

## **OCC1 551 PSYCHOSOCIAL PRACTICE IN OCCUPATIONAL THERAPY**

**Credits:** 3

**Prerequisites:** Successful completion of OCC1-550 Enabling Human Occupation.

A university level course in Abnormal Psychology is highly recommended. Alternatively, preparatory reading on psychiatric diagnosis prior to the course is essential. A reading list can be provided upon request.

**Course Coordinator:**

Suzanne Rouleau  
514-340-8222, extension 5154  
[suzanne.rouleau@mcgill.ca](mailto:suzanne.rouleau@mcgill.ca)

Meetings by appointment only, in Hosmer 103

**Lecturers and seminar leaders:**

Rapahel Lencucha, Ph.D.  
Melissa Park, Ph.D.  
Suzanne Rouleau, M.Sc.  
Laurence Roy, Ph.D.  
Hiba Zafran, M.Sc., Ph.D. candidate  
And guest speakers to be confirmed

**Course Description:** This course will cover the basic principles and application of interviewing techniques, evaluation processes, and intervention approaches for values-based practice (VBP) in occupational therapy (OT) for clients with psychiatric conditions and/or psychosocial dysfunction. The Model of Human Occupation (MOHO) will be used as the conceptual model for practice.

**Expanded Course Description:** This is a lecture and seminar course, using case-based clinical reasoning. It covers an introduction to OT in mental health, policies and principles of recovery as defined by the Mental Health Commission of Canada, and application of the Model of Human Occupation (MOHO) in mental health practice. We will cover a range of assessments, goal setting, individual and group interventions in clinical OT for, and

therapeutic use of self with, persons diagnosed with psychiatric conditions, mental health issues and/or experiencing psychosocial dysfunction. In order to integrate a person-centered perspective into their practice of essential clinical skills, students will have opportunities to reflect on testimonies from persons with lived experience of mental illness who are consumers of mental health services, and practice clinical reasoning in the evaluation process and therapeutic use of self with simulated clients with psychiatric diagnosis.

**Course Structure:** This course consists of 2 ½ hours/week of lectures and/or clinical reasoning case-based group discussions and seven (7) mandatory three-hour applied skills Seminars / Clinical Reasoning Workshops (CRWs), including practice at the Medical Simulation Center during the winter semester.

**Learning Outcomes:** On completion of this course, the student will be expected to:

1. Be aware of the roles of occupational therapists in mental health and of the centrality of health care policy on Recovery in situating OT practice;
2. Analyze and understand the impact of psychiatric conditions on a person's occupational identity and performance;
3. Engage in clinical reasoning, including the ability to discriminate between narrative/inductive and procedural/deductive domains of clinical reasoning in order to foreground cultural safety and values-based practices;
4. Initiate the development of skills related to therapeutic use of self in interviewing and group-based interventions in mental health practice;
5. Determine and select an evaluation process for clients with various conditions, keeping in mind values-based practice and recovery principles;
6. Determine occupation-based goals/outcomes and select appropriate therapeutic interventions for individuals and/or groups of clients with psychosocial dysfunction ;
7. Use theory on group dynamics to observe and analyze group content and process.

## **Course Content:**

1. Introduction to the roles of occupational therapists in mental health, to Canadian mental health policy and to a approaches supporting recovery
2. The application of the MOHO model to clients in mental health
3. The therapeutic use of self in interviewing for eliciting person-centered outcomes, and leading groups
4. Establishment of client-centered treatment goals
5. Principles and application of assessments used for psychosocial dysfunction and/or psychiatric conditions
6. Introduction to treatment approaches for an individual and/or a group of clients with psychosocial dysfunction and/or psychiatric conditions, across the lifespan.

## **Mandatory Applied Skills Seminars & Clinical Reasoning Workshops:**

1. Seminar on narrative interviewing and therapeutic use of self to elicit patient-centered outcomes
2. Simulation center: conducting a person-centred narrative interview with clients diagnosed with psychiatric conditions
3. Hands-on Seminar on selected assessments
4. CRW on setting person-centered goals and selecting assessments
5. Seminar on therapeutic use of self in a group context I: leadership styles, process vs. content
6. Seminar on therapeutic use of self in a group context II: facing therapeutic challenges
7. CRW on choosing occupation based individual and group interventions as well as interventions related to the environment using procedural and/or narrative reasoning

Detailed information on the lectures and seminars will be available on MyCourses.

## **Required Texts (These textbooks will be useful for all 3 courses related to psycho-social practice: OCC1- 551, 618 and 622 part1)**

- Cara, E. & MacRae, A. (2004). *Psychosocial Occupational Therapy: A Clinical Practice, 2<sup>nd</sup> ed.* Clifton Park, NY: Thompson Delmar Learning.

- Dimock, H.G. & Kass, R. (2007) *How to observe your group*. 4<sup>th</sup> ed. North Concord, ON: Captus Press Inc.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health: An Integrative Approach*, 2<sup>nd</sup> ed. Thorofare: Slack.
- Kielhofner, G. (2008). *Model of Human Occupation: Theory and Application*, 4<sup>th</sup> ed. Philadelphia: Lippincott, Williams & Wilkins.
- Everitt, E., Lencucha, R., Park, M., Rouleau, S., Ostein, O., Zafran, H. (2015) OCC1-551 Psychosocial Practice in Occupational Therapy – CoursePack.

### **Recommended Texts (copies on reserve at the library)**

- Kaplan, H.I., & Sadock, B.J. (latest edition). *Kaplan and Sadock's Synopsis of Psychiatry*. Baltimore: Lippincott, Williams & Wilkins.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V*, 5<sup>th</sup> ed. Washington, DC: American Psychiatric Association.
- Bonder, B. (2004). *Psychopathology and function*, 3<sup>rd</sup> ed. Thorofare: Slack.

**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:** TBA, may consist of:

- Two case-based assignments as group projects
- Individual Reflective Journal
- Seminar attendance and participation
- Final Exam
- Details will be provided on the first day of class

**Handing in Assignments:** Assignments must be submitted on MyCourses by the due dates.

**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).

**Attendance:** Students are expected to attend every lecture and lab. Students who have missed more than 10% of Seminar/ Clinical Reasoning Workshop (i.e. *more than one in this course*), without prior approval or a medical notice will have a 5% mark deducted from their final course mark. This rule applies to all required workshops, seminars or professional activities within this course. Some lecture time has been dedicated to Clinical Reasoning Workshops, please look at the schedule.

**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, except in courses in which acquiring proficiency in a language is one of the objectives.

**Consequences of not completing assignments as requested:** Lateness will be penalized by the loss of 1 mark/day.

**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.

**The following behaviours are expected of health care professionals**

**Professional Conduct and Dress Code:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**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 silent 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.**