

OCC1 617 OCCUPATIONAL SOLUTIONS 2

Credits: 6

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Course Description: Occupation-based approaches, assessments and interventions for clients with disorders of the nervous system across the life span. The course will be guided by the International Classification of Function, Disability and Health (ICF), in which the concepts of ‘participation’ and the ‘environment’ will be discussed in the context of the client’s health condition and personal factors. Specifically, assessments to evaluate client’s participation and the impact of the environment on their participation will be introduced. Innovative occupational therapy interventions to promote participation across the life span will also be presented and practiced. The Canadian Model of Client Center Enablement will guide the acquisition and application of enablement skills at micro and macro levels.

Course Structure: The course will be delivered using a blended learning approach with some classes given remotely and some classes in person. Several formats will be used including live (‘fixed’) and pre-recorded (‘flexible’) formal lectures involving guest lecturers, virtual or in person laboratory/practical sessions and tutorial/self-directed learning modules. A range of teaching strategies are included in this course such as: formative evaluation, hands-on workshops, professional reasoning seminars, guest lectures, simulated cases/scenarios, role playing, peer evaluation, among others.

Learning Outcomes: The Profile of Practice of Occupational Therapists in Canada outlines roles and competencies for the profession. The student will be actively engaged in developing the following core competencies related to the central role of Expert in enabling occupation and the supporting roles of Scholarly Practitioner and Change Agent.

Expert in Enabling Occupation

1. recognize unique roles and arenas of occupational therapy practice for pediatric, adult and geriatric clients with neurological conditions in accordance with provincial /national regulatory standards; (Professional)
2. select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context;
3. administer and analyze the results of selected assessments;
4. formulate a problem list from assessment results and develop intervention objectives (short term and long term goals) based on the problem list and client strengths and resources available;
5. understand and apply the different models/approaches of OT practice in neurorehabilitation and differentiate their use in the clinical setting;
6. develop intervention strategies based on assessment results, intervention goals and approaches to promote competence in occupational performance domains across the lifespan;
7. progress and terminate interventions;
8. apply principles of program evaluation, clinical audit and outcome management to evaluate the effectiveness of services;
9. utilize a client/family-centered approach to support diversity in the care of clients with neurological conditions of all ages; (Communicator)
10. understand and apply interprofessional models of service delivery; (Collaborator)
11. demonstrate effective decision making using a problem-solving approach;

Change Agent

12. advocate for health and well-being of all individuals through engagement in occupation (clients and communities);
13. promote the coordination of services across settings (e.g. acute care to home, work/ school) and assist in the successful integration of clients into the community; (Expert in Enabling Occupation, Communicator)

Scholarly Practitioner

14. utilize a self-directed approach to apply and integrate new knowledge to clinical techniques and skills learned in class;
15. seek, appraise and apply evidence in the literature to clinical cases, assessments or interventions in neurorehabilitation.
16. identify gaps in knowledge of occupational therapy practice and develop research questions.

1 Profile of Occupational Therapy Practice in Canada, 2012

Lecture Schedule: Lectures and practical sessions will focus on the integration of content learned in Occupational Solutions I to clinical cases across ages and settings, with a gradual increase in the complexity of the cases presented over the term. Two 3-hour sessions are planned per week comprised of pre-recorded lectures that can be completed either before or during the sessions and live lectures. The pre-recorded lectures will be made available on myCourses at least 72 hours prior to class.

Course Materials:

Required Texts:

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: 4th ed.*

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*

Supplemental Readings/Resource Textbook:

Radomski and Trombly Latham (2014) *Occupational therapy for physical dysfunction: 7th ed.*

Student Assignments and Evaluation

Knowledge and Application	10%
- 5 short Quizzes available on myCourses (10 marks; 2 marks per quiz)	
Assignments	55%
- Assignment 1 (15%)	
- Assignment 2 (20%)	
Formative feedback on goal setting (optional)	
- Assignment 3 (20%)	
Final Exam	35%

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Since the course includes individual and group evaluation components, a passing grade of B- (65%) must be achieved in each of these components, as well as in the overall course, in order to receive a passing grade for the course. If the overall course mark is a failure, the student may be permitted to write a supplemental exam in this course or retake the course. If the overall course mark is a pass but one component is a failure, the course mark is withheld from the record. The student must undertake remedial work in that failed component and successfully pass an additional evaluation of that work. If the additional work is successfully passed, the original final course mark is then recorded.

