

## OCC1 549 THERAPEUTIC STRATEGIES IN OT2

**Credits:** 4

**Prerequisite:** Successful completion of OCC1 545 Therapeutic Strategies in OT1

**Course Coordinator:** Susanne Mak

**Course Instructors:** Cynthia Perlman, Marie-Ève Bolduc, TBA

**Course Description:** Advanced occupational therapy (OT) evaluations and interventions for systemic and/or complex musculoskeletal conditions.

**Expanded Course Description:** This course will apply occupational therapy principles to systemic and/or complex musculoskeletal conditions across the lifespan, using the same framework and approach as described in Therapeutic Strategies in OT1. Case-based clinical reasoning is incorporated.

**Course Structure:** This course includes 1.5 hours of lecture, 1.5 hours of practical seminars, where assessment and treatment skills will be developed and mastered, and 2 hours of interactive clinical reasoning workshops per week. Group and self-directed learning activities will be emphasized.

**Overall Objective:** The student therapist will build on the knowledge and skills acquired in OCC1 545 and will work with complex musculoskeletal conditions across the lifespan, incorporating environmental determinants, to advance their clinical practice skills, problem-solving skills and clinical reasoning.

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

- 1) Describe and discriminate amongst the musculoskeletal conditions (across the lifespan), associated pathologies and medical interventions.
- 2) Apply the Canadian Model of Occupational Performance and Enablement, within a case-based context, in relation to occupational therapy assessment and intervention.
- 3) Critically evaluate an assessment tool based on clinometric properties and clinical considerations.

- 4) Propose and develop a comprehensive assessment plan within a client-centered context based on scientific evidence and ethical considerations while considering the roles of the occupational therapist and other interprofessional team members. This incorporates knowledge and competency performing assessments of:
  - a. voluntary movement and/or mental processes
  - b. action
  - c. task
  - d. activity
  - e. occupation
  - f. client priorities & satisfaction with performance
- 5) Within case-based contexts, students will analyse, synthesize and document the assessment results, to describe the physical, cognitive, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are limiting optimal occupational performance.
- 6) Plan the 'most appropriate' OT treatment for a given case incorporating client-centered approaches and interprofessional team practices based on scientific evidence and ethical considerations including:
  - a. therapeutic activities & modalities
  - b. strategies to enhance independent living
  - c. environmental modifications to enable health and well-being
  - d. psychosocial interventions applicable to the musculoskeletal population across the lifespan
- 7) Build on the OT profile roles of Occupational Therapy practice by:
  - a. establishing a professional relationship with the client and team members
  - b. documenting and effectively communicating observations, measurement findings and treatment plans to the client and team members
  - c. educating stakeholders to assume responsibility and advocacy for comprehensive client care
  - d. choosing the best mode of service delivery
  - e. adhering to professional standards
- 8) Appraise and document the treatment outcome and client satisfaction using selected outcome measures.

## **Course Material:**

### **Required Texts**

Course Pack

Radomski MV & Trombly Latham CA (2014) Occupational Therapy for Physical Dysfunction. 7<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore.

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

### **Recommended Texts:**

Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario

Case-Smith, J (2001). Occupational Therapy for Children. 4<sup>th</sup> Edition. Mosby: St-Louis.

Neistadt, M.E. (2000) Occupational Therapy Evaluations for Adults. Lippincott Williams and Wilkins: Baltimore.

Sames KM (2010) Documenting Occupational Therapy Practice. Pearson/Prentice Hall: Upper Saddle River, New Jersey.

Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6<sup>th</sup> Edition, Lippincott, Williams and Wilkins: Baltimore

**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.

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.

**Student Assignment and Evaluation:** Student evaluation will be ongoing throughout the term. Several evaluation techniques will be used and may include peer evaluations, competency-based and case-based assignments, as well as written theoretical exams. Specific evaluation breakdown is provided in the "Evaluation Summary" document which will be reviewed on the first day of class and is available on myCourses.

**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 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 [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information.)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe 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 Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

**Right to submit written work that is to be graded in English or French:** 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.

*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 seminars and clinical reasoning workshops, including site visits is mandatory. Students may not miss more than 15% of the seminars (i.e. more than 1 per term) or 15% of the clinical reasoning workshops (i.e. more than 1 per term) without a written excuse. If they do, 10% of the total course mark will be removed. If a clinical reasoning workshop or a seminar is missed due to illness, a doctor's note must be submitted.

**Consequences of not completing assignments as requested:** Late submissions will be penalized 5% per day, including weekends. Projects, assignments and peer evaluations must be submitted before 5 p.m. on the due date.

**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.

**Disability:** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities 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 silence during class time and phone calls should only take place during the break or after class.

**In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**