



School of Physical and Occupational Therapy



SP & OT



**QUALIFYING YEAR FOR M.SC. APPLIED IN OCCUPATIONAL THERAPY:
COURSE GUIDE 2011-2012**

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I. B.Sc. (Rehabilitation Science), Major in Occupational Therapy

A. Important Dates

FALL 2011

March 31 – September 13	U3 and QY Registration period
September 1	Classes officially begin
September 13	Course add/drop deadline
December 7	Study day Wednesday
December 8	Exams begin
December 22	Classes and Exams end

LEGAL HOLIDAYS

September 5	Labour Day
October 10	Thanksgiving Day

WINTER 2012

January 9	Classes officially begin
January 18	Course add/drop deadline
February 20 - 24	Study Week
April 16	Classes end Monday
April 14 & 15	Study days Saturday and Sunday
April 17	Exams begin Tuesday
April 30	Exams end Monday

LEGAL HOLIDAYS

January 1	New Year's Day Sunday (Administrative offices will be closed Monday January 2)
April 6	Good Friday
April 9	Easter Monday

B. Curriculum Plan 2011-012

QY FALL TERM

OCC1 545	Therapeutic Strategies in OT 1	8cr
OCC1 550	Enabling Human Occupation	3cr
OCC1 546	Strategies in Professional Practice	3cr

QY WINTER TERM

OCC1 551	Psychosocial Practice in OT	3cr
OCC1 547	Occupational Solutions 1	6cr
OCC1 548	Holistic Approaches in OT	3cr
OCC1 549	Therapeutic Strategies in OT 2	4cr

C. Qualifying Year Courses

The following course guides are meant to provide an overview of each course. Please be sure to confirm course details with the appropriate course instructor or coordinator at the start of the term.

QUALIFYING YEAR COURSES

OCC1 545	Therapeutic Strategies in Occupational Therapy
OCC1 546	Strategies in Professional Practice
OCC1 547	Occupational Solutions 1
OCC1 548	Holistic Approaches in Occupational Therapy
OCC1 549	Therapeutic Strategies in Occupational Therapy 2
OCC1 550	Enabling Human Occupation
OCC1 551	Psychosocial Practice in Occupational Therapy

OCC1 545 THERAPEUTIC STRATEGIES IN OCCUPATIONAL THERAPY I

Credits: 8

Coordinators: M.E. Bolduc, F. Coutinho, S. Mak, B. Nedelec, A. Robert

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

1. Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6th Edition, Lippincott, Williams and Wilkins: Baltimore.
2. 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.
3. Van Ost, L. (2010). Cram Session in Goniometry: A Handbook for Students & Clinicians. Slack Inc.: Thorofare, NJ.

Recommended Texts:

1. Canadian Association of Occupational Therapists (2002) Enabling Occupation: An Occupational Therapy Perspective. (Rev. ed.). CAOT Publications ACE, Ottawa, Ontario
2. 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) - 40%

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

Final examination – 20%

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 outline 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.

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.

OCC1 550 ENABLING HUMAN OCCUPATION

Credits: 3

Instructor: Cynthia Perlman, MEd (Coordinator)
Office: Hosmer 306 (By appointment)
(514) 398-5593
cynthia.perlman@mcgill.ca

Facilitators/TA: TBA

Course Objective: This is a foundational course introducing students to theoretical and clinical practice frameworks and models of human occupation that will be used in all professional courses within the Program, thereby initiating the development of a professional identity as an Occupational Therapist.

Course Structure: One (1) two (2) hour lecture per week, and one (1) two (2) hour lab per week. Self-directed learning environments, including a Web-based tutorial, are provided to allow for additional practice and feedback with lecture and lab content.

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

1. Define Occupational Therapy, occupation, occupational performance/identity/balance/development/engagement/participation.
2. Explore the underpinnings of occupational science within the contexts of evidence-based practice.
3. Explain the philosophies, definitions, frameworks and/or models of human occupation in relation to the concepts of health, well-being and justice (advocacy).
4. Experience a variety of purposeful activities and their impact on a client's
5. occupational identity, engagement and participation.
6. Discriminate between the domains of the Activity Analysis/ Traditional Analysis (TA) frameworks in order to apply a purposeful activity to meet occupational performance issues.

