

OCC1 626 MENTAL HEALTH: CHILD AND YOUTH

Credits	3
Prerequisites	Successful completion ¹ of: OCC1 551 Psychosocial Practice in Occupational Therapy OCC1-618 Applied Occupation Therapy: Psychosocial Theory
Course Coordinator	Melissa Park, MA OT, PhD Office: Hosmer House, # 200 Hours: By appointment melissa.park@mcgill.ca
Course Instructors	Marc Clément, MSc erg.OT Keven Lee, ergOT PhD

Communication plan: Please consult MyCourses on the first week of class for each instructor's availability and preferences for setting up meetings.

Course Structure Lectures (2.5 hours/week) and Hands-on-workshops (2.5 hours/week)

Course Description

Orientation to children and youth with psychosocial issues of concern, psychiatric diagnoses and/or social challenges. There will be a focus on autism spectrum disorder (ASD) and neurodivergent groups using sensory approaches to trauma informed care as an emerging practice area in mental health. This course focuses on relationship-focused and healing-centred occupation-based evaluation and intervention. It uses a lifespan heuristic for professional reasoning, including content on epistemic justice to address structural and systemic inequities.

Learning Outcomes Upon completion of this course, the student is expected to be able to:

1. Understand what really matters to children and youth (and their families);
2. Collaboratively create an occupation-based intervention, with a view to sustainability;
3. Assess the functional issues and systemic challenges, with a view to occupational justice;
4. Analyze and synthesize assessment material into a comprehensive report, with a view for program and policy transformation.

Course Content

The focus of this will be on the occupational therapy process as applied to the functional limitations and systemic challenges from the first-person perspective of youth and their family members. The course will apply advanced narrative analysis, grounded in the experiential knowledge and epistemic resources of children, youth, and families and hands-on-workshops to explore occupation-based assessment and interventions (e.g., immersive media). The course

¹ Or contact melissa.park@mcgill.ca for permission.

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will host guest lectures from other health-related disciplines and community-based organizations. The course will integrate emerging neuroscience evidence and models, including the use of Ayres Sensory Integration and Organization of Behavior to support occupation-based evaluation, intervention and report formats to highlight occupational therapy's unique contributions to child and youth mental health.

Course Guidelines on Participation, Format and Activities

Instructional Methods and Expectations

Preparatory activities for in-class activities are on a flexible (i.e., student-determined) schedule and will include readings, audiovisual material, and pre-recorded lectures. Material for 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 participant observations of guest lectures; small group activities, and seminar-style discussions of course material; professional reasoning about assignments; and hands-on-workshops seminars.

Some weeks may have exceptions to the published schedule on Minerva due to special events (i.e., interviews/observations, evaluation and interventions) dependent upon community partners. Please consult the class schedule for the week-by-week breakdown of class times and contact course coordinator for any anticipated challenges or conflicts with other courses.

All other course work (e.g. activities other than pre-recordings, assignments, studying) is estimated to require 78 hours/term (approx., 2 hours/week per credit) as per University guidelines. Actual time required may vary according to each student's work efficiency.

The instructors will not be explicitly lecturing on the pathophysiology of psychosocial conditions or assessments. It is the student's responsibility to acquire content on diagnostic criteria or assessments through the review of other course material or readings prior to class. Students are expected to find literature in a self-directed manner to complement their understanding of the content presented in this course, and raise any related questions, using the course time as an opportunity to raise questions and shape their own learning process.

Expectations for Student Participation

This is an intensive semester and it is expected that students participate in large- and small-group class activities and discussions. It is also expected that students contribute to the MyCourses Discussion Board, or any other feature being used by the instructors to raise or address questions and comments. Participation will greatly enhance the value of the live sessions and your overall learning.

In addition, it is expected that Students attend every lecture. Students who have missed more than 10% of lectures and hands-on-workshops (i.e. *more than one in this course*), without prior approval or a medical notice will have a 5% mark deducted from their final course mark. This rule applies to all required workshops and seminars. Be aware that some lecture time will be used for in-class, case-based discussion.

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Technology in Class

Respectful attention is expected; therefore, it is understood that students will not use laptops, tablets or cell phones for any social purposes. If there are any exceptional reasons, please consult with course instructors prior to any classes for permission. Use of technological devices is encouraged insofar as their use is related to classroom content and does not disrupt the teaching and learning process. Any use of technology unrelated to course content—including in assignments completed outside of the classroom will be considered when grading for Professionalism (see below).

Recording privacy

Students will be notified if part of a class is being recorded. The recordings will be made available in MyCourses. By remaining in classes that are recorded, students agree to the recording, and understand that their image, voice, and name may be disclosed to classmates and others who have access to MyCourses. Please consult course coordinator for any concerns about privacy and for possible measures that can be taken.

Course Materials

Course Materials

Each class session may have a designated list of pre-recorded video lectures, audio, 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, presentations, 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.

Assignments and Evaluation

Student Assignment and Evaluation

All assignments must follow the posted assignment guidelines for format and length. All students are responsible for reviewing the guidelines and rubrics and clarifying any outstanding questions in advance with course instructors. Grades are based on:

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|---|---------------------------|
| 1. Ethics | 5 % Individual |
| 2. Professionalism | 5 % Individual |
| 3. Participant observations and reflexivity (5) | 30 % Individual |
| 4. Envisioning: Narrative assessment and goals | 15 % Individual or Dyadic |
| 5. Emplotment: Procedural assessment and intervention | 15 % Individual or Dyadic |
| 6. Chart Talk : Report | 20 % Dyadic, Individual |

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For the purposes of this course, professionalism includes the values related to relationship-centred practices, including the flexibility and open approach when working with different values when working with community-based organizations and different personal/temporal orientations and schedules. Thus self-initiated problem-solving and creativity related to scheduling and place of interviews, assessment and interventions will be expected as part of professionalism.

The percentages given each assignment and whether assignments will be completed individually, in a dyad or small group are contingent on each year's community partners and will thus vary per year. Revisions and rubrics (detailed breakdowns of assignments) will be provided in advance, no later than a week prior to due dates.

Consequences of Not Completing Assignments as Requested

Assignments must be submitted before the date/time specified on the course schedule. Late submissions 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 ongoing illness,) must be requested in advance through the Student Accessibility and Achievement office. Other exceptional circumstances (e.g., travel for course-related learning opportunity) must be discussed with course coordinator in advance of due dates.

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](#).

Right to Submit Written Work in English or 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, except in 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.

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Special Requirements for Course Completion and Program Continuation

In order to pass the course, a grade of at least B- (65%) must be obtained of the individual, group, and total 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.

Other Guidelines

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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