

OCC1 622 COMMUNITY BASED OCCUPATIONAL THERAPY

Credits: 3

Prerequisites: Clinical Practicum 1 and 2 -OCC1 501 and OCC1 502

i. PART I - Focus on Occupational Therapy in Community Mental Health

Prerequisite: OCC1-551 Psychosocial Practice in Occupational Therapy

ii. PART II - Focus on Occupational Therapy in the International Community

i. PART I - Focus on Occupational Therapy in Community Mental Health

Coordinator: Hiba Zafran, PhD candidate
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Course Objective: To examine the policies, paradigms and organization of community-based approaches to mental health service delivery, and approaches to developing and appraising community mental health services. To identify with, and conceptualize, the role of occupational therapists as *change agents* in community mental health practice.

Course Structure: This course (Part I) consists of six (6) lectures, 2 ½ hours in length, which include in-class learning activities. Lectures are shared with consumers of mental health care services, their family member(s), and participatory researchers. In addition, a field trip is expected to a community organization. This is formative preparation for the final two lectures during which there will be oral presentations by students. This part of the course will last seven (7) weeks following the Spring break of the Winter term.

The field trip will be done by groups of 5-6 students visiting a community resource, chosen from a list of resources provided by the course coordinator, followed by a 1 page evaluation of their services from a recovery-oriented and client-centred rehabilitation perspective. During the last two (2) lectures, students will present their design of an evidence and values-based 2-day recovery workshop tailored to a community organization and the population they serve.

Student Learning Objectives: By the end of this course, the student will be able to:

1. Identify the context of policy changes in Canada, and list the various types of evidence and value-based community principles in order to apply them to current and future occupational therapy practice in mental health
2. Create an intervention plan incorporating the following elements:
 - a. community mental health practice principles
 - b. the social model of disability and advocacy
 - c. participatory and user-led approaches to occupational therapy client-centered practice
 - d. the active use of research as a tool for both intervention and change
3. Reflect on the intertwined processes of stigma and recovery, and their implication for an empowering client-centred Occupational Therapy practice
4. Understand the challenges, power dynamics, and some of the special issues (e.g. family work, advocacy) associated with community mental health practice, and consider these in an applied situation
5. Evaluate roles of Occupational Therapists in various community resources – especially OT as an agent of change - and apply within a particular resource or institution
6. Be able to critically evaluate a community organization as a client, and synthesize recommendations for evidence-based, recovery-oriented practice

Course Content:

- Community health practice
- Community mental health services
- Natural support networks
 - Vocational rehabilitation approaches
 - Residential rehabilitation programs
 - Clubhouses and support groups
 - Peer support workers
- Recovery process
- Social models of disability and the effect of stigma on mental health rehabilitation
- Power relations, advocacy and participatory/user-led approaches in client-centered practice
- Special issues such as substance abuse, parenting, violence and sexuality

- Working with families

Course Materials: All the required readings will be included in a course pack. Reference lists for every topic will also be included. Additional content and web links will be found on the course website.

Student Assignment and Evaluation:

The final grade for part I of the course is 50% of the final mark

Group work:

Formative assignment (0%): Site visit to a community organization, with 1 page evaluation of the resource from a recovery perspective.

Designing a recovery workshop for a community organization-as-client (20%): Design a 2 day, tailored workshop to promote recovery attitudes and approaches within an organization. Includes pertinent evidence from the literature to build your argument and approaches, designing creative educational activities to meet the workshop objectives, and evaluating the workshop outcomes. 5% of the grade includes presenting a summary of the client and workshop to the class.

Individual Essay: 30% - submitted in hard copy by 5pm of the due date

A case-based analysis of stigma, power dynamics and family issues that occurred during the occupational trajectory of a client, and the impact on their recovery and occupational identity. Research and propose a non-medical, community-based intervention process, applying the paradigms and approaches seen in class.

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, 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.

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.

"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)."

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester, and especially when visiting community resources and doing oral presentations. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Attendance: Attendance in lectures is **mandatory** for all students, since students will participate in activities during most classes and guest lecturers predominate. 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. A medical note, or extenuating circumstances, are required if you cannot attend – or miss – a lecture.

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.

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.

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

ii. PART II OCC1 622 OT in the International Community

Instructor: Laurie Snider, PhD (Coordinator)
Hosmer House Room 305 (By appointment, please)
(514) 398-5863
laurie.snider@mcgill.ca

Course Objective: To gain understanding of OT community-based practice with a variety of populations, with particular emphasis on OT community-based practice within in developing countries and the Quebec health care system.

Course Structure: Part II of this course consists of three (3) hours per week of lectures (3.0 hours x 1/week) for eight (8) weeks given in March and April of the Winter term.

Student Learning Objectives: On completion of this course, the student will be able to:

1. Gain factual knowledge regarding developing countries, refugees, immigration and associated terminology.
2. Describe health promotion and disability prevention in the context of community-based rehabilitation frameworks
3. Explain health determinants and the influence of environmental factors on occupational performance and OT community-based practice.
4. Recognize the importance of partnership and sustainability for community-based rehabilitation projects.
5. Justify the importance of community-based OT services in the context of:
 - a. continuity of health care services in Canada
 - b. developing countries
6. Elaborate a project proposal for a potential OT community-based project in a developing country or in Canada.

Course Content: TBA on the first day of class

Course Materials:

Required readings: TBA on the first day of class

Suggested readings: TBA on the first day of class

Student Assignment and Evaluation: Detailed assignments and evaluation methods for 50% of the total mark for OCC1-622 (Part 2) will be announced on the first day of class.

1. Project proposal (group): 50 marks (10 marks letter of intent, 20 marks class presentation, 20 marks final written report on project)

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark.

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