

OCC1 617 OCCUPATIONAL SOLUTIONS 2

Credits: 6

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Course Description: Occupation-based approaches, assessments and interventions for clients with disorders of the nervous system across the life span. The course will be guided by the International Classification of Function, Disability and Health (ICF), in which the concepts of ‘participation’ and the ‘environment’ will be discussed in the context of the client’s health condition and personal factors. The Canadian Model of Client Center Enablement will guide the acquisition and application of enablement skills at micro and macro levels.

Course Structure: Several formats will be used including formal lectures involving guest lecturers, laboratory/practical sessions and tutorial/self-directed learning modules. Site visits will also be included.

Learning Outcomes: The Profile of Practice of Occupational Therapists in Canada outlines roles and competencies for the profession. The student will be actively engaged in developing the following core competencies related to the central role of Expert in enabling occupation and the supporting roles of Scholarly Practitioner and Change Agent.

Expert in Enabling Occupation

1. recognize unique roles and arenas of occupational therapy practice for pediatric, adult and geriatric clients with neurological conditions in accordance with provincial /national regulatory standards; (Professional)

2. select psychometrically sound assessment tools that are appropriate with respect to: construct of interest, age of the client and environmental context;
3. administer and analyze the results of selected assessments;
4. formulate a problem list from assessment results and develop intervention objectives (short term and long term goals) based on the problem list and client strengths and resources available;
5. understand and apply the different models/approaches of OT practice in neurorehabilitation and differentiate their use in the clinical setting;
6. develop intervention strategies based on assessment results, intervention goals and approaches to promote competence in occupational performance domains across the lifespan;
7. progress and terminate interventions;
8. apply principles of program evaluation, clinical audit and outcome management to evaluate the effectiveness of services;
9. utilize a client/family-centered approach to support diversity in the care of clients with neurological conditions of all ages; (Communicator)
10. understand and apply interprofessional models of service delivery; (Collaborator)
11. demonstrate effective decision making using a problem-solving approach;

Change Agent

12. advocate for health and well-being of all individuals through engagement in occupation (clients and communities);
13. promote the coordination of services across settings (e.g. acute care to home, work/ school) and assist in the successful integration of clients into the community; (Expert in Enabling Occupation, Communicator)

Scholarly Practitioner

14. utilize a self-directed approach to apply and integrate new knowledge to clinical techniques and skills learned in class;
15. seek, appraise and apply evidence in the literature to clinical cases, assessments or interventions in neurorehabilitation.
16. identify gaps in knowledge of occupational therapy practice and develop research questions.

1 Profile of Occupational Therapy Practice in Canada, 2012

Lecture Schedule: Lectures and practical sessions will focus on the integration of content learned in Occupational Solutions I to clinical cases across ages and settings, with a gradual increase in the complexity of the cases presented over the term. Two 3-hour sessions will take place per week. These will include formal lectures, practical sessions and clinical visits. Additional supervised activities will take place intermittently throughout the semester during open block

Course Materials:

Required Texts:

1. . Case-Smith & J. C. O'Brien, 7th ed. (2015). Occupational Therapy For Children and Adolescents.
2. M. Vining Radomski & C. A. Trombly Latham, 7th ed. (2013). Occupational Therapy For Physical Dysfunction.
3. B. Zoltan, 4th ed. (2007). Vision, Perception, and Cognition: A Manual for the Evaluation and Treatment of the Neurologically Impaired Adult.

Student Assignments and Evaluation

Participation	5%
Assignments	55%
Final Exam	40%

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.

Since the course includes individual and group evaluation components, a passing grade of B- (65%) must be achieved in each of these components, as well as in the overall course, in order to receive a passing grade for the course. If the overall course mark is a failure, the student may be permitted to write a supplemental exam in this course or retake the course. If the overall course 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 successfully pass an additional evaluation of that work. If the additional work is successfully passed, the original final course mark is then recorded.

Diversity: The Occupational Therapy Program recognizes our responsibility to foster a learning environment where students and instructors can engage in

dialogue and exchange ideas without being made to feel unwelcome or disrespected in view of their identity or beliefs. The Program intends that the instructional design of all courses minimize any barriers to participation, particularly barriers based on age, biological sex, disability, gender identity or expression, indigenous ancestry, linguistic and cultural background, race/ethnicity, religion, sexual orientation, political views/opinions/ideologies, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

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. The assignments that require a group presentation or lab work 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: Students are expected to attend all lectures on time and actively participate in class discussions. It is the responsibility of each student to attend classes prepared and be actively involved. Although attendance will not be taken, with the exception of site visits/labs, designated time to work on assignments, and group discussion sessions/presentations that are mandatory, the materials covered in class will be subject to evaluation. We invite faculty and guest speakers who are experts in their fields as well as family members who can share lived experiences. Your presence in class reflects your appreciation for these guests as well as your desire for learning. Except in the case of a prior approved absence or an emergency situation with a subsequent approval by the program director, students who have missed more than 15% of the mandatory activities will receive 0/3 for participation in the course. Mandatory sessions are indicated in the course schedule.

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: Assignments not completed on time will be penalized 5% of the total mark per day (including weekends). In the event that an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible with appropriate justification.

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.

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.

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.

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