

OCC1 622 COMMUNITY BASED OCCUPATIONAL THERAPY

Credits: 3

Prerequisites: OCC1-551 Psychosocial Practice in Occupational Therapy
OCC1-618 Psychosocial Theories in Occupational Therapy
Clinical Practicum 1 and 2 -OCC1 501 and OCC1 502

- i. PART I - Focus on Occupational Therapy in Community Mental Health
- ii. PART II - Focus on Occupational Therapy in the International Community

PART I - Focus on Occupational Therapy in Community Mental Health
--

Coordinator: Hiba Zafran, PhD candidate
Office: By appointment in Hosmer House, room 201
hiba.zafran@mcgill.ca

Course Objective: To examine the policies, paradigms and organization of community-based approaches to mental health service delivery, and approaches to developing and appraising community mental health OT service(s). To identify with, and conceptualize, the role of occupational therapists as ***change agents*** in community mental health practice and research. To engage in ethical reasoning.

Course Structure: This course (Part I) consists of seven (7) lectures, 2 ½ hours in length, which include in-class learning activities. Lectures are shared with consumers of mental health care services, their family member(s), and participatory researchers. This part of the course begins after the Spring break of the Winter term.

Student Learning Objectives: By the end of this course, the student will be able to ***grade the occupational therapy process itself (who, what, where, when, why, how of the OT plan)*** in order to propose a non-medical, culturally-sensitive, empowering and participatory community-based intervention process by:

1. Identifying the context of policy changes in Canada, and exploring the various types of evidence and value-based recovery principles in order to apply them to current and future practice and research in mental health and/or psychosocial occupational therapy
2. Analysing and charting on the intertwined processes of stigma, discrimination, and recovery, their impact on occupational identity. Considering the implications for an empowering client-centred Occupational Therapy practice

3. Identifying the ethical and engagement challenges, power dynamics, and some of the special issues (e.g. family work, advocacy, legal considerations, culture, damaged/marginalized personhood) associated with community practice, and consider these in specific / applied situations.
4. To choose who the client will be in a given clinical story, and design a culturally sensitive intervention plan as an agent of change, find and include appropriate resources and/or allies in the plan, and synthesize recommendations for an empowering, evidence-based, recovery-oriented community-based practice by incorporating the following:
 - a. clinical reasoning in a complex situation with unengaged clients
 - b. recovery-oriented values in the occupational therapy process
 - c. strategies and attitudes for promoting cultural safety
 - d. the active use of client-centred participation (user-led services) as a tool for intervention, change and research
 - e. a tailored evaluation process

Course Content:

- The role of policy in occupational therapy, the role of occupational therapists at the level of policy
- Clients as individuals, families, organizations or government
- Accounting for stigma and discrimination in designing holistic rehabilitation services
- Power relations, advocacy and participatory/user-led approaches in client-centered practice
- Being a 'patient': impact on recovery, occupational identity and trajectory
- Working with families
- Focus on ethical/narrative reasoning
- Special issues such as housing, substance abuse, parenting, violence, forensics, and/or sexuality (varies by year)

Course Materials: All the required readings will be included in My Courses as well as a course pack. Resource lists for every topic will also be included. Additional content and web links will be found on the course website.

OT specific recommended textbooks:

- Brown, C. & Stoffel, V.C. (2010). *Occupational Therapy in Mental Health – A Vision for Participation*. F.A. Davis Company
- CAOT (1997). *Enabling Occupation: An Occupational Therapy Perspective*. Ottawa, ON: CAOT Publications ACE
- Cole, M.B. & Donohue, M.V. (2011). *Social Participation in Occupational Contexts. In Schools, Clinics and Communities*. NY, NY: Slack Inc
- Cottrell, R.P.F. (2000). *Proactive Approaches in Psychosocial Occupational Therapy*. Thorofare, NJ: Slack, Inc
- Kronenberg, F., Algado, S.S. & Pollard, N. (2005). *Occupational Therapy Without Borders – Volume 1: Learning from the Spirit of Survivors*. Elsevier Publishers
- Kronenber, F., Pollard, N. & Sakellariou, D. (2010). *Occupational Therapies without Borders Volume 2: Towards an Ecology of Occupation-Based Practice*. Elsevier Publishers
- Spaniol, L., Gagne, C. & Koehler, M. (1997). *Psychological and Social Aspects of Psychiatric Disability*. Boston, MA: Centre for Psychiatric Rehabilitation
- Townsend, E.A. & Polatajko, H.J. (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-Being, & Justice Through Occupation*. Ottawa, ON: CAOT Publications ACE

