

OCC1 551 PSYCHOSOCIAL PRACTICE IN OCCUPATIONAL THERAPY

Credits: 3

Prerequisites: OCC1-550 Enabling Human Occupation.
[Preparatory reading of narratives by persons with lived experience of mental illness is essential, and a university course in humanities is highly recommended. A reading list can be provided upon request.]

Course Coordinator: Karla Jacobsen, PhD (c), OTR
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Please consult MyCourses on the first week of class for each instructor's availability and preferences for setting up meetings.

Course Lecturers: Marc-André Clément, MSc(A), OTR
Karla Jacobsen, PhD (c), OTR
Keven Lee, PhD, OTR
Melissa Park, MA OT, PhD

Course Instructors: Victoria Blais, MSc(A), OTR
Aileen Castro, MSc(A), OTR

Guest Speakers: Grace Davis, MA, Certified Peer Support Worker
TBD

Teaching Assistant: TBD

Course Structure One 2.5-hour lecture per week & one 2 – 3-hour Professional Reasoning Seminar (PRS) or Hands On Workshop (HOW) per week. Lectures related to narrative practices will include pre-recorded and in-person lectures and discussion.

PRS or HOW: Students will attend either Group A or Group B for the weekly mandatory PRS or HOW. Assignment to and schedule for groups as well as details regarding mandatory attendance will be confirmed the first week of class,

Calendar Course Description: This course covers the basic principles and application of professional reasoning in occupational therapy (OT) using a lifespan heuristic with clients living with psychiatric

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conditions and/or psychosocial challenges that impact on function and lived experience. The course will provide a foundation in narrative practices and policy essential for recovery-oriented care. Sensory-based interventions will be used for the pediatric and youth population. The Model of Human Occupation (MOHO) will be used as the conceptual model for practice for the adult population.

Learning Outcomes: Upon completion of this course, the student will have developed the following competencies:

Professional:

1. Understand and apply professional narrative and procedural reasoning to the occupational therapy process to clients with psychosocial challenges and psychiatric conditions.

Expert:

1. Envision meaning-centred, occupation-based global goals and interventions for occupational participation, using narrative and interpretive practices.
2. Select and justify the use of specific neurological, psychological, and cognitive evaluations/assessment methods for psychosocial rehabilitation.
3. Determine the impact of psychiatric conditions, using the Model of Human Occupation (MOHO), on occupational participation, performance and identity.
4. Understand the role of occupational therapy in suicide prevention and post-vention.
5. Recognize the content and processes of group-based OT interventions.

Advocate/Change agent:

1. Recognize how key values across mental health policies, including but not limited to recovery, align with occupational therapy values and can be used for advocacy.
2. Use narrative reasoning to advocate for what matters to particular persons and promote occupational justice.

Collaborator:

1. Apply and display a relational-, and meaning-centered stance and values (humility, respect, empathy) and recognize moments of intersubjectivity during simulated interviews and group exercises.
2. Apply narrative reasoning skills to promote relational-, and meaning-centered occupation-based global goals

Communicator:

1. Use narrative interviewing techniques with a person with a psychiatric condition (simulated situation) to listen for and understand what really matters to that person.

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2. Formulate a case-based OT analysis, to conclude an OT initial evaluation report, using a combination of narrative and procedural reasoning, for clients with various psychosocial rehabilitation clients.

Scholarly practitioner:

1. Apply knowledge from social science/humanities essential to person-centered practice.
2. Identify outcome measures for psycho-social occupational therapy practice.

Course Content: This required three-credit graduate course for Professional Master students in occupational therapy is focused on developing knowledge, skills and attitudes required to work in a psychosocial domain. Using case studies from mental health settings, students will integrate narrative and procedural reasoning to understand what really matters and evaluate function to provide recovery-oriented care. By the end of this course, students will be able to envision relational-, and meaning-centred goals based on narrative interviews; choose and conduct relevant assessments; and propose occupation-based interventions to obtain those goals. Students will also learn basic skills to lead and understand group dynamics and therapeutic challenges in groups. This course is based on lectures, Hands-On Workshops (HOWs), and case-based Professional Reasoning Seminars (PRSS).

Detailed information on lectures, seminars and workshops will be available on MyCourses and discussed the first day of class and may be subject to change. Please consider the detailed schedule that will be posted on MyCourses in January 2024 as the up-to-date document. Please email the course coordinator if you note any discrepancy or if you have any concerns.

Instructional Methods and Expectations: Preparatory activities for in-class activities are on a flexible (e.g., self-directed) schedule and will include readings, videos, podcasts, and pre-recorded lectures. Material necessary for the preparatory activities will be uploaded to MyCourses no later than 72 hours before a class. In-class activities at the fixed class times will include group activities, discussion of clinical cases, seminars, and guest lecturer presentations. Please consult the class schedule for the week-by-week breakdown of class times.

Expectations for Student Participation: It is expected that students participate, to the best of their ability, in large- and small-group class activities. Your participation will greatly enhance the value of the live sessions and your overall learning.

Technology in Class: Your respectful attention is expected; therefore, it is understood that you will not be using your laptop, tablet or cell phone for social purposes. Use of technological devices is encouraged insofar as their use is related to classroom content and does not disrupt the teaching and learning process.

Recording privacy: We will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course. Please consult us if you have concerns about privacy and we can discuss possible measures that can be taken.

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Trigger warning: This is a course focussing on mental health. It helps prepares students to work with clients who present with various types of distress which may trigger discomfort or even strong reactions. Please reach out to people you trust if any parts of this course provoke difficult reactions.

Course Materials: Each class session may have a designated list of pre-recorded lectures, videos, podcasts, readings, and other supplementary material as needed. These will be posted on My Courses a minimum of 3 days prior to the relevant class. It is the responsibility of the student to complete all assigned course activities prior to the lectures.

Copyright of course materials: Instructor generated course materials (e.g., 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: Assignments must follow the posted assignment guidelines. Grades are based on:

- 1) Pre-museum formative reflection (individual, 5%)
- 2) Pre-museum formative reflection (individual, 5%)
- 3) Quiz on the 6 sim center cases (individual, 5%)
- 4) Narrative global goal setting (group work, 25%)
- 5) Mid-term exam (individual, 25%)
- 6) Final exam (individual, 35%)

The proportions for the assignments and evaluations may be altered slightly. A revised and detailed breakdown of assignments with their due dates will be provided on the first day of class.

Consequences of not completing assignments as requested: Assignments must be submitted before the date and time specified on the course schedule. Late submissions will be penalized 1 mark of the total per day or part thereof, including weekends. Requests for an extension must be accompanied by a medical note or other documentation of exigent circumstances. A request for extra time that can be anticipated (e.g., due to a learning difficulty or ongoing illness) must be requested in advance through the Student Accessibility and Achievement office.

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

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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](#).

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.

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. This course falls under the regulations concerning 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.

Inclusive environment: Instructors of this course endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, please do not hesitate to discuss them with the instructors and the [Student Accessibility and Achievement office](#) (514-398-6009). Students must contact and register with the Student Accessibility and Achievement office at (514) 398-6009 before receiving accommodations for assignments or examinations.

Online Course Evaluations: Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying situations where a course or instructor needs assistance. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed to facilitate student learning.

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.

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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