7. Relate the domains and sub-domains of two models of practice 1) Canadian Model of Occupational Performance (CMOP-E) and 2) Model of Human Occupation (MOHO) in terms of the individual and the environment.
8. Apply 'activity analysis' to the Activity Analysis /TA frameworks, CMOP-E and MOHO, to case-based contexts.
9. Adapt or modify a purposeful activity (termed grading), in relation to a new content and context, to facilitate health, well-being and justice.
10. Examine the influence of culture on occupation through the professional concept models, including the KAWA Model.

Course Content:

- Introduction to the history and philosophies of Occupational Therapy
- Introduction to models of human occupation (CMOP-E, MOHO and KAWA).
- Orientation to the analysis of a variety of occupational performance issues in the context of these models and/or framework.
- The adaptation and modification of these issues for therapeutic purposes will be studied.

Course Materials:

Required Texts:

1. Townsend & Polatajko (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being and Justice through Occupation*. Ottawa, ON: CAOT Publications ACE.
2. Kielhofner, G. (Ed.) *Model of human occupation: Theory and application* (4th ed.). Baltimore, MD, Lippincott, Williams & Wilkins
3. Course Pack (required readings) - Please see lecture outlines for mandatory and supplementary readings. A complete bibliography is included preceding the lecture outlines.

Recommended Text:

- Leary, S. (1994). *Activities for Personal Growth*. Philadelphia, PA: MacLennan & Petty Ltd. Sections of this text will be used in lab. Four copies of this text are in the Assessment library. Unfortunately, the book is out of print.

Student Assignment and Evaluation:

Two (2) written journal entries(10pts ea) + journal synthesis (5 pts)	25%
Final Examination	35%
Project	35%
Completion of all Web tutorial assignments	5%

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. 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.

Advancement to the OCC1-501/502 Clinical Affiliation 1 is dependent on students successfully **passing OCC1-550 Enabling Occupation** (see Clinical Affiliation Guidelines).

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.

Attendance: Students are expected to attend all lectures and labs, including Web-based tutorial labs. Students who have missed more than 10% of laboratory or small group sessions (i.e. *any* lab in this course), or who miss any required professional workshop or seminar, without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

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: All assignments must be completed in order to pass the course. Late submissions will result in a deduction of 5% of the assignment grade. Papers 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.

OCC1 546 STRATEGIES IN OCCUPATIONAL THERAPY PROFESSIONAL PRACTICE

Credits: 3

Prerequisites: Successful completion of OCC1-245 and POTH-250 or admission to qualifying year of entry-level professional masters program.

Lecturers/Coordinator:

C. Storr (OT)	M. Hunt (PT)
Office: D2	H205
398-6561	398-4400 ext. 00289
caroline.storr@mcgill.ca	matthew.hunt@mcgill.ca

Access to the Instructors: Office hours by appointment. Please email or call ahead to make appointment.

Course Description: Study and analysis of strategies and systems which impact the role of the occupational and physical therapy professional in health service delivery settings. This course includes selected topics on healthcare environments, service delivery models, professional competence, ethics, global health, administration, management and patient safety.

Course Structure: This course offered in the Fall U3/QY term will be hybrid in nature consisting of lectures, self-learning modules, case work, seminars and site visits for clinical reasoning/skill development. Lectures will be scheduled on Tuesday afternoons of varying duration with the exception of the first two weeks of October. This is the third of seven professional development courses offered in the combined undergraduate and master's professional program.

Course Objective: This course is intended to prepare students for the 4 Clinical Practica Courses and future practice by offering foundational knowledge and skills for developing, leading and managing OT/PT practice, both in the public and private healthcare sectors.

It incorporates an understanding of organizational and change theory, as well as professional competence at the level of the person, organization and policy.

Students will learn where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to practice which may be required in the work situation. The students will be exposed to both the Canadian and the Quebec health

care system as students are expected to learn in this Quebec environment for their 4 related clinical practicum courses.