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:

The final grade for part I of the course is 40% of the final mark

***Individual Essay:* 40% - submitted in hard copy by 5pm of the due date, double-sided printing**

A case-based analysis of ethics, stigma, power dynamics and family issues that occurred during the occupational trajectory of a client, group of clients, or organisation as client. To consider the impact on the recovery and occupational identity of the client(s). Research and propose a non-medical, culturally-sensitive, empowering and participatory community-based intervention process, applying the paradigms and approaches seen in class and previously in the curriculum.

Special Requirements for Course Completion and Program Continuation: Minimum grade of 65%. 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 one component is a failure, 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.

Plagiarism/Academic Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning of consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see 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/).

Right to write in (English or in) 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.

Selon la charte des droits des étudiants de l'Université McGill, dans le cadre de ce cours, les étudiants ont le droit de soumettre tout travail écrit en français ou en anglais.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester, and especially if visiting community resources or doing oral presentations. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

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

Students are strongly encouraged to take their own notes in lectures to facilitate the understanding of the lecture and avoid misinterpretation. Permission of the instructor is required before any lecture may be taped.

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%). Exceptional circumstances must be discussed with the course instructor *prior* to the due date, or late submission will be penalized. Course grade will be held pending the completion of/participation in the Cultural Competency IPE

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.

ii. PART II OCC1 622 OT in the International Community

Instructor: Laurie Snider, PhD (Coordinator)

Hosmer House Room 305 (By appointment, please)

(514) 398-5863

laurie.snider@mcgill.ca

Course Objective: To gain understanding of OT community-based practice with a variety of populations, with particular emphasis on OT community-based practice within in developing countries and the Quebec health care system.

Course Structure: Part II of this course consists of three (3) hours per week of lectures (3.0 hours x 1/week) for eight (8) weeks after the Spring Break of the Winter term.

Student Learning Objectives: On completion of this course, the student will be able to:

1. Gain factual knowledge regarding developing countries, refugees, immigration and associated terminology.
2. Describe health promotion and disability prevention in the context of community-based rehabilitation frameworks
3. Explain health determinants and the influence of environmental factors on occupational performance and OT community-based practice.
4. Recognize the importance of partnership and sustainability for community-based rehabilitation projects.
5. Justify the importance of community-based OT services in the context of:
 - a. continuity of health care services in Canada
 - b. developing countries
6. Elaborate a project proposal for a potential OT community-based project in a developing country or in Canada.

Course Content: TBA on the first day of class

Course Materials:

Required readings: TBA on the first day of class

Suggested readings: TBA on the first day of class

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: Detailed assignments and evaluation methods for 60% of the total mark for OCC1-622 (Part 2) will be announced on the first day of class.

1. Project proposal (group): 60 marks (10 marks letter of intent, 20 marks class presentation, 30 marks final written report on project)

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. 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 one component is a failure, 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.

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/) 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/).

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.

Attendance: Attendance at small group learning sessions is compulsory.

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.

Selon la charte des droits des étudiants de l'Université McGill, dans le cadre de ce cours, les étudiants ont le droit de soumettre tout travail écrit en français ou en anglais.

Consequences of not completing assignments as requested: Assignments and exams must be submitted within the set timelines. A penalty of one point will be applied for each day of delay (up to a maximum of 20%).

Disability: If you have a disability it may be helpful if you contact the Office for Students with Disabilities at 398-6009. You may also contact the instructor to arrange a time to discuss your situation.

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