

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:

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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: With attendance and active participation during lectures, seminars and clinical reasoning workshops, students will develop the following core competencies as they relate to the roles of occupational therapists¹:

Professional:

1. Be aware of the roles of occupational therapists in mental health and apply it to various client scenarios;

Expert:

2. Analyze and understand the impact of psychiatric conditions on a person's occupational identity and performance within the Model of Human Occupation (MOHO) framework;
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 in enabling occupations;
4. Determine and select an evaluation process for clients with various conditions, keeping in mind values-based practice and recovery principles;
5. Determine occupation-based goals/outcomes and select appropriate therapeutic interventions for individuals and/or groups of clients with psychosocial dysfunction;

Advocate/Change agent:

6. Be aware of the centrality and influence of health care policy and legislation in situating OT practice, in particular in relation to the Recovery approach;

¹Profile of Occupational Therapy Practice in Canada, 2012

Collaborator:

7. Determine and formulate interventions/recommendations related to the person's personal, family, community and institutional environments;

Communicator:

8. Initiate the development of skills related to therapeutic use of self in interviewing and offering group-based interventions in mental health practice;
9. Initiate the development of skills related to formulating a written analysis, occupation-based global goals and specific objectives, as they apply to case scenarios;
10. Use theory on group dynamics to observe, experience and analyze group content and process;

Scholarly practitioner:

11. Apply basic literature search principles to case-based assignments;
12. Identify basic outcome measures for psycho-social occupational therapy practice.

Course Content:

1. Introduction to the roles of occupational therapists in mental health, to Canadian mental health policy and to 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 and objectives
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 Seminars & Clinical Reasoning Workshops (CRW):

1. Seminar on narrative interviewing and therapeutic use of self to elicit patient-centered outcomes
2. Simulation center seminar: conducting a person-centred narrative interview with clients diagnosed with psychiatric conditions
3. Hands-on Seminar on selected assessments
4. CRW on writing an analysis, setting person-centered goals and objectives 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 person's 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, 2nd ed.* Clifton Park, NY: Thompson Delmar Learning.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health: An Integrative Approach, 2nd ed.* Thorofare: Slack.
- Kielhofner, G. (2008). *Model of Human Occupation: Theory and Application, 4th ed.* Philadelphia: Lippincott, Williams & Wilkins.
- Everitt, E., Lencucha, R., Park, M., Rouleau, S., Ostein, O., Zafran, H. (2016) OCC1-551 Psychosocial Practice in Occupational Therapy – CoursePack.

Recommended Texts (copies on reserve at the library)

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-V, 5th ed.* Washington, DC: American Psychiatric Association.
- Bonder, B. (2004). *Psychopathology and function, 3rd ed.* Thorofare: Slack.
- Dimock, H. G., & Kass, R. (2007). *How to observe your group.* North Concord, ON: Captus Press Inc.
- Kaplan, H.I., & Sadock, B.J. (latest edition). *Kaplan and Sadock's Synopsis of Psychiatry.* Baltimore: Lippincott, Williams & Wilkins.

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.

Student Assignment and Evaluation: TBA, may consist of:

- Two case-based assignments as group projects
- Group reflective assignment on sim center interview
- Seminar attendance and participation
- One CRW formative assignment
- 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.

Statement of contribution: Attached to the assignment include a “statement of contribution” outlining what each student’s role was when completing the assignment.

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: [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](#).

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 before you do this.

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.

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.

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