Student Learning Outcomes: The students will be able to:

1. define and analyze personal leadership attributes and competencies related to respective profiles of practice
2. understand and analyze the current social, economic, political, geographic and demographic factors that promote the provision of OT/PT services and health promotion.
3. understand the human, physical and financial resources needed for delivery of a service program.
4. describe the principles of effective team work with colleagues, clients, employers
5. understand and apply principles of patient education, safety (including PDSB), and professionalism
6. understand the principles of evidence-base and best practice in PT/OT client-centred management
7. understand and apply ethical practice guidelines
8. apply the principles of OT/PT advocacy in practice domains
9. apply the principles of reflective practice, mentoring and professional portfolios

Course Schedule:

Date	Topic	Assignments	Readings	Lect.
Sept. 6 McMed 504	Course Introduction; National Essential Competency Profiles, Reflective Practice (including professional portfolios, leadership)	- Reflective Journal Assignment introduced - Final Assignment introduced	1. Discipline specific national competency document 2. On-line module on reflective practice (to be completed by Sept 20 th)	C. Storr/M. Hunt/ J Soicher
Sept 13 McMed 504	Global Health and Rehab (including intro to international fieldwork opportunities)	- Debate groups, topics and dates assigned	On WebCT	M. Hunt
Sept 20 McMed 504	Health Promotion and Well-Being (chronic disease model)	- Online module to be completed by this date	On WebCT	S. Ahmed
Sept 27 McMed 504	Evolving Canadian and Quebec healthcare and rehab	- Reflective Journal Assignment Due - Group Case Assignment introduced		C. Storr
Wed, Oct 5 (1/2 of class)	IPE workshop: Interprofessional Teams (1/2 class)			
Tues, Oct 11 McMed 504	OEQ: legal and ethical issues for OT	Attendance Compulsory	Code of Ethics of OEQ (WebCT)	OEQ (Jacques Gauthier)
Wed, Oct 12	IPE workshop: Interprofessional Teams(1/2 class)			

Thurs, Oct 13 @ 2pm McMed 504	OPPQ: legal and ethical issues for PT	Attendance Compulsory	Code of Ethics of OPPQ (WebCT)	OPPQ (Maude Laliberté)
Oct 18 McMed 504	Practice Manager	- Group Case Assignment due - Team and topics for Final Assignment should be reviewed with C Storr or M Hunt by this date	Customer service/marketing, patient education/disability tax credits/resource management	C. Storr
Oct 25 McMed 504	Quality Assurance and Patient Safety/PDSB theory	Attendance Compulsory	1.PDSB text	M. Daly/ F. Pennino
Nov 1 McMed 504	Ethics for Practice		On WebCT	M. Hunt
Nov 8 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate	Debate readings	F. Pennino/C. Storr/M. Hunt/M. Auais
Nov 15 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate	Debate readings	F. Pennino/C. Storr/M. Hunt/M. Auais
Nov 22 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate	Debate readings	F. Pennino/C. Storr/M. Hunt/M. Auais
Nov 29 Hosmer CH + Rooms TBA	PDSB lab/Advocacy CRW	Attendance Compulsory/Debate Final Assignment Due on <u>December 5th</u>	Debate readings	F. Pennino/ C. Storr/ M. Hunt/ M. Auais

Course Materials:

Required Texts:

1. Required readings will be posted on WebCT and/or placed on reserve in the McIntyre medical library
2. PDSB Participants Workbook: “Principles for moving patients safely” 2004 version ASSTSAS.

Student Assignment and Evaluation:

Reflective Journal Assignment	15%
Self-directed learning (On-line module)	5%
Group Case Analysis	25%
Debate	20%
Group Final Assignment	25%
Participation (PDSB, OEQ/OPPQ & class activities)	10%

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 individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

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 professional program. It is each student’s responsibility to have appropriate, professional attire during lectures, presentations and site visits.

Attendance: Students are expected to attend every lecture. Attendance is compulsory for all debates/PDSB/ OEQ and OPPQ content and will be marked accordingly.

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. Group poster presentations are to be given in English as they are a group learning activity.

Consequences on not completing assignments as requested: Assignments are due on dates posted on the schedule. Late assignments will be penalized by two (2) marks deducted for each day late.

