THE UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF OCCUPATIONAL THERAPY

Enabling Health and Well-being through Occupation
HS 3091A section 002
Fall 2011

Instructor: Dr. Suzanne Huot

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Office hours: The instructor will be available in her office on Tuesdays from 11:00-12:00. Otherwise, students can request an appointment via e-mail.

Class time and location: Friday, 10:30 am to 12:30 pm. TC 341

COURSE DESCRIPTION:

Objectives and orientation
This course addresses the construct of ‘occupation’ as explored and understood within the field of occupational science and practice of occupational therapy. In this course, students will develop an understanding of the broad conceptualization of human occupation, which incorporates all that people do to occupy their time on a daily basis. Within the course, the construct of occupation will be addressed in relation to particular dimensions, such as time and place, and concepts, such as identity and justice. Students will develop and apply an occupational perspective to address contemporary issues and to consider the relationship between occupation and health and well-being. Topics will include the contribution of meaningful occupational engagement to one’s identity, and the negative consequences of occupational deprivation.

This course is reliant on student preparation and participation. While classes will primarily be lecture-based, several classes will incorporate class participation involving critically informed scholarly discussions of readings. Core readings are specified for each session so that there is common basis for scholarly discussion. Students are expected to critically consider these core readings, and to obtain additional readings as required to further their understanding of relevant issues.

Prerequisite: Permission of the School of Health Studies

Prerequisite Checking: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.
**Course Materials**
Required text and other readings:


* The Enabling Occupation II book is on 2hr reserve at Taylor library
* Additional required readings are available on-line (as detailed below).
### TOPICS AND WEEKLY SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Objectives</th>
<th>Required Readings (Full listing provided on p. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 9</td>
<td>Orientation to course</td>
<td>Review course outline and clarify methods and expectations</td>
<td>No required reading this week</td>
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<tr>
<td></td>
<td>Introducing occupation</td>
<td>Overview concept of occupation</td>
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<tr>
<td>Sept. 16</td>
<td>Introducing occupational science and occupational therapy</td>
<td>Exploring the history of the discipline of occupational science and the practice of occupational therapy</td>
<td>Christiansen &amp; Townsend required text: Chapter 14, Occupational science and occupational therapy: occupation at centre stage</td>
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<td></td>
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<td>Discussing the relationship between the discipline and the practice</td>
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<td>Sept. 23</td>
<td>Time and occupation</td>
<td>Addressing occupation with regard to ‘time’</td>
<td>Christiansen &amp; Townsend required text: Chapter 5, What do people do?</td>
</tr>
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<td></td>
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<td>Outlining some possible ways to categorize occupations</td>
<td></td>
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<tr>
<td>Sept. 30</td>
<td>Placing occupation</td>
<td>Considering occupation with regard to ‘place’</td>
<td>Christiansen &amp; Townsend required text: Chapter 10, Occupations and places</td>
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<td></td>
<td></td>
<td>Research example: The experiences of older adults with low vision living in urban and rural settings</td>
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<tr>
<td>Oct. 7</td>
<td>Occupational balance</td>
<td>Discussing occupational balance in relation to various categories of occupation</td>
<td>Christiansen &amp; Townsend required text: Chapter 9, Occupational balance and well-being</td>
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| Oct. 14 | Occupation and identity | Exploring the relationship between occupation and identity  
| --- | --- | --- | --- |
| Oct. 21 | Moving beyond an ‘individual’ focus | Considering the occupational nature of social groups and communities  
Discussing the relationship between occupational engagement and ‘belonging’ and a ‘sense of connection’ | Christiansen & Townsend required text: Chapter 7, The occupational nature of social groups |
| Oct. 28 | Occupation and transition | Exploring ‘occupational transition’ with regard to occupation during times of transition, as well as transitions to occupation  
Research example: Shifting occupational places: The experiences of South African immigrants in London, Ontario | Christiansen & Townsend required text: Chapter 8, Occupational transitions: work to retirement |
| Nov. 4 | Negotiating occupation with respect to chronic illness | Overview of key models of relevance to occupational therapy practice:  
- Canadian Model of Occupational Performance and Engagement  
- Person-Environment-Occupation  
- International Classification of Functioning, Disability and Health  
| Nov. 11 | Occupational deprivation and possibilities | Exploring the concepts of occupational deprivation and occupational possibilities  
Considering external limitations upon individual engagement in occupation  
Research example: Shaping ideal places for later life  
- Occupational possibilities within contemporary media | (Christiansen & Townsend required text: Chapter 12, Occupational deprivation: understanding limited participation) |
| Nov. 18 | Cultural perspectives on occupation  
* Group assignment due | Discussing whether occupation is a cross-cultural universal  
Addressing different ways to understand occupation  
Research example: Educational vision quests – Visions of success among First Nations youth | Christiansen & Townsend required text: Chapter 2, Cultural perspectives on occupation |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Information</th>
<th>Required Text</th>
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| Nov. 25 | Global perspectives on occupation         | Considering the influences of globalization upon occupation and different perspectives on occupation  
|         |                                            | Discussing differences and similarities related to occupation on an international scale        | Christiansen & Townsend required text: Chapter 15, Globalization and          |
|         |                                            | Research example: The integration experiences of French-speaking newcomers from visible minority | occupation: perspectives from Japan, South Africa, and Hong Kong              |
|         |                                            | groups within London, ON                                                                       |                                                                                |
| Dec. 2  | Occupational justice                      | Examining the concept of occupational justice                                                  | Christiansen & Townsend required text: Chapter 13, Occupational justice      |
|         | Course review and exam preparation        | Linking this concept to others addressed within the course                                      |                                                                                |
|         |                                            | Complete course evaluation                                                                      |                                                                                |
ASSIGNMENTS AND EVALUATION:

A) PARTICIPATION (10% of total mark)

5% for attendance – An attendance sheet will be circulated at each lecture. Throughout the course, the instructor will pose questions for students to reflect upon while completing required readings for the following week. These questions will be taken up in discussion in the following class. Class attendance will help to foster more engaging discussion and peer learning.

