors:**

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**Office Hours:** By appointment

**Additional Course Instructors:**

Tatiana Ogourtsova, PhD, OT; Patricia Belchior, PhD, OT, Keiko Shikako-Thomas, PhD, OT.

**Additional Guest lecturers:** Laurie Snider, PhD.; Heather Lambert, PhD.; Stephanie Desjardins, MscOT; Jenne Saunders, MScOT, Anne-Marie Brassard, OT, Marie-Claude Cardinal, OT, Odette Bao, OT.

**Teaching Assistant:** TBA

**Course Description:** Assessment, goal setting 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 the impact on occupations.

**Course Structure:** Course consists of multiple formats comprising a 2-hour lecture, 2-3-4 hour Hands on Workshops (HOWs) and 2-hour Professional Reasoning Seminars (PRSs) using cases-based/self-directed learning contexts. Simulation- based activities and clinical site visits will be included, as well as open labs to enable self-directed practice of course content offered in HOWs.

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

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**Introduction:**

- Application of models and frameworks (International Classification of Functioning, Disability and Health (ICF framework) and the Canadian Model of Occupational Performance & engagement (CMOP-E)
- Introduction of the Disability Creation Process (DCP/PPH); comparison to ICF
- Analysis of occupational performance issues and occupational performance conditions in comparison to the domains of the ICF.
- Neonatal development including primitive reflexes
- Neurodevelopmental and adult neurological conditions
- Client-centred goal setting to enable participation in meaningful occupations for adults and children with neurological conditions
- Major comorbidities in neurologic conditions (pain, sleep, behaviour)
- Evidence-based practice in neurologic conditions

**Adult module**

- 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)
- Client-centred goal setting (long and short term goals)
- Treatment approaches and interventions involving therapeutic activities and strategies

**Pediatric module**

- 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
- Client-centred goal setting (long and short term goals)
- Treatment approaches and interventions involving therapeutic activities and strategies

**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) Analyze the occupational performance issues and challenges and their impact on health and well-being following application of the ICF, CMOP-E and the Disability Creation Process (DCP/ PPH) (frameworks). (change agent)

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- 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-
- f) rehabilitation and justify each approach in clinical practice (scholarly practitioner)
- g) 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.
- h) 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)

### 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.
- d) Select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context. (expert)
- e) 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, community stakeholders and fellow students (collaborator, expert, scholarly practitioner)

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**Required Textbooks:**

1. Clifford O’Brien J. & Kuhaneck, H. (2020) *Case-Smith’s Occupational therapy for children: 8th ed.*, Elsevier Inc.
2. Zoltan B. (2007) *Vision, perception, and cognition: a manual for the evaluation and treatment of the neurologically impaired adult: 4<sup>th</sup> ed.*; **e-book on course reserves (link will be provided for all course reserves e-books)**

**Additional Required Reading:**

3. Bonder, B. R., & Bello-Haas, V. D. (Eds.). (2009). *Functional performance in older adults* (3<sup>rd</sup> edition). F.A. Davis. (B&B). **e-book on course reserves** 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.

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**.

**Supplemental Readings/Resource Textbooks:**

- Majnemer, A. (2012). *Measures for Children with Developmental Disabilities: AN ICF-CY Approach*. London: MacKeith Press; **e-book on course reserves**
- Louise, H. *The little Dark Spot* (copies in Assessment Library)

**Copyright of course materials:** Instructor generated course materials (e.g., lecture recordings, 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 2023**

Assignments	Weighted Value
<b>ADULT MODULE</b>	
1) Case Based Assignment #1 Adult-written (Group)	15%
2) Competency based Quiz (indiv)	5%
3) Case-based assignment #2 adult- oral (Group)	15%
<b>PEDIATRIC MODULE</b>	
4) Competency based Quiz #1 (typical develop) (indiv)	5%
5) Competency based Quiz #2 (typical develop) (indiv)	5%
6) Case Based Assignment Pediatrics- atypical development written (Group)	15%
7) Final Written Exam (Individual) (Final exam period) Comprehensive exam of adult and pediatric content	40%

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**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 1.6. 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 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](#)*

**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 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 during Lectures, HOWs and PRSs in the in-person and/or remote learning environments. If remote, video and audio may be muted upon entry into course but should be unmuted during small/large group question and answer sessions or breakout

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room discussions. You can choose to keep your video on or off during lectures. It is also understood that you will not be using your laptop or cellphone 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. Refer to the Policy on the Responsible Use of McGill's Information Technology Resources (<https://www.mcgill.ca/secretariat/files/secretariat/Responsible-Use-of-McGill-IT-Policy-on-the.pdf>)

**Attendance:** Attendance is expected for all classes and is mandatory for all hands on workshops (HOWs), professional reasoning seminars (PRSs) and clinical site visits (if scheduled). 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 written work in English or French** that is to be graded:

“In accord with McGill University's [Charter of Student Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« 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. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

**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 week-ends. **Written assignments** are due at 8:30 am, Quizzes are due at 8:00 am.

**Course Accessibility:** If you require special accommodations, please contact the instructor to arrange a time to discuss your situation. It is recommended to contact the [Student Accessibility and Achievement](#) or for new students <https://www.mcgill.ca/access-achieve/new-students> (514-398-6009) prior to informing the instructors.

**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](http://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 [www.mcgill.ca/lwa](http://www.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.**

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