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.

OCC1 551 PSYCHOSOCIAL PRACTICE IN OCCUPATIONAL THERAPY

Credits: 3

Prerequisites: Successful completion of OCC1-550 Enabling Human Occupation.

A university level course in Abnormal Psychology is highly recommended. Alternatively, preparatory reading on psychiatric diagnosis prior to the course is essential. A reading list can be provided upon request.

Course Coordinator:

Suzanne Rouleau
514-340-8222, extension 5154
suzanne.rouleau@mcgill.ca
Meetings by appointment only

Lecturers:

Sandra Everitt, M.A.
Melissa Park, Ph.D.
Suzanne Rouleau, M.Sc.
Hiba Zafran, M.Sc.

Course Description: This course will cover the basic principles and application of psychosocial assessments and treatment approaches in occupational therapy (OT) for clients with psychiatric conditions and/or psychosocial dysfunction. The Model of Human Occupation (MOHO) will be used as a theoretical framework.

Expanded Course Description: This is a lecture, clinical and case-based reasoning, and experiential course. It covers OT theory (MOHO), use of psychosocial assessments, goal setting, individual and group interventions in clinical OT, and therapeutic use of self for clients with psychiatric conditions, mental health issues and/or psychosocial dysfunction. Students will have the opportunity to practice essential clinical skills in the Applied Skills Laboratory sessions.

Course Structure: This course consists of 2 ½ hours/week of lectures and/or clinical reasoning case-based group discussions; and six (6) three-hour applied skills seminars during the winter semester.

Learning Outcomes: On completion of this course, the student will be expected to:

1. be aware of the roles of occupational therapists in mental health
2. analyze the impact of psychiatric conditions on a person's occupational identity and trajectory
3. determine and select an evaluation process for clients with various conditions
4. determine patient-oriented outcomes and select appropriate therapeutic interventions for a individuals and/or group of clients with psychosocial dysfunction.
5. engage in clinical reasoning, including reflective practice, while developing skills related to therapeutic use of self in mental health interviewing and group interventions
6. use the theory of group process to observe and analyze groups.

Course Content:

1. History of OT in psychiatry and roles of occupational therapists in mental health
2. The analytic application of the MOHO model to clients in mental health
3. The use of self in interviewing, eliciting patient oriented outcomes and leading groups
4. Principles and application of psychosocial assessments
5. Establishment of client-centered treatment goals
6. Introduction to treatment approaches for an individual and/or a group of clients with psychosocial dysfunction, across the lifespan.

Applied Skills Seminars:

1. Seminar on interviewing to elicit patient oriented outcomes
2. Simulation center: Interviewing clients with psychiatric conditions
3. Hands on Objective Assessments
4. Clinical reasoning workshop on setting goals and selecting assessments
5. Therapeutic Use of Self in a group context I: leadership styles, process vs. content
6. Therapeutic Use of Self in a group context II: facing therapeutic challenges

Detailed information on the lectures and seminars will be available on webCT.

Required Texts

- Cara, E. & MacRae, A. (2004). *Psychosocial Occupational Therapy: A Clinical Practice, 2nd ed.* Clifton Park, NY: Thompson Delmar Learning.
- Dimock, H.G. & Kass, R. (2007) *How to observe your group.* 4th ed. North Concord, ON: Captus Press Inc.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational Therapy Mental Health:*
- *An Integrative Approach, 2nd ed.* Thorofare: Slack.
- Kielhofner, G. (2008). *Model of Human Occupation: Theory and Application, 4th ed.*
- Philadelphia: Lippincott, Williams & Wilkins.
- Everitt, E., Park, M., Rouleau, S., Zafran, H. (2012) OCC1-551 Psychosocial Practice in Occupational Therapy – CoursePack

Recommended Texts (copies on reserve at the library)

- Kaplan, H.I., & Sadock, B.J. (latest edition). *Kaplan and Sadock's Synopsis of Psychiatry.* Baltimore: Lippincott, Williams & Wilkins.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: DSM-IV-TR*, 4th text. rev. ed. Washington, DC: American Psychiatric Association.
- Bonder, B. (2004). *Psychopathology and function*, 3rd ed. Thorofare: Slack.

