

OCC1 547 OCCUPATIONAL SOLUTIONS I

Credits: 6

Course Coordinators*/Instructors:

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Office Hours: By appointment only

Teaching Assistant: TBA

Course Description: Assessment and treatment of clients across the lifespan with disorders of the nervous system, and a focus on motor, perceptual- cognitive and behavioural impairments.

Course Structure: Course consists of two 3-hour sessions per week (6 hours total) comprising lecture/practical sessions using cases-based/self-directed learning contexts. Clinical site visits are included, as well.

Monday: 2:30-5:30pm/ 14h30-17h30

Wednesday: 2:30-5:30pm/ 14h30-17h30

Room allocations may vary according to weekly class format and structure. Please check the syllabus and Minerva before each class to confirm room location.

Course Content: Neurodevelopment across the lifespan; Course is divided into two modules: Pediatric and Adult

- Neurodevelopmental/ adult neurological conditions
- Normal and abnormal motor, cognitive, play, behavioural development in infancy and childhood
- Normal development (physical, cognitive, social-emotional) of adolescent, adulthood, middle adulthood, older adulthood
- Concepts of perception and cognition and impact of dementia on function
- Neurodevelopmental and perceptual-cognitive assessments
- Treatment approaches and treatment interventions (pediatric and adult neurology)

I. Learning Objectives: Professional Competencies

By participating in this course, the student will be able to:

1. Acquire knowledge of neurological conditions across the lifespan and their impact on the client's functioning and well-being.
 - a) Understand the pathology and impact on occupational performance, activities and participation;
 - b) Identify client strengths, challenges and resources available to assist in client-centered goal setting;
 - c) Develop client-centered goals to case-based contexts
 - d) Recognize the unique roles and scope of occupational therapy practice for pediatric, adult and geriatric clients with neurological conditions.
2. Apply appropriate evaluation approaches according to the client's needs and provincial/national regulatory standards.
 - a) Select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context;
 - b) Thoroughly review, demonstrate and analyse the results of selected assessments;
 - c) Formulate a problem list from assessment results, and develop and prioritize treatment goals based on the problem list.
3. Develop and apply intervention strategies that address a client's needs in relation to the ICF, within a case-based context.
 - a) Implement a client-centered approach in the care of clients across the lifespan with neurological conditions (and their families).

- b) Differentiate between the different treatment/approaches of OT practice in neuro-rehabilitation and justify each use in clinical practice;
- c) Seek, appraise and apply evidence from the literature to clinical interventions in neuro-rehabilitation;
- d) Develop treatment strategies based on assessment results, treatment goals and treatment approaches tailored to the client's individual needs in order to promote competence and health in occupational performance domains across the lifespan.

II. Professional Development

The student will be able to:

1. Implement self-directed learning approaches to acquire and integrate new knowledge to clinical skills;
2. Build on communication skills, oral and written, necessary for educating and consulting client, family, team members and students;
3. Value the importance of advocating on behalf of the client and family;
4. Appreciate a collaborative, interdisciplinary team approach, maintaining professional and ethical behaviours.

Course Materials:

Required Texts:

1. Case-Smith J. and Clifford O'Brien J. (2010) *Occupational therapy for children: 6th ed. (C-S)*
2. Radomski and Trombly Latham (2008) *Occupational therapy for physical dysfunction: 6th ed. (R&T)*
3. Zoltan B. (2007) *Vision, perception, and cognition: a manual for the evaluation and treatment of the neurologically impaired adult: 4th ed. (Zoltan)* One copy of this text will remain on **reserve at the Health Sciences Library** (McMed)
4. Bonder, B. R., & Bello-Haas, V. D. (Eds.). (2009). Functional performance in older adults (3rd edition). F.A. Davis. (B&B). *(This will be available through the library as an e-book and there is no need to buy it).* **Additional Readings from the literature will be assigned.**

It is expected that each student independently complete the modules **Physical and Occupational Therapy - Neuroscience Learning Resource for Rehabilitation Students** as this information is critical to your understanding of neurological illnesses and your ability to apply evaluation and treatment

techniques to this population. **The Neuroscience Learning Resource Modules**, posted on-line through Centre Stage, McGill, are self-directed activities and the contents of these modules will be incorporated into the course and evaluation methods. Note Professor Adriana Venturini will guide you in accessing and implementing these modules.

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 Assignments and Evaluations:

| Written and oral assignments | Value |
|---|--------------|
| 1) Neurological Conditions (Group) A Group – Pediatrics B Group - Adults | 5% |
| 2) Assessments (paired/group) B Group - Pediatrics A Group – Adults | 10% |
| Case Based Assignments (Group) ▪ CBA 1: Pediatrics | 7.5% |
| ▪ CBA 2: Adults | 7.5% |
| Mid-term exam (Individual) | 20% |
| Final case presentation(written & oral Group) | 20% |
| Final Exam(Winter exam period - Individual) | 30% |

Interprofessional Education (IPE): IPE is valued and integrated within the Occupational and Physical Therapy curricula of the MSc.A OT/PT programs. IPE Seminars on Interprofessional Communication, Cultural Competency and Health Aging have been planned within this course and will be implemented with the students from the School of Medicine and/or PT U3/QY students. Attendance and participation are mandatory. If a student is absent for any of the IPE seminars, completion of an alternative written assignment will be required.

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least C+ (60%) for U3 students or B- (65%) for QY students must be obtained as a total course mark. Both individual and group sections of the course must be passed. A supplemental exam is permitted in this course. 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/).

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.

Attendance: Attendance is expected for all classes and is mandatory for all lab sessions and clinical site visits. The instructors reserve the right to request attendance in classes where student participation is expected. . Students who have missed more than 10% of required seminar sessions including requirements for IPE seminars (i.e. more than 2 per term) without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

Consequences of not completing assignments as requested: An individual who does not complete a required assignment and who does not have a university recognized reason for deferral will receive a zero (0) in that portion of the course. Assignments submitted late will receive a deduction of 5% per day, including week-ends. All assignments are due by 5:00 pm on the specific due date.

Professional Conduct and Dress Code: Professionalism and accountability are expected throughout the professional program. This includes the on-going respectful nature of teacher-student as well as student-student interactions. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities, particularly during clinic visits.

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.

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.

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