

OCC1 549 THERAPEUTIC STRATEGIES IN OT2

Credits: 4

Prerequisite: Successful completion of OCC1 545 Therapeutic Strategies in OT1

Course Coordinator: Susanne Mak

Course Instructors: Cynthia Perlman, Marie-Ève Bolduc, Nancy Forget

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

Expanded Course Description: This course will apply rehabilitation principles to systemic and/or complex conditions, using the same framework and approach as described in Therapeutic Strategies in OT1. A case-based approach is incorporated.

Course Structure: This course includes 1.5 hours of lecture, 1.5 hours of practical seminars where assessment and treatment skills will be developed and mastered, and 2 hours of interactive clinical reasoning workshops 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 work with complex musculoskeletal conditions across the lifespan as well as environmental determinants to advance their problem-solving skills and clinical reasoning.

Learning Outcomes: Upon completion of this course, the student therapist will demonstrate competence in the following areas:

- 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) Critically evaluate an assessment tool based on clinometric properties and clinical considerations.
- 4) Propose and develop a comprehensive assessment plan within a client-centered context based on scientific evidence and ethical considerations

- while considering the roles of the occupational therapist and other interprofessional team members. 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
- 5) 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.
- 6) Plan the 'most appropriate' OT treatment for a given case incorporating client-centered approaches and interprofessional team practices 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
- 7) Build on the OT profile roles by through Occupational Therapy practices by:
- a. establishing a professional relationship with the client and team members
 - b. documenting and effectively communicating observations, measurement findings and treatment plans to the client and team members
 - c. educating stakeholder to assume responsibility and advocacy for comprehensive client care
 - d. choosing the best mode of service delivery
 - e. adhering to professional standards
- 8) Appraise and document the treatment outcome and client satisfaction using selected outcome measures.

Course Material:

Required Texts

Course Pack

Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6th 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 (2001). Occupational Therapy for Children. 4th Edition. Mosby: St-Louis.

Neistadt, M.E. (2000) Occupational Therapy Evaluations for Adults. Lippincott Williams and Wilkins: Baltimore.

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

Student Assignment and Evaluation: Student evaluation will be done in an ongoing format throughout the term. Several evaluation techniques will be used and may include peer evaluations, competency-based and case-based assignments, as well as written theoretical exams. Specific evaluation breakdown is provided in the “Evaluation Summary” document which will be reviewed on the first day of class and is available on Desire2Learn.

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

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: "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/)."

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

Skills Building Attendance Mark: Attendance at all seminars and clinical reasoning workshops is mandatory. Students will not be able to miss more than 10% of the seminars (i.e. more than 1 per term) or 10% of the clinical reasoning workshops (i.e. more than 1 per term) without a written excuse. If they do, 10% of the total course mark will be removed. If a clinical reasoning workshop or a seminar is missed due to illness, a doctor's note must be submitted.

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.

"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)."

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. Projects, assignments and peer evaluations must be submitted before 5 p.m. on the 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 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.