OCC1-549 Course Outline Therapeutic Strategies in OT II

General Information

Course #	*OCC1-549*
Section #	*001*
Term	*Winter*
Year	*2024*
Course pre-requisite(s)	*Successful completion of OCC1-545 (Fall term)*
Course schedule (day and time of classes)	***Lectures:*** *Mondays 8:35-10:25am.*
	Hands-On Workshops (HOW): *Mondays 12:05-1:55pm (group A) and 2:05-4:55pm (group B). Note that these times may vary occasionally based on the type of activity scheduled (i.e. site visit, SIM Centre, etc.). Please see schedule for more specific dates/times each week.*
	Professional Reasoning Seminars (PRS): *Fridays 8:35-10:25am (group B) and 10:35-12:25pm (group A). Note that these times may vary occasionally based on the type of activity scheduled (i.e. site visit, SIM Centre, etc.). Please see schedule for more specific dates/times each week.*
Number of credits	*4 credits*
Course location/format	*All teaching activities will be in person unless otherwise indicated by the Program and/or University. See schedule for specific locations.*

Course Instructor Information

Name	Marie-Lyne Grenier, PhD(c)., erg. (Course Coordinator/Instructor)
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Office hours and details	Office hours will be held weekly. Days/times TBA.
Name	Nancy Forget, MSc., erg. (Instructor)
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Name	Marie-Eve Bolduc, MScOT, PhD(c), OT(C), erg. (Instructor)
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Name	Daniel Nguyen, MScOT, erg. (Instructor)
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Office hours and details	*By appointment*
	And several guest lecturers/instructors

Course Overview: Building on the knowledge acquired in OCC1-545, students will apply occupational therapy principles for individuals living with complex musculoskeletal conditions across the lifespan. This course will use the Canadian Model of Occupational Performance and Engagement (CMOP-E) as a guiding framework. Special attention will be given to the impact of the physical, social, cultural, political, and institutional environments on occupational participation and occupational choice.

Instructional Method: This course includes 2 hours of lecture time, 2 hours of hands-on workshop time, and 2 hours of professional reasoning seminar time each week. This course includes group and self-directed learning activities and assessments, as well as occasional site visits (see schedule for more details). All course materials will be housed on the online *MyCourses* platform.

Learning Outcomes

Following completion of this course, students will be able to:

Enabling Occupation
1) Describe various musculoskeletal conditions and understand the impacts that such conditions can have on the occupational participation and occupational choices of service-users within diverse physical, social, cultural, political, and institutional environments.
2) Apply the Canadian Model of Occupational Performance and Engagement to occupational therapy assessment and intervention to support occupational participation, engagement, and choice with individuals living with complex musculoskeletal conditions.
3) Propose and collaboratively develop comprehensive, ethical, safe, evidence-informed, and service-user-centered assessment and treatment plans.
4) Analyze, synthesize, and document assessment results to uncover the personal, occupational, and environmental factors limiting optimal occupational participation/engagement and choice.

Collaborator
5) Establish an ethical and trusting relationship with service-users and interprofessional team members as part of occupational therapy practice.
6) Consider the role of interprofessional team members in assessment and treatment planning.

Communicator
7) Effectively communicate (verbally and in writing) assessment results and treatment plans to relevant stakeholders.
8) Use effective communication strategies to create ethical and trusting relationships with service-users.

Change Agent
9) Empower and support service-users to assume responsibility and advocate for their own comprehensive care.
10) Apply concepts of advocacy to support the occupational participation/engagement and choice of service-users.

Practice Manager
11) With service-users, decide on the best mode of service delivery and services to enhance occupational participation/engagement and choice.

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Scholarly Practitioner

12) Critically evaluate assessment tools and intervention approaches based on relevance to service-users (i.e. race, culture, gender identification, sexual orientation, income, values, etc.), clinimetric properties, clinical considerations, ethical principles, and service-user-centered practice principles.

13) Propose and develop assessment and treatment plans based on best current evidence (not limited to scientific evidence).

14) Appraise and document treatment outcomes and service-user satisfaction using observation, selected outcome measures, narrative interviewing, and critical reflection.

Professional

15) Demonstrate context-specific ethical practice and respect for diversity.

Course Materials

Required Texts

- See reading list on *MyCourses* for a detailed breakdown of each week's required readings (readings have been uploaded to *MyCourses* for ease of access). No textbook is required for this course.

Suggested Texts for Reference:

- Students may find the following textbook helpful as a reference guide for this course and for fieldwork courses (print book available through McGill libraries): Dirette, D. & Gutman, S.A. (2020). *Occupational Therapy for Physical Dysfunction (8th Edition).* Wolters Kluwer.

Course Content

See course schedule on *MyCourses* for a detailed breakdown of weekly course content and assessment deadlines.

Evaluation

Name of Assignment	% of final grade
Practical Wheelchair Assessment (individual)	15%
SOAP Note (group)	15%
Pediatric Assignment (group)	15%
Architecture House Presentation (group)	20%
Final Oral Exam (individual)	35%

McGill Policy Statements

Land Acknowledgement:

McGill University stands on the unceded Indigenous lands of the Kanien'keha:ka, keepers of the Eastern Door of the Haudenosaunee Confederacy. The Kanien'kehá:ka communities are recognized as the caretakers of the lands and waters of Tiohtiá:ke/Montréal.

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Recognizing this history is important to our future and our efforts to close the gap in health outcomes between Indigenous and non-Indigenous peoples. In this course, we will be weaving critical discussions about the effects of colonialism, racism, capitalism, etc., in creating health disparities for both Indigenous and non-Indigenous service-users. We will also be discussing ways that occupational therapists can act in anti-oppressive ways to help close this gap in health outcomes in musculoskeletal rehabilitation contexts.

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 unwelcomed 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 or ethnicity, religion, sexual orientation, immigration status, 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.

Language of Submission:

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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

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).

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 McGill's guide to academic honesty 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 guide pour l'honnêteté académique de McGill).

The work submitted in this course is expected to be your own. The use of technologies such as ChatGPT are prohibited and will be considered a violation of the Code of Student Conduct (unless otherwise specified by the instructors).

Technology in Class:

Your respectful, attentive presence is expected; therefore, while students are expected to use their laptop during class, it is understood that you will not be using your laptop or cellular phone for social purposes during class time. Your cell phone should be on silent-mode during class time and phone calls should only take place during the break or after class.

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Assessment:

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment (e.g., the timing of evaluation due dates and weighting of final examinations). Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching). Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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.

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. Additionally, 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.

Accessible Learning Environments:

As instructors in this course, we endeavour to provide an inclusive learning environment. If you require accommodations for learning and feel comfortable discussing your needs with us, please schedule an appointment with us at your earliest convenience to discuss your individual needs. Students are also encouraged to schedule an appointment with the Student Accessibility and Achievement, 514-398-6009 to discuss their learning needs. Should you feel that the instructional design of the course and/or teaching methods are inaccessible for you, we encourage you to discuss this with us so that we can make timely changes or adjustments to maximize the inclusivity of this learning environment.

Course evaluations:

Students will be encouraged to complete a mid-term course evaluation to ensure that the instructional design and teaching methods used in the course are meeting learning needs. End of course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Etiquette:

Respect and accountability are expected throughout the course of the semester during all teacher-student, student-guest speaker, as well as student-student interactions. 'Ground-rules' and expectations for class participation will be collaboratively developed at the beginning of the semester.

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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