Student Assignment and Evaluation: TBA, may consist of:

- Case-based assignments in groups
- Individual Reflective Journal
- Seminar attendance and participation
- Final Exam
- Details will be provided on the first day of class

Handing in Assignments: Assignments must be submitted on webCT by the due dates.

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: In order to pass the course, a grade of at least 60% must be obtained as a total course mark for B.Sc students and 65% for Qualifying Year students. A supplemental is permitted in this course. Please refer to the Rules and Regulations for information regarding final and supplemental examinations.

This course falls under the regulation concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

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).

Attendance: Students are expected to attend every lecture and lab. Students who have missed more than 10% of laboratory or small group sessions (i.e. *any* lab in this course), or who miss any required professional workshop or seminar, without prior approval or a medical notice will have a 10% mark deducted from their final course mark. This rule applies to labs and to all required workshops, seminars or professional activities within this course.

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: Lateness will be penalized by the loss of 1 mark/day.

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.

The following behaviours are expected of health care professionals

Professional Conduct and Dress Code: 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. This also applies to dressing. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

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 silent during class time and phone calls should only take place during the break or after class.

OCC1 547 OCCUPATIONAL SOLUTIONS I

Credits: 6

Course Coordinators:

Patrícia Belchior, BSc. OT, PhD	Cynthia Perlman MEd. , OT(C), erg.
Office: Hosmer House 203	Hosmer House 306
514-398-4400 ext 00675	514-398-5593
patricia.belchior@mcgill.ca`	cynthia.perlman@mcgill.ca
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: 11:30 - 2:30 PM.
- Tuesday: 2:30 - 5:30 PM.

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

I. 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. Recognize the unique roles and arenas 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 the different treatment/approaches of OT practice in neuro-rehabilitation and justify their use in the clinical setting;
 - c) Seek, appraise and apply evidence in 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. Learn to utilise a self-directed approach to acquire and integrate new knowledge to clinical skills;
2. Develop skills in oral and written communication necessary for educating and consulting client, family, team members and students;
3. Value ethical, respectful behavior;
4. Value the importance of advocating on behalf of the clients;
5. Support a collaborative, interdisciplinary team approach.

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)*

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](#) on WebCT, 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 WebCT, are a self directed activity and the contents of these modules will be incorporated into the course and into the mid-term quiz.

Course Evaluation:

Written and oral assignments (3)	25%
1) Adolescent and Adult Development (group)	5%
2) Neurological Conditions (group)	10%
3) Assessments (individual)	15%
Group A - Pediatrics	
Group B – Adults	
Midterm quiz (individual)	15%
Final case presentation (group)	25%
Final Exam (individual)	30%

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 Section 6.4, Student Evaluation and Promotion, McGill University Health Sciences Calendar for information on University regulations regarding final examinations and supplemental examinations.

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. Please 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/

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.

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.

Right to write in (English or in) French: "Every Student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objects of the course." Group oral presentations are to be given in English as they are a group learning activity.

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 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.

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.

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

OCC1 548 HOLISTIC APPROACHES IN OCCUPATIONAL THERAPY

Credits: 3

Prerequisites: Successful completion of OCC1 545
Therapeutic Strategies in OT1
OCC1 546 Strategies in OT Professional Practice and
OCC1 550 Enabling Human Occupation

Instructor: Franzina Coutinho, PhD and guests

Access to the Instructor:

Office: 302 Hosmer House.
Office hours: TBA
514-398-4400 x 00394
franzina.coutinho@mcgill.ca

Email and telephone messages are given priority and efforts are made to return student calls promptly.

Date and time of lectures: One 3-hour class per week. Day and time TBA.

Calendar Course Description: The theory, principles of treatment, clinical reasoning and therapeutic use of activities in the OT intervention of acute and chronic medical and surgical conditions.

