

# OCC1-549 Course Outline

## Therapeutic Strategies in OT II

### General Information

Course #	OCC1-549
Section #	001
Term	Winter
Year	2025
Course pre-requisite(s)	Successful completion of OCC1-545 (Fall term)
Course schedule (day and time of classes)	<p><b>Lectures:</b> Mondays 8:35-10:25am. Lectures are primarily in-person, with some online sessions for distant guest lecturers. Refer to the course schedule for details. All lectures will be recorded and uploaded to MyCourses within 24 hours.</p> <p><b>Hands-On Workshops (HOW):</b> Mondays 12:05-1:55pm (Group A) and 2:05-4:55pm (Group B). These times may vary occasionally based on the type of activity scheduled (e.g., site visit, SIM Centre activity, etc.). Refer to the course schedule for details. HOWs are not recorded, and attendance is required.</p> <p><b>Professional Reasoning Seminars (PRS):</b> Fridays 8:35-10:25am (Group A) and 10:35-12:25pm (Group B). These times may vary occasionally based on the type of activity scheduled (e.g. site visit, SIM Centre activity, etc.). Refer to the course schedule for details. HOWs are not recorded, and attendance is required.</p>
Number of credits	4 credits

### Course Instructor Information

Name	Marie-Lyne Grenier, MScOT, DOT, PhD(c), erg. (Course Coordinator/Instructor)
E-mail	<a href="mailto:marie-lyne.grenier@mcgill.ca">marie-lyne.grenier@mcgill.ca</a>
Office hours and details	I will hold weekly virtual office hours on <b>Mondays from 10:30-11:30am</b> . These are offered on a first-come, first-served basis - no appointment is necessary. Click the Zoom link under the Zoom tab on MyCourses to join. You will enter a waiting room if another student is ahead of you. Meetings can be booked by appointment; however, owing to a part-time teaching schedule, I may not be able to accommodate all requests.

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**Name** Daniel Nguyen, MScOT, erg. (Instructor)  
**E-mail** [daniel.nguyen2@mcgill.ca](mailto:daniel.nguyen2@mcgill.ca)  
**Office hours and details** *By appointment*

*And several other guest lecturers/facilitators!*

## Course Overview

In this course, students will build on the knowledge acquired in OCC1-545. Special attention will be given to exploring the contextual/environmental factors that impact occupational choice and occupational participation for individuals living with complex (often chronic) musculoskeletal conditions. Students will be introduced to principles of critical disability theory and explore its relevance in supporting occupation-focused, rights-based, and disability-affirmative care. This course will use the Canadian Occupational Therapy Inter-Relational Practice Process (COTIPP) as a guiding framework, which builds on the Canadian Practice Process Framework (CPPF) learned in OCC1-545.

## 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. The course includes a mix of didactic, active, dialogical, and inquiry-based learning activities, as well as self-directed and group-based learning activities and assessments. Several guest lecturers and guest facilitators will support student learning throughout the term (see schedule for more details). All course materials will be housed on the online MyCourses platform.

## Learning Outcomes

This course aims to support students in developing the following core competencies as outlined in the [Competencies for Occupational Therapists in Canada](#) document (ACOTRO, ACOTUP, CAOT, 2021):

### Occupational Therapy Expertise

- 1) Co-create a shared understanding of the scope of services, expectations, and priorities with individuals/groups/communities living with complex musculoskeletal conditions (A1.1)
- 2) Support individuals/groups/communities living with complex musculoskeletal conditions to make informed decisions throughout their continuum of care, discussing risks, benefits, and consequences (A1.4)
- 3) Keep occupation at the centre of practice (A2.1)
- 4) Use a strengths-based approach to maximize the occupational participation of individuals/groups/communities living with complex musculoskeletal conditions (A2.2)
- 5) Consider and respond to the impact of context on the occupational choices and occupational opportunities available to individuals/groups/communities living with complex musculoskeletal conditions, including the impact of this context on the occupational therapy process (A4.3, C1.2, C1.3)

### Communication and Collaboration

- 1) Employ communication approaches and technologies suited to the context and needs of individuals/groups/communities living with complex musculoskeletal conditions (B1.3)
- 2) Adjust to power imbalances that affect relationships and communication, including in documentation practices (B1.4)
- 3) Participate actively and respectfully in collaborative decision-making (B3.6)
- 4) Recognize and address real or potential conflict in a fair, respectful, supportive, and timely manner (B.3.9)

### Culture, Equity and Justice

- 1) Challenge biases and social structures that privilege or marginalize people and communities, including those in healthcare systems (C1.3)
- 2) Work to reduce the effects of the unequal distribution of power and resources on the delivery of occupational therapy services, including systemic barriers (C1.5, C3.4)
- 3) Contribute to a practice environment that is anti-oppressive by seeking out appropriate resources and inclusive approaches (C2.1, C2.4)
- 4) Advocate for environments and policies that support sustainable occupational participation (C3.6)

#### Excellence in Practice

1. Learn from varied sources of information, ways of knowing, and feedback (D2.2)
2. Integrate relevant evidence (defined broadly in this course) into practice (D3.4)

#### Professional Responsibility

1. Respond to ethical dilemmas based on ethical frameworks and the values of the people that we work with (E1.5)
2. Be accountable for all decisions and actions made during practice (E1.7)
3. When observed, respond to and report unprofessional, unethical, or oppressive behaviour, as required (E1.8)
4. Respect the occupational rights, choices, and self-determination of the people that we work with, while minimizing risks (E2.2)

#### Engagement with the Profession

1. Serve as a role model and change-maker (F2.4)

## Course Materials

See the reading list on MyCourses for a detailed breakdown of each week’s required readings – each week’s readings have been uploaded to MyCourses for ease of access. No textbook is required for this course. ***\*\*Readings are integral to this course and will form the basis of classroom discussions and assessments. It is strongly recommended that students schedule time each week for timely completion of readings and associated assessments.***

## Course Content

See course schedule on MyCourses for a detailed breakdown of weekly course content.

## Evaluation

See the ‘Assessment’ tab on MyCourses for assessment details and deadlines.

Name of Assignment	% of final grade
Documentation Assignment (group)	15%
Practical Wheelchair Assignment (individual)	15%
Pediatric Assignment - Part I (7%) and Part II (8%) (group)	15%
Weekly Reading Responses (individual)	20%
Final Oral Exam (individual)	35%

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## 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.

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.

### 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).

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.

### Assessment:

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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, to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, 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, student success is our priority. We endeavour to provide an inclusive learning environment that draws on principles of universal design for learning. That said, if aspects of this course do not meet your learning needs, please do not hesitate to discuss your needs with us. You can attend Marie-Lyne's weekly virtual open office hours or schedule an appointment for a different time with either Marie-Lyne or Daniel. Disclosure of a condition is not expected or needed during such meetings; what is important to us is to understand your learning needs and work with you to make this course as accessible as possible. Students are also encouraged to schedule an appointment with the Office for Student Accessibility and Achievement, 514-398-6009 (select option 1 or 2) to discuss their learning needs. As the semester progresses, if you feel that the instructional design of the course and/or teaching methods could be more accessible for you or others, we encourage you to discuss this with us so that we can make timely changes or adjustments to maximize the inclusivity of this shared learning space.

### **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 another way that McGill works towards maintaining and improving the quality of courses and the student 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 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 may be subject to change.**