

OCCUPATIONAL SOLUTIONS I: OCC1 547

Credits: 6

Course Co-coordinators and instructors:

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Office Hours: By appointment

Additional Instructors: Noemi, Dahan, PhD., Patricia Belchior, PhD.; guest lecturers

Course Description: Assessment and treatment of clients across the lifespan with disorders of the nervous system, and a focus on motor, perceptual- cognitive and behavioural impairments.

Course Structure: Course consists of two 3-hour sessions per week (6 hours total) comprising lecture/practical sessions using cases-based/self-directed learning contexts. Clinical site visits are included, as well.

Room locations may vary according to weekly class format and structure, as some labs, seminars and demonstrations will take place in Hosmer House. Please check the weekly course syllabus and Minerva before each class to confirm room location.

Course Content: Neurodevelopment across the lifespan; Course is divided into two modules: Pediatric and Adult

- Neurodevelopmental/ adult neurological conditions
- Normal and abnormal motor, cognitive, play, behavioural development in infancy and childhood
- Normal development (physical, cognitive, social-emotional) of adolescent, adulthood, middle adulthood, older adulthood
- Concepts of perception and cognition and impact of dementia on function
- Neurodevelopmental and perceptual-cognitive assessments
- Treatment approaches and treatment interventions (pediatric and adult neurology)

I. Learning Objectives: By Professional Competencies/ Profile roles (CAOT, 2012)

By participating in this course, the student will be able to:

Expert in enabling occupation

- a) Understand the pathology and impact of neurological conditions on occupational performance, activities and participation across the lifespan. (scholarly practitioner)
- b) Interpret the problems and impact on health and well-being following application of the ICF and the Disability Creation Process (DCP/ PPH) (frameworks). (change agent)
- c) Identify client strengths, challenges and resources available to assist in client-centred goal setting.
- d) Develop and prioritize client-centred goals to case-based contexts.
- e) Develop and apply appropriate assessments according to the client's needs and provincial/national regulatory standards. (professional)
- f) Differentiate between the different treatment approaches of OT practice in neuro-rehabilitation and justify each approach in clinical practice (scholarly practitioner)
- g) Develop treatment strategies based on assessment results, treatment goals and treatment approaches tailored to the client's individual needs in order to promote competence and health in occupational performance domains across the lifespan.
- h) Implement a client-centered approach in the interventions of clients across the lifespan with neurological conditions.

Professional

- a) Recognize the unique roles and scope of occupational therapy practice for pediatric, adult and older adult clients with neurological conditions. (expert)
- b) Demonstrate professional and ethical behaviours during site visits.

Scholarly Practitioner

- a) Implement self-directed learning approaches to acquire and integrate new knowledge to clinical skills.
- b) Thoroughly review, demonstrate and analyse the results of selected assessments.
- c) Select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context. (expert)
- d) Seek, appraise and apply evidence from the literature to clinical interventions in neuro-rehabilitation.

Change Agent

- a) Value the importance of advocating on behalf of the client and family through client-centred goal setting and planning treatment strategies/activities. (expert)

Collaborator

- a) Appreciate a collaborative, interdisciplinary team approach in neuro-rehabilitation for treatment planning and implementation.
- b) Incorporate the personal and environmental factors from collaborations with the client, family, and environmental contexts (eg. workplace, school, community) (expert)

Communicator

- a) Build on communication skills, oral and written, necessary for educating and consulting with the client, family, team members and fellow students.(collaborator, expert, scholarly practitioner)

Required Texts:

1. Case-Smith J. and Clifford O'Brien J. (2014) *Occupational therapy for children: 7th ed. (C-S)*
2. Radomski and Trombly Latham (2014) *Occupational therapy for physical dysfunction: 7th ed. (R&T)*
3. Zoltan B. (2007) *Vision, perception, and cognition: a manual for the evaluation and treatment of the neurologically impaired adult:*
4th ed. (**Zoltan**). One copy of this text will remain on **reserve at the Health Sciences Library** (McMed)
4. Bonder, B. R., & Bello-Haas, V. D. (Eds.). (2009). Functional performance in older adults (3rd edition). F.A. Davis. (B&B). (*This will be available through the library as an e-book and there is no need to buy it*).
<http://www.nlm.nih.gov/medlineplus/ency/article/004013.htm>

Additional Readings from the literature will be assigned.

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.

It is expected that each student independently complete the modules [**Physical and Occupational Therapy - Neuroscience Learning Resource for Rehabilitation Students**](#), as this information is critical to your understanding of neurological illnesses and your ability to apply evaluation and treatment techniques to this population. **The Neuroscience Learning Resource Modules, posted on MYCOURSES**, are self directed activities and the contents of these modules will be integrated into the course and evaluation methods.

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, 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.

| Written and oral assignments | Value |
|--|-------|
| 1) Neurological Conditions & Assessments (Group) A Group - Pediatrics B Group - Adults | 20% |
| 2) Written Case Based Assignment (Group) ▪ CBA 1: Pediatrics | 10% |
| 3) Mid-term exam (Indiv) | 20% |
| 4) Final case presentation(written & oral-Group) | 20% |
| 5) Final Exam (winter exam period-Individual) | 25% |
| 6) Participation (preparatory work, labs, seminars) | 5% |

Interprofessional Education (IPE): IPE is valued and integrated within the Occupational and Physical Therapy curricula of the MSc.A OT/PT programs. IPE Seminar (IPEA 501) has been planned within this course and will be implemented with the students from the School of Medicine. Attendance and participation are mandatory. If a student is absent for the IPE seminar, completion of an alternative written assignment will be required.

Special Requirements for Course Completion and Program Continuation:

In order to pass the course, a grade of at least C+ (60%) for U3 students or B- (65%) for QY students must be obtained as a total course mark. Both individual and group sections of the course must be passed. A supplemental exam is permitted in this course. Please refer to [Section 7.7 Examinations](#) McGill University Health Sciences Calendar for information on University regulations regarding final examinations and supplemental examinations.

Plagiarism/Academic Integrity: [Amended by Senate on April 17, 2013]: 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](#).

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](#).

Statement on Diversity: 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.

Professional Conduct and Dress Code: Professionalism and accountability are expected throughout the professional program. 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, particularly during clinical visits.

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.

Attendance: Attendance is expected for all classes and is mandatory for all lab/seminar sessions and clinical site visits. The instructors reserve the right to request attendance in classes where student participation is expected. Students who have missed more than 15% of required seminar sessions including requirements for IPE seminars (i.e. more than 2 per term) without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

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: An individual who does not complete a required assignment and who does not have a university recognized reason for deferral will receive a zero (0) in that portion of the course. Assignments submitted late will receive a deduction of 5% per day, including week-ends. All assignments are due by 5:30 pm on the specific due date.

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.

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