

OCC1 618 APPLIED OT PSYCHOSOCIAL THEORY

Credits	5
Course Coordinators	Keven Lee, PhD. keven.lee@mcgill.ca Hiba Zafran, PhD. Hiba.zafran@mcgill.ca
Course Lecturers	Karla Jacobsen, PhD. karla.jacobsen@mcgill.ca Suzanne Rouleau, MSc suzanne.rouleau@mcgill.ca
Teaching Assistant	Laura Fregeau, MSc. laura.fregeau@mail.mcgill.ca
Office Hours	By appointment with your seminar leader and course lecturers
Prerequisites	OCC1 551

Course Description: This graduate course covers the integration of narrative and procedural reasoning to promote growth through occupation. Learners will interpret what matters to persons and groups facing psychosocial challenges in clinical and community settings and apply psychosocial theories in occupational therapy (OT) interventions.

Expanded Course Description: Drawing on empirical and theoretical knowledge, learners will develop professional reasoning for individual and group approaches to address the psychosocial dimensions of OT across practice domains. Learners will be introduced to a Professional Reasoning Matrix that centers narrative reasoning to interpret what matters to individuals and groups, envision occupation-based global goals, and design activity-based groups and settings that foster the possibility of significant experiences. Learners will then apply procedural reasoning to identify, justify, and apply a Frame of Reference or Model of Practice for the identified psychosocial issues of concern to form objectives and grade activities.

The Professional Reasoning Matrix will guide reflection for, in, and on practice during evaluation, grading activities, leading groups, analyzing group process and content, and advocating for occupation-based groups. The theoretical constructs and concepts learned during lectures will also be applied to individual care scenarios developed from

empirical research about the experiences of persons who have accessed services for psychosocial and mental health challenges.

Course Structure

Lectures

This course consists of biweekly lectures (2 hours/lecture) including professional reasoning seminars where students apply the content seen in lectures to care scenarios.

Professional reasoning seminars and hands-on-workshops

The class will be separated into groups of ten to fourteen learners for the professional reasoning seminars / hands-on-workshops. You will be assigned to either a Tuesday or Thursday group.

Course Content

Module I: Professional reasoning

- Professional Reasoning Matrix
- Narrative Reasoning Concepts for Intervention:
 - a. Therapeutic Emplotment
 - b. Activities as Embodied Metaphors
 - c. Scenes
- Professional Reasoning Matrix and Group Dynamics

Module II: Frames of reference

- Object Relations
- Ayres Sensory Integration
- Behavioural
- Cognitive Behavioural Therapies

Module III: Models of practice

- Psychosocial Rehabilitation
- Resilience and Trauma-informed approaches
- Liberation Psychology

Learning Outcomes

Expert in Enabling Occupation

1. Apply the Professional Reasoning Matrix to:
 - a. Appraise the occupational performance of clients experiencing psychosocial challenges
 - b. Guide the design and implementation of occupation-based group activities
 - c. Analyse a group session

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2. Create and justify occupation-based global goals for groups
3. Adapt and grade activities using psychosocial theories
4. Evaluate the process and outcomes of an activity-based group session

Scholarly Practitioner

5. Develop a tailored and evidence-informed group protocol for a particular group of clients experiencing psychosocial challenges
6. Apply concepts and strategies from frames of reference and models of practice into OT intervention planning

Communicator and Collaborator

7. Defend the utility of an occupation-based group protocol for a particular population

Practice Manager

8. Demonstrate practice management skills by submitting assignments with rolling due dates Course Materials

Course Materials

- All required readings will be in the course reader or posted on MyCourses
- Cole, M.B. (2018). *Group Dynamics in Occupational Therapy ~ The theoretical basis and practice application of group intervention*. 5th ed. New Jersey: Slack Inc. [available for free through McGill Library]

Recommended texts

- Bruce, M. & Borg, B. (2016). *Psychosocial Frames of Reference. Core for Occupation-Based Practice*. 4th Ed. New Jersey: Slack Inc.
- Dimock, H.G. & Kass, R. (2007). *How to observe your group*. 5th ed. North Concord, ON: Captus Press Inc.
- Nicholls, L., Cunningham-Piergrossi, J., de Sena-Gibertoni, C., & Daniel, M. (2013). *Psychoanalytic Thinking in Occupational Therapy: Symbolic, Relational and Transformative*. John Wiley & Sons [available on-line].
- Restall, G.J. & Egan, M.Y. (2022). *Promoting Occupational Participation: Collaborative-Relationship-Focused Occupational Therapy*. Ottawa, ON: CAOT-ACE Publications.

Assignments and Evaluations

Assignments will be conducted in self-selected student pairs, alongside individual exams. Please see the [Guide to Designing Occupation-Based Groups](#) for details

Skills Building Attendance Mark

Participation in lectures: Your attendance in lectures is your choice. We will do our best to have lectures recorded but please note that some technical problems are out of control. Please review the visual schedule to note which lectures will not be recorded or online.

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Participation in experiential learning: Participation in HOWs1-3 is mandatory and will be monitored. These workshops will not be recorded. The group dynamics seminars rely on learning through experiencing the process of a group's development over the semester. Therefore, you must communicate with your seminar instructor and group members if you cannot attend for unforeseeable or mitigating circumstances (full disclosure of your reasons is not required). If you miss 2 or more group dynamic seminars sessions, the instructor will assign an additional submission to assignment 3 (group analysis), due by the end of the semester, in the absence of which 5 marks will be removed from your individual grade.

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 while feeling welcomed and respected 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, 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 for and from both learners and teachers.***

Right to submit in English or French written work that is to be graded: In accord with McGill University's [Charter of Student Rights](#), students in this course have the right to submit in English or in French 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.

Accessible Learning Environment: If you experience barriers to learning or have accessibility preferences, please contact the relevant instructor(s) to arrange a time to discuss your rights and needs. You do not need to disclose the details of a health condition or social situation. Instructors may reach out to offer additional support, and we encourage you to connect with faculty for support as soon as possible if your situation changes. It is recommended that you register with the [Student Accessibility and Achievement](#) at 514-398-6009 if you do have ongoing arrangements.

Special Requirements for Course Completion and Program Continuation: Minimum grade of 65% is considered a pass. In any course which comprises both individual and group evaluation components, each student must achieve a passing grade in each of these components as well as in the overall course to receive a passing grade for the course. Please

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refer to the appropriate sections in both undergraduate and graduate calendars on university regulations regarding final and supplemental examinations.

Consequences of not completing assignments as requested: Assignments and exams must be submitted within the set timelines. A penalty of 5 marks will be attributed for each day of delay (including weekends, up to a maximum of 20 marks). Mitigating or exceptional circumstances and accommodations must be discussed with the instructors *prior* to the due date, or late submissions will be penalized.

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.

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](#)

Dress Code: [Reflexivity with respect to dressing](#) is encouraged throughout the course of the semester to be in line with the therapeutic approaches and settings that are planned, while honoring your cultural identity and gender expression.

Copyright of course materials: Permission of the instructor is required before any lecture may be taped. 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

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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