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.

Plagiarism/Academic Integrity: "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 (see www.mcgill.ca/students/srr/honest/ for more information.)

"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 (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/)."

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. The assignments that require a group presentation or lab work will be evaluated on presentation and professionalism both with respect to style and dress code. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Attendance: Students are expected to attend all lectures on time and actively participate in class discussions. It is the responsibility of each student to attend classes prepared and be actively involved. Although attendance will not be taken, the materials covered in class will be subject to evaluation. We invite faculty and guest speakers who are experts in their fields as well as family members who can share lived experiences. Your presence in class reflects your appreciation for these guests as well as your desire for learning. Please note that classes and discussions will be recorded unless there are confidentiality issues with guest speakers or other restrictions. We expect all students to attend and actively participate in the SIM classes; if you are absolutely unable to attend please inform one of the instructors in advance and arrange for another student to take your role as a lead of assigned case.

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.

"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)."

Consequences of not completing assignments as requested: Assignments not completed on time will be penalized 5% of the total mark per day (including weekends). In the event that an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible with appropriate justification.

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 398-6009 before you do this.

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.

Statement regarding Copyright of instructor-generated course materials: Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, lecture 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. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. 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.

Date	Content <i>T = Theory</i> <i>PRS = Professional reasoning session</i> <i>HOW = Hands on Workshop</i>	Lecturers	Readings Required (BOLD) *Recommended	Evaluation

<p>Wed Sept 7</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Introduction to the course</p> <p>Participation – what is it and how can we measure it? (<i>T & PRS</i>)</p> <p>How to set a participation goal</p>	<p>I. Gélinas D. Anaby A. Menon M. Bonnard A. Osman</p>	<ul style="list-style-type: none"> - Adair, Majnemer & Imms (2020) - Anaby et al. (2011) - *Coster & Khetani (2008) - *Desrosiers (2005) - *Hemmingsson & Jonsson (2005) (25p) 	<p>Introducing Assignment 1 (Due on Oct 5)</p> <p>Group formation for assigns (1, 2 & 3)</p>
<p>Mon Sept 12</p> <p>8:30-11:30am</p> <p>No recording</p> <p>EDUC 129</p>	<p>Participation-focused Assessment Fair (<i>HOW</i>)</p>	<p>I. Gélinas A. Menon M. Bonnard S. Tremblay A Osman</p>	<ul style="list-style-type: none"> - Docs on myCourses - *Chien, C.-W., Rodger, S., Copley, J., & Skorka, K. (2014) - *Kessler, D., & Egan, M. (2012) 	
<p>Wed Sept 14</p> <p>Flexible lecture 8:30-9:30am (see myCourses)</p> <p>Quiz 9:30-9:45 am</p> <p>Fixed lecture - 9:45-11:30 am</p> <p>EDUC 129</p>	<p>Contextual Factors & Optimizing Participation in the School Setting (<i>T & HOW</i>)</p>	<p>M. Bonnard</p>	<ul style="list-style-type: none"> - C-S (8th ed): Pg. 639-648 or C-S (7th ed): Pg. 668-677 - Bonnard & Anaby (2014) [400 words only] - *Missiuna et al. (2012) 	<p>Quiz (2%)</p>
<p>Mon Sept 19</p> <p>Flexible lecture 8:30-9:30am (see myCourses)</p>	<p>Handwriting (<i>T & HOW</i>)</p>	<p>M. Bonnard</p>	<ul style="list-style-type: none"> - C-S (8th ed) : 384-388 or C-S (7th ed): Pg. 498-524 	

