

OCC1 622 COMMUNITY BASED OCCUPATIONAL THERAPY

Credits: 3 (39 hours)

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

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Course instructors: Laurence Roy & TBD

Course location: MacIntyre Medical Building, room 206/207

Course Structure: This course is held in the M1 Winter semester, which begins after spring break. It consists of fourteen (14) lectures, 2 ½ hours in length, **all held from 9:00 to 11:30 on Tuesday and Thursday**, for a total of 35 in-class hours. Lectures are shared with guest lecturers, including researchers, clinicians, service users, and their family member(s).

Student Learning Objectives:

This course highlights the development of competencies for the achievement of the professional roles of experts, communicators, collaborators and scholarly practitioners within and for systems, organizations, communities, and families as service users. In particular, knowledge, attributes and skills to become agents of change will be focused on. Therefore, by the end of this course, students will be able to:

1. Analyze the impacts of social, structural, contextual and interpersonal determinants on the occupational justice, engagement, identity, and performance of individuals, groups, communities, and populations
2. Acknowledge and interrogate their own social location and moral frameworks/values/assumptions/imperatives and explore/examine impacts on their practices as occupational therapists;

3. Critique existing occupational therapy, occupational science, and rehabilitation practices and policies from the perspective of facilitators and barriers to community change;
4. Generate multi-level occupational therapy solutions to a situation of occupational injustice in a given community/local context.

Educational philosophy and Instructional Strategies

Being a graduate-level course focused on community change, the course instructors believe in the following principles:

- We need to feel safe enough in class in order to explore our assumptions, problem-solve complex ethical challenges, and initiate creative and courageous solutions to occupational injustices.
- Reflexivity is a core and necessary ability to engage in change. We acknowledge that all of us will be in different spaces and abilities in terms of the capacity to question one's principles and the world around us. We believe that reflexivity is promoted through critical and respectful dialogue. Thus, this will be modelled by placing primacy on collaborative lectures that include dialogue based content, activities as well as highlighted within evaluation processes.
- Being on the verge of becoming professionals, we believe in your self-directed capacity to engage in and initiate your own processes of change within this course-as-a-community. For example, we know that the verbal mode of communication is not everyone's preferred method of engagement or learning, and so we expect you to support each other in developing this strength, to leave space for/facilitate for those who may be less verbal, and encourage all of you to use multiple modes of participation such as the MyCourses discussion board, asking a peer to share your idea with the class, emailing the course professors, and any other ideas you may have.
- We agree to disagree with each other in respectful ways, that when we disagree we disagree with an idea / opinion and not the whole person, and that these disagreements are opportunities to learn and grow. Please refer to the Diversity Statement below with respect for our expectation that we all continue to practice sensitivity and humility.

In-class reflection exercises will be held throughout the class, and a professional reasoning seminar (PRS) will be held on the final lecture. As part of their group assignment (see Assignments and Evaluation), students are expected to act as agents of change in a community of their choice. Accordingly, part of the course hours (approximately 4 hours) should be devoted to creating partnerships (e.g. meetings or correspondence) with stakeholders in their chosen community. Students are also expected to act as agents

of change in their own learning (ie in-class) community, and are thus expected to collectively lead and organize an in-class brainstorming session on group projects at mid-semester, as well as in preparation for the final oral examination.

Course Content:

1. Role of occupational therapists as agents of change at the level of practices and policies;
2. Model of Occupational Justice;
3. Systems approach (individuals, families, groups and communities, organizations, social and political);
4. Concepts of community and community change;
5. Occupational therapy, occupational science and rehabilitation practices that address situations of occupational injustices:
 - a. Advocacy and participatory processes in clinical practice and research
 - b. Community-based practices
 - c. Community building/community development
 - d. Community-based rehabilitation (CBR) internationally and with First Nations communities;
 - e. Political reasoning and policy development

Course Materials: All the required readings will be included in MyCourses. 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:

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

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

Assignments and Evaluation

- **Assignment 1 – 1 page - 5% - Individual – Due March 15th** - Reflexive paper on social location and professional practice. Specific instructions for completing this assignment will be available on MyCourses.
- **Assignment 2 – 20 to 25 pages – 55% - In groups of 4 to 5 students – Part 1 due April 4th – Part 2 due May 2nd** – In part 1, students will identify and analyze a situation of occupational injustice. In part 2, students will create an occupational therapy solution to the identified situation of occupational injustice. Specific instructions for completing this assignment will be available on MyCourses.
- **End-of-term evaluation (40%):** Individual oral examination with a professor. Each student will be given a time slot on the last week of class.

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. Two case scenarios will be provided on MyCourses one month before the exam. On the day of the examination, students will be randomly assigned one of the two 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 professor 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 also be used for 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 également le droit de compléter 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, in particular the individual oral exam, 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: 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/).

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 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 may 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.

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

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