

**OCC1 618 APPLIED OT PSYCHOSOCIAL THEORY**

<b>Credits</b>	5
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<b>Teaching Assistant</b>	Laura Fregeau, MSc. <a href="mailto:Laura.fregeau@mail.mcgill.ca">Laura.fregeau@mail.mcgill.ca</a>
<b>Office Hours</b>	By appointment with your seminar leader and course lecturers
<b>Prerequisites</b>	OCC1 551

**Course Description:** This course covers the integration of narrative and procedural reasoning to promote growth through occupation, and by using psychosocial theories in occupational therapy (OT) for persons and groups facing psychosocial challenges in clinical and community settings.

**Expanded Course Description:** This course develops [professional reasoning for individual and group approaches in psychosocial OT focused on mental health across practice domains](#). The course introduces students to a Professional Reasoning Matrix to centre what matters to individuals and groups, and psychosocial theoretical frames-of-reference (FoR) and models of practice (MoP) used in occupational therapy. Students will use narrative reasoning to envision occupation-based global goals and design groups based on the first-person experiences of persons who would be participants in those groups. Students will then apply procedural reasoning to identify the evidence for and application of the FoR or MoP for the identified psychosocial issues of concern to i) form objectives (short term), and ii) grade activities to meet those objectives. The students will be asked to integrate narrative and procedural reasoning in the design of proposed activities and settings (including physical and social environments) to foster the emergence of significant experiences. Throughout the semester, the students will use a professional reasoning matrix to reflect

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on and practice the reasoning processes used during evaluation, grading activities, leading groups, analyzing group process and content, and using mental health policy to advocate for occupation-based groups. The theoretical constructs and concepts learned during lectures will be applied to cases, which were developed from empirical research about the experiences of persons who have received mental health services.

## **Course Structure**

### *Lectures*

This course consists of biweekly lectures (2 hours/lecture) including group discussions where students apply the content seen in lectures to care scenarios.

### *Professional reasoning seminars and hands-on-workshops*

The class will be separated into groups of ten to fourteen students for the professional reasoning seminars / hands-on-workshops. You be assigned to either a Tuesday or Thursday group.

## **Course Content**

### **Module I: Professional reasoning for psychosocial occupational therapy**

- *Professional Reasoning Matrix*: Integrating narrative with procedural reasoning during evaluation of human development
- *Therapeutic Emplotment*: Envisioning occupation-based group goals and activities to foster growth through occupation
- *Activities as Embodied Metaphors*: Planning occupation-based interventions to facilitate the creation of significant experiences
- *Scenes*: Designing symbolic environmental elements to foster possible selves-through-doing
- *Group Dynamics*: Professional reasoning in group therapies

### **Module II: Frames of reference (FoR) in psychosocial occupational therapy**

- Affective Relational concepts (Psychodynamics and Object relations)
- Ayres Sensory Integration
- Behavioural
- Cognitive Behavioural Therapies

### **Module III: Models of practice in psychosocial occupational therapy**

- Psychosocial Rehabilitation
- Resilience and Trauma-informed approaches

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## **Learning Outcomes**

### *Expert in Enabling Occupation*

1. Integrate narrative and procedural reasoning to assess the occupational performance of clients with psychosocial dysfunction using a professional reasoning matrix on human development
2. Apply narrative reasoning constructs to identify occupation-based global goals and activities for groups
3. Engage clients in occupation-based group activities and facilitate the creation of significant experiences
4. Adapt and grade activities using psychosocial theories

### *Communicator and Collaborator*

1. Identify what really matters (values) for clients as the basis for the therapeutic relationship
2. Articulate the procedural and narrative reasoning underlying occupation-based global goals and group protocols, including choice of activities
3. Advocate for occupation-based protocols and activities by articulating its links with occupational therapy, Canadian mental health policy and client values

### *Scholarly Practitioner and Change Agent*

1. Use professional reasoning to advocate for occupational therapy specific approaches to groups
2. Identify different ways of knowing and reasoning used in clinical practice and the utility of each to obtain effective outcomes
3. Develop an evidence-informed group protocol for a particular group of clients experiencing psychosocial dysfunction

### *Professional*

1. Adapt to changing conditions required for working in a variety of settings
2. Anticipate and plan to submit assignments with rolling due dates across the semester

## **Course Materials**

- All required readings will be in the course reader or posted on MyCourses

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- Cole, M.B. (2018). *Group Dynamics in Occupational Therapy ~ The theoretical basis and practice application of group intervention*. 5th ed. New Jersey: Slack Inc.

*Recommended texts:*

- Bruce, M. & Borg, B. (2016). *Psychosocial Frames of Reference. Core for Occupation-Based Practice*. 4th Ed. New Jersey: Slack Inc.
- Dimock, H.G. & Kass, R. (2007). *How to observe your group*. 5<sup>th</sup> ed. North Concord, ON: Captus Press Inc.
- Nicholls, L., Cunningham-Piergrossi, J., de Sena-Gibertoni, C., & Daniel, M. (2013). *Psychoanalytic Thinking in Occupational Therapy: Symbolic, Relational and Transformative*. John Wiley & Sons [available on-line].
- Restall, G.J. & Egan, M.Y. (2022). *Promoting Occupational Participation: Collaborative-Relationship-Focused Occupational Therapy*. Ottawa, ON: CAOT-ACE Publications.

### Assignments and Evaluations

Student evaluation will include both formative (F) and summative (S) evaluations, with a focus on their professional reasoning. Assignments will be conducted in self-selected student pairs, alongside individual exams. Please see the [Guide to Designing Occupation-Based Groups](#) for details

Assignment	Form of Evaluation	Weight	Due Date
Assignment 1	Mandatory preparation and meeting with assigned seminar facilitator	10 % (pair)	Any time prior to October 7 <sup>h</sup>
Assignment 2	Group Session Analysis	20% (pair)	Due two weeks after co-leading your group session (5pm)
Assignment 3	Group Protocol Design	20% (pair)	Dec 16 (7 pm)
Midterm Exam		20 % (Individual)	October 18th
Final Exam		30% (Individual)	TBA during exam period
Total point distribution:			50 % Pair 50 % Individual

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**Skills Building Attendance Mark**

*Attendance is mandatory* and will be monitored at all *Hands-on-Workshops* and *Professional Reasoning Seminars*. Students will not be able to miss more than 10% (< 1 per term) of the HOWs or 10% (< 1 per term) of the PRSs without a written excuse.

If they do, 10% of the total course mark will be removed. Given that student participation is an integral part of the learning process during seminars, students are encouraged to attend every session. If attendance at a session is not possible, the student must communicate their absence with both the seminar instructor and the pair facilitating the session.

**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 while feeling welcomed and respected 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, 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 for and from both learners and teachers.*

**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.

*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.*

**Disability:** If you have a disability or require accommodations, please contact the course coordinators to arrange a time to discuss your rights and needs. You do not need to disclose the details of a health condition. It is recommended that you register with the [Student Accessibility and Achievement](#) at 514-398-6009 if you do have ongoing arrangements.

**Special Requirements for Course Completion and Program Continuation:** Minimum grade of 65% is considered a pass. 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. Please refer to the appropriate sections in both undergraduate and graduate calendars on university regulations regarding final and supplemental examinations.

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**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 instructors *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 Faculte de Medecine et des Sciences de la Sante 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](#).*

**Dress Code:** [Reflexivity with respect to dressing](#) is encouraged throughout the course of the semester to be in line with the therapeutic approaches and settings that are planned.

**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](#).

**Copyright of course materials:** Permission of the instructor is required before any lecture may be taped. 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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