

OCC1 545 THERAPEUTIC STRATEGIES IN OT1

Credits: 8

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Course Instructors: Clinical OT faculty

Course Description:

Occupational therapy (OT) evaluation and intervention in health conditions related to disorders of musculoskeletal structures.

Expanded Course Description:

A musculoskeletal framework is used to evaluate occupational performance, to establish client-centered goals and to competently navigate case studies, across the lifespan. Case discussions will be framed using the Canadian Model of Occupational Performance and Engagement.

Course Structure:

This course includes 4.5 hours of lecture, 4.5 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 Objectives:

The student therapist will acquire knowledge and skills necessary to:

- 1) evaluate the physical, affective and/or spiritual performance components for various musculoskeletal conditions throughout the lifespan,
- 2) evaluate the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance,
- 3) establish client-centred goals, and
- 4) plan, initiate, carry out and evaluate occupational performance-based treatment that is appropriate for individuals of all ages.

Learning Outcomes:

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

1. Describe musculoskeletal conditions, associated pathologies and medical interventions.
2. Discriminate amongst the musculoskeletal conditions, associated pathologies and medical interventions.

3. Apply the Canadian Model of Occupational Performance and Engagement for a given client in relation to occupational therapy assessment and intervention.
4. Propose the 'most appropriate' OT assessments for a given client, based on scientific evidence and ethical considerations and guided by clinical reasoning.
5. Develop a comprehensive OT assessment plan for a given client and perform the assessments for:
 - a. voluntary movement
 - b. action
 - c. task
 - d. activity
 - e. occupation
 - f. client priorities & satisfaction with performance.
6. Analyse the physical, affective and/or spiritual performance components and the physical, institutional, cultural and/or social environmental conditions which are enhancing or limiting optimal occupational performance.
7. Synthesize and document assessment results in accordance with the Canadian Model of Occupational Performance and Engagement and professional standards.
8. Plan an OT treatment for a given client that is based on scientific evidence and ethical considerations and is guided by clinical reasoning.
9. Develop and document the OT problem list, long- and short-term goals and treatment plan that is the 'most appropriate' for a given client including:
 - a. therapeutic activities & modalities
 - b. strategies to enhance independent living
 - c. environmental modifications to enable health and well-being
 - d. psychosocial interventions.
10. Effectively implement Occupational Therapy by:
 - a. establishing a professional relationship with the client
 - b. using effective communication
 - c. choosing the best mode of service delivery
 - d. adhering to professional standards
11. Appraise and document the treatment outcome and client satisfaction using selected outcome measures.
12. Students will apply and discuss reflective practice principles.

Course Materials:

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

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 and will include both formative and summative evaluations.

Mark distribution:

Competency based assignments – 10%

There will be 10 competency-based assignments throughout the semester. These will count for 10% of the final grade for the course. In order to obtain the 10%, students are required to show competency on all of the assignments.

Case-based assignments – 30%

There will be 5 case-based assignments throughout the semester. Students will be working in assigned groups.

Modified Objectively Scored Clinical Examination (mOSCE) - 35%

The mOSCE is a practical examination with simulated clients/patients used to assess clinical skills performance.

Final examination – 25%

The final examination is a written examination that takes place during the university final examination period. This exam will include both short answer and essay-type questions.

A detailed description of these evaluations will be provided as part of the course schedule on the first day of class.

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).

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. When working with simulated patients student must be dressed professionally.

Skills Building Attendance Mark: Attendance at all seminars and clinical reasoning workshops is mandatory. Students will not be able to miss more than 10% (i.e. more than 2 per term) of the seminars or 10% (i.e. more than 1 per term) of the clinical reasoning workshops without a written excuse. If they do, 10% of the total course mark will be removed.

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: Late submissions will be penalized 5% per day, including weekends.

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."

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.

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.