

OCC1 549 THERAPEUTIC STRATEGIES IN OT2

- Credits:** 4
- Prerequisite:** Successful completion of OCC1 545 Therapeutic Strategies in OT1
- Course Coordinator:** Nancy Forget
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- Course Instructors:** Marie-Christine Beshay, MSc, OT
Nancy Forget, PhD(c), OT
Marie-Lyne Grenier, MScOT, D.OT
Barbara Shankland, MSc, OT
Guest lecturers

Office hours by appointment. Please email to make an appointment.

Course Description: Advanced occupational therapy (OT) evaluations and interventions for systemic and/or complex musculoskeletal conditions.

Expanded Course Description:

Building on the knowledge acquired in OCC1 545, this course will apply occupational therapy principles to systemic and/or complex musculoskeletal conditions across the lifespan, using the Canadian Model of Occupational Performance and Engagement (CMOP-E) as framework, with a special attention to the impact of the environment on occupational performance.

Course Structure:

This course includes 1.5 hours of lecture, 1.5 hours of practical hands-on workshops, where assessment and treatment skills will be developed and mastered, and 2 hours of interactive professional reasoning seminars per week. Group and self-directed learning activities will be emphasized.

Overall Objective:

The student therapist will build on the knowledge and skills acquired in OCC1 545 and will be asked to effectively implement OT in the context of systemic and/or complex musculoskeletal conditions across the lifespan, incorporating environmental determinants on occupational performance, to advance their clinical practice skills, problem-solving skills and clinical reasoning.

Learning Outcomes by essential competencies and roles:

Upon completion of this course, the student therapist will demonstrate competence in the following roles:

Expert in Enabling Occupation

- 1) Describe and discriminate amongst the musculoskeletal conditions (across the lifespan), associated pathologies and medical interventions.
- 2) Apply the Canadian Model of Occupational Performance and Enablement, within a case-based context, in relation to occupational therapy assessment and intervention.
- 3) Propose and develop a comprehensive assessment plan within a client-centered context based on scientific evidence and ethical considerations. This incorporates knowledge and competency performing assessments of:
 - a. voluntary movement and/or mental processes
 - b. action
 - c. task
 - d. activity
 - e. occupation
 - f. client priorities & satisfaction with performance
- 4) Within case-based contexts, students will analyse, synthesize and document the assessment results, to describe the physical, cognitive, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are limiting optimal occupational performance.
- 5) Plan the 'most appropriate' OT treatment for a given case incorporating client-centered approaches based on scientific evidence and ethical considerations including:
 - a. therapeutic activities & modalities
 - b. strategies to enhance independent living
 - c. environmental modifications to enable health and well-being
 - d. psychosocial interventions applicable to the musculoskeletal population across the lifespan

Collaborator

- 6) Establish a professional relationship with the client and team members as part of Occupational Therapy practice
- 7) Consider the other interprofessional team members' roles and practices in assessment and treatment planning

Communicator

- 8) Document and effectively communicate observations, measurement findings and treatment plans to the client and team members

Change Agent

- 9) Educate stakeholders to assume responsibility and advocacy for comprehensive client care

Practice Manager

- 10) Choose the best mode of service delivery

Scholarly Practitioner

- 11) Critically evaluate an assessment tool based on clinometric properties and clinical considerations.
- 12) Propose and develop assessment and treatment plans based on current scientific evidence
- 13) Appraise and document the treatment outcome and client satisfaction using selected outcome measures.

Professional

- 14) Adhere to professional standards
- 15) Demonstrate ethical practice and respect for diversity.

Course Materials:

Required Texts

- Course Pack
- Radomski MV & Trombly Latham CA (2014) Occupational Therapy for Physical Dysfunction. 7th Edition, Lippincott, Williams and Wilkins: Baltimore.
- Townsend EA & Polatajko HJ (2007) Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation. CAOT Publications ACE, Ottawa, Ontario

Recommended Texts:

- Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario
- Case-Smith, J & O'Brien, JC (2010). Occupational Therapy for Children. 6th Edition. Mosby/Elsevier: Maryland Heights.
- Sames KM (2010) Documenting Occupational Therapy Practice. Pearson/Prentice Hall: Upper Saddle River, New Jersey.
- Weinstein SL & Buckwalter JA (2005) Turek's Orthopaedics: Principles and their Application. 6th Edition, Lippincott, Williams and Wilkins: Baltimore

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: Student evaluation will be ongoing throughout the term. Several evaluation techniques will be used and will include both individual and group and both formative and summative formats. Specific evaluation breakdown which will be reviewed on the first day of class, is available on myCourses.

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 (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 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.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Skills Building Attendance Mark: Attendance at all hands on workshops and professional reasoning seminars, including site visits, is mandatory. Students will not be able to miss more than 15% of the workshops (i.e. more than 2 per term) or 15% of the reasoning seminars (i.e. more than 2 per term). If they do, 10% of the total course mark will be removed.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends.

Professional Conduct: 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. Professionalism with respect to dressing is encouraged throughout the course of the semester and especially during site visits. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Disability: If you have a disability please contact the course coordinator 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 electronic devices in class, it is understood that you will not be using them for social purposes during class time (e.g. email, texts, Facebook...). Your cell phone should be on silence 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.