Online Course Evaluations: Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying situations where a course or instructor needs assistance. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed in order to facilitate student learning

Learning Outcomes: Upon completion of this course, the student will be expected to:

1. Describe the clinical features of the most prevalent chronic health conditions seen in rehabilitation and across the lifespan.
2. Describe the general medical and/or surgical approach to the treatment of these conditions.
3. Analyze the impact of chronic health conditions on the general health and well being of the individual with a chronic condition

4. Describe and analyze the impact of these conditions on occupational performance
5. Define the occupational therapy assessment process for various chronic health conditions.
6. Develop and analyze an assessment plan for various chronic health conditions.
7. Develop a comprehensive and evidence-based treatment program based on the assessment results and chosen theoretical framework
8. Evaluate the effectiveness of assessment and treatment approaches generally used in OT with these client populations
9. Describe the concepts of chronic disease, health promotion, prevention, wellness, determinants of health and interprofessional practice
10. Analyze the application and relevance of these main concepts across the OT process and within all conditions covered

Course Content: The focus of the course will be on the occupational therapy process of various chronic health conditions. The students will be exposed to the observable clinical features and the occupational therapy assessment and treatment process involved in the management of clients with those conditions. All conditions will also be examined from the perspective of health promotion, disease prevention and interprofessional practice. The conditions which will be covered across the lifespan include respiratory problems, oncology, palliative care and end of life issues, adult and paediatric cardiac conditions, trauma and injury prevention, measures of health and well being, pain and the role of OT in the intensive care unit and emergency room.

Instructional Methods: This course will include readings, reading guides, lectures, WebCT, interactive lecturing, clinical cases and vignettes, small group work and site visits. The instructors will not be explicitly lecturing on the pathophysiology of the various conditions. The instructors may review the topics briefly and ask for student input on those aspects of the conditions. It is the responsibility of the student to acquire this content prior to class through the readings. Students are also expected to find literature in a self-directed manner in order to complement their understanding of the condition if deemed necessary. The majority of the class will be devoted to the occupational therapy assessment and treatment of those conditions. Classes will take place either in the classroom, in the simulation center or in actual health care settings.

Course Materials: Each class will have a designated list of readings and class notes. The class notes will be posted on WebCT. There will also be a required course pack that will include the readings assigned for each topic. This course pack can be purchased at

the McGill bookstore. It is the responsibility of the student to read all assigned course materials prior to the lectures.

Required Texts:

1. Course pack for OCC1-548
2. Radomski, V. M. & Trombly Latham, C. (2008). *Occupational Therapy for Physical Dysfunction*, (6th edition), Wolters Kluwer

Recommended Texts:

1. Townsend, E., & Polatajko, H. (2002). [Enabling Occupation: An Occupational Therapy Perspective](#). Publication of the Canadian Association of Occupational Therapists.
2. Townsend, E., & Polatajko, H. (2007). [Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being & Justice through Occupation](#). Publication of the Canadian Association of Occupational Therapists
3. Publication Manual of the American Psychological Association, Sixth Edition

Complete reading list: TBA

Student Assignment and Evaluation: TBA

***** Passing the course is contingent upon submission of all assignments.**

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 individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

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. The assignments that require a group presentation will be evaluated on presentation and professionalism both with respect to style and dress code. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

Attendance: Attendance at classes is expected. It is the responsibility of each student to attend classes prepared and be actively involved. The materials covered in class will be subject to evaluation.

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: Assignments not completed on time will be penalized accordingly. In the event that an assignment cannot be submitted on its due date, students must make arrangements with the instructor before this 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.

OCC1 549 THERAPEUTIC STRATEGIES IN OCCUPATIONAL THERAPY 2

Credits: 4

Prerequisite: Successful completion of OCC1 545
Therapeutic Strategies in OT1

Course Coordinator: Susanne Mak, Cynthia Perlman

Course Instructors: Clinical OT faculty

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:

1. Course Pack
2. Radomski MV & Trombly Latham CA (2008) Occupational Therapy for Physical Dysfunction. 6th Edition, Lippincott, Williams and Wilkins: Baltimore.
3. 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 (2005) 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, case-based assignments, and written theoretical exams.

Specific evaluation breakdown is provided in the “Evaluation Summary” document found on WebCT, which will be reviewed 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.

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.

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, 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. 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."