Fixed lecture - in person 9:30-11:30 am EDUC 129				
Wed Sept 21 8:30-11:30am EDUC 129	Occupational Performance Coaching in pediatrics <i>(T & HOW)</i>	C. Hui (M. Bonnard)	- TBA	
Mon Sept 26 8:30-11:30am EDUC 129	COOP <i>(T & HOW)</i>	M. Bonnard	- C-S (8 th ed): Pg. 435-444 or C-S (7 th ed): Pg. 307-314	
Wed Sept 28 Flexible lecture 8:30-9:30am (see myCourses) Quiz 9:30-9:45 am Fixed lecture - 9:45-11:30 am EDUC 129	PREP approach – An environment-based intervention for promoting participation <i>(T & PRS)</i>	C. Zeng D. Anaby J. Rose Hargadon	- Anaby (2020) - PREP© manual CanChild (2016) - *Anaby et al. (2018) - -	Quiz (2%)
Mon Oct 3 9:30-11:30am EDUC 129	Family-centered care & family coping <i>(Testimonials)</i>	Family member C. Webster (I. Gélinas)	- TBA	

<p>Wed Oct 5</p> <p>8:30-11:30 am</p> <p>No recording</p> <p>EDUC 129 DB6, H202</p>	<p>Student presentations (Environment: assessments and intervention)</p>	<p>I. Gélinas A. Menon M. Bonnard D Anaby</p>		<p>Assignment 1 (15%)</p> <p>Introducing Assignment 2 (Due on Oct 26) *Deadline for submitting goals for formative feedback is on October 13 at 8:30 am</p>
<p>Thurs Oct 13</p> <p>8:30-11:30 am</p> <p>SIM</p> <p>No recording</p>	<p>Restoring independence in IADL in adults and geriatrics (<i>HOW</i>)</p>	<p>I. Gélinas A. Menon T. Ogourtsova A. Osman (A. Menon)</p>	<ul style="list-style-type: none"> - Docs on myCourses - *Review of basic principles and strategies: R&T: 26 (Mobility); 27 (IADL) 	
<p>Mon Oct 17</p> <p>8:30-11:30am</p> <p>No recording</p> <p>EDUC 129</p>	<p>Promoting independence in self-care in pediatrics + charting (<i>T & PRS</i>)</p>	<p>C. Bracks L. Wynands (M. Bonnard)</p>	<ul style="list-style-type: none"> - *C-S (8th ed): Pg. 267-271 & 276-279 or C-S (7th ed): Pg. 416-460 	
<p>Wed Oct 19</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Feeding issues in young children (<i>T & PRS</i>)</p>	<p>Dr. M. Porporino N. Carr Client/parent (A. Menon)</p>	<ul style="list-style-type: none"> - C-S (8th ed): Pg. 212-236 or C-S (7th ed): Pg. 389-415; 622-626 	

			<ul style="list-style-type: none"> - *Dematteo, Law, & Goldsmith (2002) - *Winston, Dunbar, Reed, & Francis-Connolly (2010) 	
<p>Mon Oct 24</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Assessment of feeding proficiency in adults /geriatrics (<i>T & HOW</i>)</p>	<p>H. Lambert (I. Gelinás)</p>	<p>TBA</p>	<p>Quiz (2%)</p>
<p>Wed Oct 26</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Treatment of dysphagia in adults & geriatrics Part 1 (<i>T & PRS</i>)</p>	<p>H. Lambert (I. Gelinás)</p>	<p>TBA</p>	<p>Assign 2 due at 8:30 am (20 %)</p>
<p>Mon Oct 31</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Treatment of dysphagia in adults & geriatrics Part 2 (<i>T & PRS</i>)</p>	<p>H. Lambert (I. Gelinás)</p>	<p>TBA</p>	
<p>Wed Nov 2</p> <p>8:30-11:30am</p> <p>No recording</p> <p>EDUC 129 & H202</p>	<p>Case study discussion (2hrs) (<i>PRS</i>) Preparation of Assignment 3 (1hr)</p>	<p>I. Gélinas A. Menon M. Bonnard D. Anaby</p>		<p>Introducing Assignment 3 –Group work</p> <p>(Oral presentation on Dec 5)</p>

