

## OCC1 617 OCCUPATIONAL SOLUTIONS 2

**Credits:** 6

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**Course overview:** Occupation-based approaches, client-led goal setting, assessments and interventions for fostering meaningful participation of clients with disorders of the nervous system across different settings and across the life span. The course will be guided by the International Classification of Function, Disability and Health (ICF), in which the concepts of ‘participation’ and the ‘environment’ will be discussed in the context of the client’s values, health condition, personal factors, and aspirations. Specifically, assessments to evaluate client’s occupational participation and the impact of the environment on their participation will be introduced. Innovative occupational therapy interventions to promote participation across the lifespan will also be presented and practiced with a special focus on solution-based strategies, capacity building, and empowerment. The Canadian Model of Client Center Enablement will guide the acquisition and application of enablement skills at micro and macro levels. Finally, knowledge translation methods for accelerating the uptake of evidence surrounding participation into day-to-day practice will be introduced and practiced, supported by testimonials of front-line clinicians.

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**Course Structure:** The course will be delivered using a blended learning approach with limited classes given remotely and the majority of classes in person. Several formats will be used including live ('fixed') and pre-recorded ('flexible') formal lectures involving guest lecturers, virtual or in person laboratory/practical sessions and tutorial/self-directed learning modules. A range of teaching strategies are included in this course such as: formative evaluation, hands-on workshops, professional reasoning seminars, guest lectures, simulated cases/scenarios, role playing, peer evaluation, among others.

**Learning Outcomes:** The Profile of Practice of Occupational Therapists in Canada outlines roles and competencies for the profession. The student will be actively engaged in developing the following core competencies related to the central role of Expert in enabling occupation and the supporting roles of Scholarly Practitioner and Change Agent.<sup>1</sup>

#### Expert in Enabling Occupation

1. recognize unique roles and arenas of occupational therapy practice for pediatric, adult and geriatric clients with neurological conditions in accordance with provincial /national regulatory standards; (Professional)
2. select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context;
3. administer and analyze the results of selected assessments;
4. formulate a problem list from assessment results and develop intervention objectives (short term and long term goals) based on the problem list and client strengths and resources available;
5. understand and apply the different models/approaches of OT practice in neurorehabilitation and differentiate their use in the clinical setting;
6. develop intervention strategies based on assessment results, intervention goals and approaches to promote competence in occupational performance domains across the lifespan;
7. progress and terminate interventions;

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<sup>1</sup> Profile of Occupational Therapy Practice in Canada, 2012

8. apply principles of program evaluation, clinical audit and outcome management to evaluate the effectiveness of services;
9. utilize a client/family-centered approach to support diversity in the care of clients with neurological conditions of all ages; (Communicator)
10. understand and apply interprofessional models of service delivery; (Collaborator)
11. demonstrate effective decision making using a problem-solving approach;

#### Change Agent

12. advocate for health and well-being of all individuals through engagement in occupation (clients and communities);
13. promote the coordination of services across settings (e.g. acute care to home, work/school) and assist in the successful integration of clients into the community; (Expert in Enabling Occupation, Communicator)

#### Scholarly Practitioner

14. utilize a self-directed approach to apply and integrate new knowledge to clinical techniques and skills learned in class;
15. seek, appraise and apply evidence in the literature to clinical cases, assessments or interventions in neurorehabilitation.
16. identify gaps in knowledge of occupational therapy practice and develop research questions.

**Lecture Schedule:** Lectures and practical sessions will focus on the integration of content learned in Occupational Solutions I to clinical cases across ages and settings, with a gradual increase in the complexity of the cases presented over the term. Two 3-hour sessions are planned per week. A couple of sessions comprised of pre-recorded lectures that can be completed either before or during the sessions and live lectures. The pre-recorded lectures will be made available on myCourses at least 72 hours prior to class.

#### **Course Materials:**

#### **Required Texts:**

1. Clifford O'Brien J. & Kuhaneck, H. (2020) *Case-Smith's Occupational therapy for children: 8th ed.*, Elsevier Inc.

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2. Zoltan B. (2007) *Vision, perception, and cognition: a manual for the evaluation and treatment of the neurologically impaired adult*: 4th ed.

**Supplemental Readings/Resource Textbook:**

Radomski and Trombly Latham (2014) *Occupational therapy for physical dysfunction*: 7th ed.

**Student Assignments and Evaluation**

Knowledge and Application	5%
- 2 short Quizzes available on myCourses (2.5 marks per quiz)	
Assignments	55%
- Assignment 1 (15%)	
- Assignment 2 (20%)	
Formative feedback on goal setting (optional)	
- Assignment 3 (20%)	
Final Exam	40%

**Special Requirements for Course Completion and Program Continuation:** In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Since the course includes individual and group evaluation components, a passing grade of B- (65%) must be achieved in each of these components, as well as in the overall course, in order to receive a passing grade for the course. If the overall course mark is a failure, the student may be permitted to write a supplemental exam in this course or retake the course. If the overall course mark is a pass but one component is a failure, the course mark is withheld from the record. The student must undertake remedial work in that failed component and successfully pass an additional evaluation of that work. If the additional work is successfully passed, the original final course mark is then recorded.

**Diversity:** 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.

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**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](#).*

**Attendance and Class Recording:** Students are expected to attend all lectures on time and actively participate in class discussions. It is the responsibility of each student to attend classes prepared and be actively involved. Although attendance will not be taken, the materials covered in class will be subject to evaluation. We invite faculty and guest speakers who are experts in their fields as well as family members who can share lived experiences. Your presence in class reflects your appreciation for these guests as well as your desire for learning. Please note that classes and discussions will be recorded unless there are confidentiality issues with guest speakers or other restrictions. We expect all students to attend and actively participate in the SIM classes; if you are absolutely unable to attend, please inform one of the instructors in advance and arrange for another student to take your role as a lead of assigned case.

**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.

*“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).”*

**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.

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**Consequences of not completing assignments as requested:** Assignments not completed on time will be penalized 5% of the total mark per day (including weekends). In the event that an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible with appropriate justification.

Academic accommodations: If you have a documented disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Student Accessibility & Achievement office](#) 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 smartphone for social purposes during class time (e.g. email, msn, sms). Your smartphone should be on silence during class time and phone calls should only take place during the break or after class.

**Statement regarding Copyright of instructor-generated course materials:**

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, lecture recordings 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. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

**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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