

OCC1 545 THERAPEUTIC STRATEGIES IN OT1

Credits: 8

Course Coordinators: B. Nedelec, B. Shankland

Course Instructors: M. E. Bolduc, N. Forget, D. Nguyen

Course Description: Occupational therapy (OT) evaluation and intervention in the context of musculoskeletal health.

Expanded Course Description: A biomechanical framework is used to evaluate occupational performance, to establish client-centered goals and to competently navigate case studies, across the lifespan. Case discussions will be framed using the Canadian Model of Occupational Performance and Engagement.

Course Structure: This course includes 4.5 hours of lecture to acquire knowledge on the conditions, assessment, and treatment approaches, 4.5 hours of practical hands-on workshops (HOWs) where assessment and treatment skills will be developed and 2 hours of interactive professional reasoning seminars (PRS) per week where case scenarios will be explored and discussed in order to advance professional reasoning. Group and self-directed learning activities will be emphasized.

Overall Objectives:

The student therapist will acquire knowledge and skills necessary to:

- 1) evaluate and analyze the occupational (physical, affective and/or spiritual) performance issues and components for individuals with various musculoskeletal conditions throughout the lifespan,
- 2) evaluate and analyze the physical, institutional, cultural and/or social environmental factors enhancing or limiting optimal occupational performance,
- 3) establish client-centred goals, and
- 4) plan, initiate, carry out and evaluate occupational performance-based interventions that are appropriate for individuals of all ages.

Learning Outcomes:

Upon completion of this course, the student therapist will demonstrate competence in the following areas:

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A. Occupational Therapy Expertise

- Describe, discriminate, and discuss musculoskeletal conditions, associated pathologies and medical interventions to inform rehabilitation. (Communication and Collaboration)
- Apply the Canadian Model of Occupational Performance and Engagement for a given client in relation to occupational therapy assessment and intervention.
- Develop a comprehensive OT assessment plan based on the occupational performance taxonomy for a given client and be able to perform assessments for:
 - a. voluntary movement
 - b. action
 - c. task
 - d. activity
 - e. occupation
 - f. client priorities and satisfaction with occupational participation.
- Analyze and synthesize assessment results in accordance with the Canadian Model of Occupational Performance and Engagement and professional standards.
- Using a collaborative and strengths-based approach with the client, develop an OT problem list, long- and short-term goals, and treatment plan that is the ‘most appropriate’ for the client, including:
 - a. education, therapeutic activities and modalities
 - b. strategies to maximize occupational participation.(Communication and Collaboration; Culture, Equity, and Justice; Excellence in Practice)
- Effectively implement Occupational Therapy treatment plans.
- Analyse the physical, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational participation. (Culture, Equity, and Justice)
- Appraise treatment outcomes and client satisfaction using selected outcome measures. (Excellence in Practice)

B. Communication and Collaboration

- Document OT assessment results, problem list, long- and short-term goals, treatment plans, treatment outcome and client strengths and satisfaction in accordance with the Canadian Model of Occupational Performance and Engagement and provincial regulatory and organizational standards. (Professional Responsibility)
- Effectively implement Occupational Therapy by:
 - a. establishing a professional relationship with the client (Occupational Therapy Expertise)

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- b. using respectful and effective communication strategies. (Culture, Equity, and Justice)
- c. describing the value of establishing a positive working relationship with other interprofessional team members.
- d. describing ways to effectively work with other team members to achieve client-centred goals.
- e. effectively managing team conflicts when they arise.
- C. Culture, Equity, and Justice
- Effectively implement Occupational Therapy by:
 - a. supporting the factors that promote health, well-being, and participation in meaningful occupations.
 - b. contributing to a practice environment that is culturally safer and inclusive by modifying practice approaches based on client/community preferences, experiences, and worldviews.
 - c. demonstrating ethical practice, respect for diversity, and humility.
 - d. appropriately modifying assessment and treatment plans based on ethical considerations and client values. (Professional Responsibility)
 - e. applying a client-centered approach, considering the client's uniqueness throughout the entire OT process, from assessment, treatment implementation, and documentation/communications.
- D. Excellence in Practice
- Students will apply and discuss
 - a. reflective practice principles.
 - b. evidence-informed practice strategies.
 - c. strategies to identify their personal learning needs and plans to remediate identified gaps.
 - d. consider human and material resource allocation and the social and ecological costs of care.
(Occupational Therapy Expertise; Communication and Collaboration; Culture, Equity, and Justice)
- E. Professional Responsibility
- Effectively implement Occupational Therapy by:
 - a. choosing the best mode of service delivery.
 - b. manage the assignment of services to assistants and others.
 - c. adhering to legislative and regulatory requirements.
 - d. demonstrate a commitment to minimizing risk.
(Occupational Therapy Expertise)
- F. Engagement with the Profession
- Students will contribute to the learning of others.

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Course Materials:**Required Texts:**

Course Pack (Reading list and associated pdfs will be available to students through McGill's OneDrive)

Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario. NOTE*: This is one of the textbooks in the bundle purchase from CAOT.

Canadian Occupational Performance Measure. NOTE*: This is one of the textbooks in the bundle purchase from CAOT.

Recommended Texts:

Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario
NOTE*: This is one of the textbooks in the bundle purchase from CAOT.

Skirven TM Osterman AL Fedorczyk JM Amadio PC Feldscher SB Shin EK (2021) Rehabilitation of the Hand and Upper Extremity. 7th Edition, Elsevier: Philadelphia, PA (available electronically)

Copyright of course materials: 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.

Student Assignment and Evaluation: Student evaluation will be done in an ongoing format throughout the term and will include both formative and summative evaluations.

Mark distribution:Content-based competency quizzes (CBCQ) – 10%

There will be 9 CBCQ throughout the semester. These will count for 10% of the final grade for the course. To obtain the 10%, students are required to demonstrate that they have acquired the necessary foundational knowledge from previous courses and required readings by obtaining ≥80% on all of the quizzes and a pass on the 3D print and orthosis.

Case-based assignments (CBAs) – 30%

There will be 5 case-based assignments throughout the semester. Students will be working in assigned groups.

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Final examination – 25%

The final examination is a written examination that takes place during the university final examination period. This exam will include case-based short answer questions.

Objective Structured Clinical Examination (OSCE) - 35%

The OSCE is a practical examination with simulated clients/patients used to assess clinical skills performance.

A detailed description of these evaluations will be provided as part of the course schedule on the first day of class.

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 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.

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](#).

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

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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).

Skills Building Attendance Mark: Attendance at all how-to workshops (HOWs) and professional reasoning seminars (PRSs) is mandatory. Students will not be able to miss more than 15% (i.e. more than 3 per term) of the HOWs or 15% (i.e. more than 2 per term) of the PRSs. If they do, 10% of the total course mark will be removed.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends.

Assessment: The [Policy on Assessment of Student Learning](#) 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.

Professional Conduct: Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities. When working with simulated patients, student must be dressed professionally.

Accessible Learning Environment: If you experience barriers to learning in this course, please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Student Accessibility and Achievement](#) at (514) 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 silent mode during class time and phone calls should only take place during the break or after class.

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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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