<p>Mon Nov 7</p> <p>Flexible lecture 8:30-9:30am</p> <p>Quiz 9:30-9:45am</p> <p>Fixed lecture— in person 9:45-11:30am</p> <p>EDUC 129</p>	<p>Promoting leisure and social participation in adults/geriatrics</p> <p><i>(T & PRS)</i></p>	<p>I. Gélinas P. Belchior</p>	<ul style="list-style-type: none"> - Bundy & Clemson (2009). Chap 12 - Clark et al. (2015). Chap 2 - *R&T chap. 29 : Pg. 909-924 	<p>Quiz (2%)</p>
<p>Wed Nov 9</p> <p>8:00am-12:00pm</p> <ul style="list-style-type: none"> • C1: 8:00-9:21am • C2: 9:21-10:42am • C3: 10:42am-12:02pm <p>(Students will be assigned to C1, C2 or C3; Zoom links/circuit assignment on MyCourses)</p> <p>No recording</p>	<p>SiM activity with SPs</p> <p><i>(HOW)</i></p>	<p>M. Bonnard I. Gelinias A. Menon D. Anaby K. Falcicchio C. Perlman T. Ogourtsova K. Shikako A. Osman</p>	<p>Review cases and SiM docs on myCourses</p>	

SIM				
<p>Mon Nov 14</p> <p>8:30-11:30am</p> <p>No recording</p> <p>Mackay</p>	<p>Mobility issues in pediatrics (<i>T & HOW</i>)</p>	<p>D. Michalski, TBA (M. Bonnard)</p>	<ul style="list-style-type: none"> - C-S (8th ed): 455-459 or (7th ed): Pg. 560-594 - *Update on wheelchair selection for adult populations in R&T - * Field, D. A., Miller, W. C., Ryan, S. E., Jarus, T., & Abundo, A. (2016) 	
<p>Wed Nov 16</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Driving rehabilitation (<i>T & PRS</i>)</p>	<p>I. G��linas</p>	<ul style="list-style-type: none"> - -Vrkljan et al (2011) - *American Geriatrics Society & A. Pomidor, Ed. (2016) 	
<p>Mon Nov 21</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Sexuality</p>	<p>Z. Boychuck L-P. Auger (A. Menon)</p>	<ul style="list-style-type: none"> - TBA 	

<p>Wed Nov 23</p> <p>Flexible lecture 8:30-9:15am (see myCourses)</p> <p>Quiz 9:15-9:30 am</p> <p>Fixed lecture— in person 9:30-11:30 am</p> <p>EDUC 129</p>	<p>KT methods to promote and disseminate evidence into practice (<i>T</i>)</p> <p>Preparing case presentation for Assignment 3 (<i>PRS</i>)</p>	<p>A. Menon</p> <p>A. Menon I. Gélinas D. Anaby</p>	<ul style="list-style-type: none"> - Docs on myCourses - *Straus, Tetroe, & Graham (2009) - *Public Health Ontario, 2016 - *KT overview lecture (POTH 612- see myCourses) 	<p>Quiz (2%)</p>
<p>Mon Nov 28</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Transitioning to adult services (<i>Panel</i>)</p>	<p>I. Cormier J. Noseworthy (D. Anaby)</p>	<ul style="list-style-type: none"> - Roebroek et al. (2009) - Stewart, D. (2009) - *A. Majnemer pre-recorded lecture (see myCourses) 	
<p>Wed Nov 30</p> <p>8:30-11:30am</p> <p>EDUC 129</p>	<p>Health promotion and advocacy - Emerging roles of OT (<i>Testimonials</i>)</p> <p>Policy (<i>T</i>)</p>	<p>M. Slanik José Rebelo* (D. Anaby)</p> <p>K. Shikako-Thomas</p>	<ul style="list-style-type: none"> - Dhillon, S.K. et al. (2010) 	
<p>Mon Dec 5</p> <p>8:30-11:30am</p> <p>No recording</p> <p>EDUC 129 DB6 or H202</p>	<p>Case presentations</p>	<p>I. Gélinas A. Menon M. Bonnard D Anaby</p>		<p>Oral presentations of Assignment 3 (20%)</p>

Fri Dec 9 Time to be confirmed	Final Exam	I. Gélinas A. Menon M. Bonnard D. Anaby A Osman		Final Exam (35%)