

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

PART I - Focus on Psychosocial Occupational Therapy in the Community

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Course Structure: This course section (Thursdays) consists of seven (7) lectures, 2 ½ hours in length, all held from 9:00 to 11:30. Lectures are shared with consumers of mental health care services, their family member(s), and participatory researchers. In-class reflection exercises will be held throughout the class, and a clinical reasoning workshop (CRW) will be held on the final lecture. This part of the course begins after the Spring break of the Winter term.

Student Learning Objectives: In order to develop their professional role as agents of change, students will be able to, by the end of this course:

1. Recognize and analyze the impact of social and structural determinants on occupational engagement, identity and performance;
2. Acknowledge their own social location in terms of power, stigma and discrimination, ethical stances and values;
3. Critique existing occupational therapy and rehabilitation practices and policies from the perspective of systemic facilitators and barriers to community change, including but not limited to issues of power, agency, stigma, discrimination, and resources.
4. Acquire the strategies and resources to generate occupational therapy solutions that address any of the following: occupational injustice, ethical tensions and/or health promotion for clients who may be individuals, families, groups or a system / organization

Course Content:

1. Role of occupational therapists as agents of change at the level of practices and policies;
2. Impact of social and structural determinants on occupational engagement, identity and performance; including social location;
3. Systems approach (individual, family, groups and communities, organizations, social and political);
4. Occupational needs of vulnerable groups and their relationship to occupational justice, identity, engagement and performance;
5. Barriers to occupational justice, related to dimensions of:
 - a. Power and agency
 - b. Stigma and discrimination
 - c. Inequalities in funding, resource allocation and access to services;
6. Occupational therapy practices that address barriers to occupational justice:
 - a. Advocacy and participatory approaches in clinical practice and research
 - b. Community-building practices
 - c. Community-based practices
 - d. Political engagement and policy

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

Kronenberg, 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 material: © 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.

Assignments and Evaluation

- **Mid-term evaluation (15%; in pairs):** Short paper (no more than five pages) consisting of a short description (two-three sentences) of a chosen OT practice, with a link to a representative article (scholarly or not), video, blog, or other. Offer a critique of systemic facilitators and barriers to change embedded in this practice, and suggested occupational therapy solutions. Specific instructions for completing this assignment will be available on MyCourses.
- **End-of-term evaluation (25%):** Individual oral examination with a professor.

Students will prepare for the oral examination by reviewing their notes and readings, and by engaging in reflection on the content and its application to their personal and professional lives. Three case scenarios will be provided on MyCourses after the mid-term papers have been submitted. On the day of the examination, students will be randomly assigned one of the three scenarios and have 10 minutes to review the particular case prior to the oral examination. During the 10 minute examination, students will engage in a dialogue with a course coordinator on questions and issues related to the given case. Specific instructions for this evaluation will be available on MyCourses.

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.*

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. In this class, English or French can be used for both the written paper and the final oral examination.

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. Dans le cadre de ce cours, les étudiants ont le droit de compléter le travail écrit, de même que l'examen oral individuel, en anglais ou en français.

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.

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.

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.

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](#).

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 Thursday 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.

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

OCC1 622 OT AND COMMUNITY MENTAL HEALTH

Credits: 3

Prerequisites: Clinical Practica 1 & 2 (OCC1 501 & 502)

PART I - Focus on Occupational Therapy in Community Health

PART II - Focus on Occupational Therapy in the International Community

Part II - OT in the Community: Global and International Development

Instructor: Laurie Snider, PhD (Coordinator)

Access to the Instructor:

Hosmer Room 305, Tel: (514) 398-5863, Email: laurie.snider@mcgill.ca

(By appointment, please)

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 Quebec.

Course Structure: Part II of this course consists of three and a half (3.5) hours per week of lectures and class discussion for eight (8) weeks.

Learning outcomes by essential competencies and roles:

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

Expert in Enabling Occupation

1. Gain factual knowledge regarding developing countries (Scholarly Practitioner)
2. Describe health promotion and disability prevention in the context of community-based practice
3. Explain health determinants and the influence of environmental factors on occupational performance and OT community-based practice.

Change Agent

4. Reflect on the importance of partnership and sustainability for community-based-rehabilitation projects. (Collaborator, Professional)
5. Compare and contrast OT community-based practice in Canada and in developing countries. (Expert in Enabling Occupation, Professional)
6. Justify the importance of community-based OT services in the context of:
 - a) continuity of health care services in Canada
 - b) developing countries (Expert in Enabling Occupation, Professional)

Scholarly Practitioner

7. Elaborate a project proposal for a potential OT community-based project in Canada or in a developing country. (Collaborator)

Student Assignment and Evaluation:

1. Project Proposal:

Students will elaborate a project proposal of a potential community-based rehabilitation project in an industrialized OR in a developing country of their choice.

The project will be done in groups of 6-8 students.

Letter of intent:	10%
Oral presentation:	40%
Final written project:	40%
Class participation:	10%

Special Requirements for Course Completion and Program Continuation: Minimum grade of 60%

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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 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.

Course evaluations: End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

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