



OCC1 622 COMMUNITY BASED OCCUPATIONAL THERAPY

Credits:	3
Pre-requisites:	OCC1 550, OCC1 617, OCC1-618, OCC1 620 Clinical Practicum 501, 502, and 503
Coordinator:	Hiba Zafran hiba.zafran@mcgill.ca
Course instructors:	Giovanni Arcuri giovanni.arcuri2@mcgill.ca

Course Structure: This course is held in the M1 Winter semester, which begins after spring break. It consists of fourteen (14) lectures, 2.5-3 hours in length.

Course Description

This course highlights the development of knowledge, skills, and values that align with an anti-oppressive and socially accountable role for occupational therapists focused on the level of systems, organizations, and communities. The course introduces learners to concepts, frameworks and practices in allyship with under-served and marginalized groups to promote equitable occupational participation. Lectures are shared with historically excluded guest lecturers including service users, advocates, researchers, and clinicians.

Learning Outcomes

1. Analyze the impacts of social, structural, contextual and interpersonal determinants on the occupational justice, rights, engagement, identity, and performance of marginalized groups, communities, and populations
2. Clarify and/or deconstruct one's own positionality and moral frameworks/values/assumptions/imperatives and explore/examine impacts on their practices as occupational therapists
3. Contextualize and critique existing occupational therapy, occupational science, and rehabilitation practices and policies; laws and regulations

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4. Apply complex reasoning that foregrounds the political, ethical and narrative in a professional context that demands social accountability to identify, address and contest health, social and occupational inequities
5. Generate multi-level and accountable occupational therapy solutions that address violations of occupational rights in a given community/local context

Content Advisory: Please be aware that given the nature of this course, content will be challenging for diverse learners in different ways as it questions worldviews. This content is included because it directly relates to the course learning outcomes as well as the 2021 Competencies for Occupational therapists in Canada (particularly Section C). Options / choices are provided for engagement with required preparatory materials. Do review these ahead of time and contact the course instructors if you have questions. We will discuss civil engagement within the classroom-as-community in the first lecture.

Educational philosophy and Instructional Strategies

Being a graduate-level course focused on community-led change, the course instructors believe in the following principles:

- **Reflexivity** is a core and necessary ability to engage in change. We acknowledge that all of us will be in different spaces and abilities in terms of the capacity to question one's principles and the world around us. We believe that reflexivity is promoted **through critical and respectful dialogue**. Thus, this will be modelled by placing primacy on collaborative lectures that include dialogue-based content and activities, as well as highlighted within evaluation processes. Please refer to the *Reflexive Guide for Emerging Practitioners* for support.
- Being on the verge of becoming professionals, we believe in your **self-directed capacity** to engage in and initiate your own processes of change within this course. For example, we know that the verbal mode of communication is not everyone's preferred method of engagement or learning, and so we expect you to support each other in developing this strength, to leave space for/facilitate for those who may be less verbal and encourage all of you to use multiple modes of participation such as the MyCourses discussion board, asking a peer to share your idea with the class, emailing the course professors, and any other ideas you may have.

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- [Addressing inequities is a political process](#) that necessarily involves addressing power dynamics. This is not an easy or comfortable. [Principles for classroom engagement will be shared on the first day of class](#). Please refer to the Diversity Statement below with respect to our expectation that we all continue to practice developing our sensitivity and humility.
- The majority of the [lecturers and instructors in this course are from historically excluded equity groups](#). You are asked to listen with attention to your own assumptions and to attend with care and respect.

Course Content

1. Accountability of occupational therapists within systemic violence and alongside under-served communities
2. Policies and legislations regarding human and occupational rights
3. Social determinants of health and occupation in a systems approach
4. Concepts of accountability, community and community change
5. White supremacy, systems of oppression, allyship and cultural safety
6. Occupational therapy, occupational science and rehabilitation practices that tackle broader social and structural determinants:
 - a. Socially accountable approach to practice
 - b. Occupation-based community development
 - c. Collective narratives and occupations with/in diverse communities
 - d. Political reasoning, institutional change and policy development

Course materials : The schedule of required preparatory readings/viewings and assignments can be found in the [Course Reader](#). In addition to the *Reflexive Guide for Emerging Practitioners*, a document of resources per class theme is also available.

Assignments and Evaluation: Specific instructions for completing all assignments will be available on MyCourses in the *Guide to Evaluation of Learning* by the first day of class. This course includes an oral exam.

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,

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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 for both learners and instructors.***

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.

In this class, English or French can also be used for the final oral examination.

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).

Dans le cadre de ce cours, les étudiants ont également le droit de compléter l'examen oral individuel en anglais ou en français.

Accessible Learning Environment: If you experience barriers to learning or have accessibility preferences, please contact the instructor to arrange a time to discuss your rights and needs. You do not need to disclose the details of a health condition. 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 in order to receive a passing grade for the course. **If the total mark is a pass but the final oral exam is a fail, the course mark is withheld from the record. The student must undertake remedial work in that failed component and pass the additional evaluation.** The original final course mark is then recorded. A supplemental exam is permitted in this course.

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

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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: We honor your choices to represent your cultural identity and gender expression through clothing attire. Reflexivity with respect to dressing is encouraged throughout the course of the semester if visiting community resources e.g., do not wear expensive jewelry if visiting a women's shelter vs wearing more traditional expectations of 'professional' attire if meeting with a hospital director.

Attendance: This is a course that is highly student-self-directed. Attendance in lectures is **expected** of all learners, since students will participate in learning activities in all classes. In addition, the **material shared by the guest lecturers involves personal experience and may not be available as lecture postings.**

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

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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