

OCC1 618 APPLIED OT PSYCHOSOCIAL THEORY

Credits: 5

Course Coordinators M. Park, H. Zafran

Course Instructors: S. Rouleau, S. Everitt, S. Barbic, Z. Boychuck

Course Description: Occupational therapy (OT) clinical reasoning, evaluation, and intervention using current paradigms in human development and frames of reference related to psychosocial dysfunction.

Expanded Course Description: Frames of reference (FOR) and theory relevant to specific psychiatric clients in psychosocial occupational therapy are used to evaluate occupational performance, establish client-centred goals, plan and implement individual and group interventions, and develop therapeutic use of self. Interventions will be framed using current paradigms of human development and the Canadian Practice Process Framework (CPPF). Clinical reasoning is made explicit in order to articulate the underlying paradigms and FOR to provide rationale for intervention. The course is structured into four modules: core constructs, individual-based theories and FOR, context-based theories and FOR, and guidelines for selecting and combining FOR. Linking threads across all four modules are: clinical reasoning, developmental paradigms, evidence and values-based practice, playful considerations and psychosocial documentation.

Course Structure: This course will consist of 4 hours of theory and application lectures weekly, including case-based interactive Clinical Reasoning Workshops interspersed throughout the semester, and 2.5 hours of seminar sessions of applied practice per week. Group and self-directed learning activities using a discussion format for reflective and critical thinking will be emphasized.

Overall Objectives:

The student therapist will acquire knowledge and skills necessary to:

- (1) evaluate the occupational performance for clients with particular psychosocial dysfunction,
- (2) clinically reason about and select frame(s) of reference in order to
- (3) set goals for patient-oriented outcomes,
- (4) design and implement individual and group interventions, and
- (5) provide rationale for interventions using a paradigm of human development

- (6) within the context of overarching occupational therapy conceptual frameworks and models.

Learning Outcomes:

On completion of this course the student will demonstrate competence in the following areas:

1. Describe the relationship between the paradigms of human development and procedural and narrative clinical reasoning processes
2. Define and explain the relationship between paradigms of human development, conceptual models, frames of reference, goal setting, and intervention.
3. Evaluate, set patient-oriented goals, create and implement interventions using frames of reference and psychosocial theories indicated for clients diagnosed with psychosocial dysfunction, within the following frames and models for practice:
 - a. Sensory Integration
 - b. Behavioral
 - c. Psychodynamic
 - d. Cognitive & Dialectical Behavioral Therapy (CBT)
 - e. Resilience
 - f. Psychosocial Rehabilitation (PSR) and case management

For each frame of reference, students will be able to:

- a. Apply the terminology and concepts
- b. Analyze group dynamics and the therapeutic use of a group
- c. Analyze occupational performance issues
- d. Select and justify the assessments for specific clients
- e. Design therapeutic activities for individual and/or group treatment programs
- f. Develop therapeutic relationships with clients
- g. Explain and articulate their clinical reasoning
 - i. Use procedural reasoning by integrating current research in their treatment of specific individuals and/or groups for evidenced-based practice.
 - ii. Use narrative reasoning by integrating client values (what matters) in their treatment of specific individuals and/or groups for values-based practice

4. Create a group intervention using a paradigms, conceptual models and psychosocial frame of reference, including:
 - a. Analyze the content and process of a group, including the roles people played and how you, as leaders, may have facilitated it or hindered it.
 - b. Reflect on procedural and narrative reasoning used in the group
 - c. Define and critically analyze leadership skills in group interventions
 - d. Demonstrate active listening and information processing
5. Demonstrate concise and synthetic written skills

Required Texts:

Course Pack

Bruce, M. & Borg, B. (2002). *Psychosocial Frames of Reference. Core for Occupation-Based Practice*. 3rd Ed. New Jersey : Slack Inc.

Cara, E. & MacRae, A. (2004). *Psychosocial Occupational Therapy: A Clinical Practice, 2nd ed.* Clifton Park, NY: Thompson Delmar Learning.

Cole, M.B. (2005). *Group Dynamics in Occupational Therapy ~ The theoretical basis and practice application of group intervention* . 3rd ed. New Jersey: Slack Inc.

Dimock, H.G. & Kass, R. (2007). *How to observe your group*. 4th ed. North Concord, ON: Captus Press Inc.

Recommended Texts:

Kaplan, H.I., & Sadock, B.J. (latest edition), *Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry*, Baltimore: Lippincott, Williams & Wilkins.

American Psychiatric Association, (latest edition), *Diagnostic and statistical manual of mental disorders*. Washington, D.C.: American Psychiatric Association.

Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health: An Integrative Approach, 2nd ed.* Thorofare: Slack.

Rules And Regulations:

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:

All assignments and final exam should reflect and make explicit underlying clinical reasoning.

<i>Assignment</i>	<i>Type</i>	<i>% of Grade</i>
Formative CRW 1	Case Study & Presentation (group)	5%
Formative CRW 2	Case Management (group)	5%
Group Intervention	Group Protocol (pair) Analysis of Group	Protocol 25% Analysis 25%
Final Exam	Multiple Choice, Short answer, essay on course content and case studies	40% (individual)

A detailed description of these evaluations will be provided 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 of the individual, group, and total 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. When working with simulated patients student must be dressed professionally.

Skills Building Attendance Mark: Attendance is mandatory and will be monitored at all seminars as well as classes with guest lecturers and Clinical Reasoning Workshops (CRW's) scheduled during class times. Students will not be able to miss more than 10% (i.e. more than 1 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.

"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: All assignments must be submitted at the *beginning of the identified lecture through Web CT assignments section*. Late submissions will be penalized by the loss of 1 mark/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.