5% for completion and submission of active learning exercises that will be included within particular classes. The exercises will relate to the topic of focus within the lecture and will enable students to apply and further consider some of the concepts and issues addressed within class.

B) INDIVIDUAL ASSIGNMENT: Exploring an occupational concept (30% of total mark)

Due date: Friday, October 14, at the beginning of class

Content
- Students will select ONE of the following occupational concepts that will be addressed within the course:
  - occupational deprivation
  - occupational identity
  - occupational justice
- Students will briefly summarize and describe the concept (no more than 2 double-spaced pages)
- Students will then discuss its application (e.g. how the concept has been developed and/or applied through research) (no more than 2 double-spaced pages)
- Finally, students will address the relationship of the concept to health and well-being (no more than one double-spaced page)
- This assignment involves reading and synthesizing the required course readings addressing the concept, as well as the reading and discussion of additional references that address the selected concept.

Format
- The paper should be no more than 5 double-spaced pages, excluding references (12-point, Arial font).
- References should follow APA guidelines
- A hard copy version must be submitted

Marking criteria
Mechanics (25%)
- APA style
- adherence to guidelines outlined above
- no more than 5 double-spaced pages
- expression (grammar, punctuation, spelling, word choice, sentence and paragraph structure, clarity and control of expression, etc.)
Content (75%)
- provides comprehensive and accurate summary of the concept chosen
- provides insightful commentary that displays in-depth knowledge of essential features of the concept
- provides a clear discussion of how this concept has been developed and/or applied within research on occupation
- provides an assessment of how the concept is related to health and well-being
- paper written in student’s own words and all quotations are properly referenced
- demonstration of logical flow of thought and depth of understanding of concept selected

C) GROUP ASSIGNMENT: Applying an occupational perspective (25% of total mark)

Due date: Friday, November 18th, at the beginning of class

Content
- Students can opt to self-select groups consisting of 4 to 5 students
- Submit group with recommended number of students to the instructor by Oct. 14
- Students preferring to be assigned to a group should let instructor know by Oct. 7 and they will be assigned to groups on Oct. 14
- each group will select a television show or movie to analyze using an occupational perspective
- within the group paper, the students should:
  o briefly summarize the selected television show or movie (no more than 2 double spaced pages)
  o present occupational analysis of the selection (e.g. what occupations were observed, were any of the concepts addressed in class reflected within the selection?)
  o groups can apply any and as many of the topics and concepts addressed in class (e.g. time, balance, transition)
  o students should analyze the selection using an occupational lens

Format
- The group paper should be no more than 5 double-spaced pages, excluding references (12-point, Arial font).
- References should follow APA guidelines
- A hard copy version must be submitted

Marking criteria
Mechanics (25%)
- APA style
- adherence to guidelines outlined above
- no more than 5 double-spaced pages
- expression (grammar, punctuation, spelling, word choice, sentence and paragraph structure, clarity and control of expression, etc.)

Content (75%)
- provides clear summary of the television show or movie chosen
- express key concepts and issues in concise, yet comprehensive, manner
- exhibit logical flow of thought and depth of understanding
- describe how an occupational perspective was applied to the selected television show or movie
- provides insightful commentary that describes how the concepts and issues discussed throughout the course can be related to the selected television show or movie

D) FINAL EXAM (35% of total mark)
- Will consist of multiple choice questions
- Will be scheduled within the final examination period

NOTE – FOR ALL ASSIGNMENTS:
All assignments are due at the beginning of class (10:30 AM) on the due dates indicated. Late assignments will incur penalties of 10% per day beginning at the end of the class in which they are due. No extensions will be granted. Although a mark of 0 will be assigned for assignments that are more than 7 days late, all assignments must be completed and handed in by the last class on December 2nd. In the case of illness, please see the policy on accommodation for medical illness: https://studentservices.uwo.ca/secure/index.cfm

Student Code of Conduct:
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.

Plagiarism and academic integrity:
Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.

All assignments may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
Accommodation for Medical Illness or Non-Medical Absences:
http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Language Proficiency:
Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of Dr. Huot, returned to the student for revision to a literate level.

Grammar:
Poor grammar matters academically, but it also projects an unprofessional image in professional writing. Remember that what may slide by in informal conversation is not necessarily acceptable in written language. Grammar checking programs may be helpful, but they may not catch all errors. If writing is a real problem for you, the Student Development Centre offers an excellent Effective Writing Program.

Use of Technology During Classes:
The instructor supports the appropriate use of technology during classes. However, cell phones
and other communication devices should be turned off during class unless you are involved in an urgent situation, when vibrate or silent mode should be used. Laptops may be used for note taking but accessing MSN, email or the internet is not permitted during class unless otherwise informed by the instructor.

Privacy:
In order to respect privacy, graded assignments will only be returned directly to the student concerned. Individual grades will be posted to Web-CT, where they are secure. Grades will only be shared over e-mail if absolutely necessary and only with written permission from the student.

Professional Behaviour in Class:
Students are expected to demonstrate exemplary professional behaviour and respect for others in class. Address all instructors and guest lecturers with dignity and respect and fully demonstrate a client centered approach to learning and interacting with others. Some examples of disrespect include: being late for class or late returning from breaks, side conversations during lectures, wearing hats with visors that cover your face, wearing sunglasses.

Library Support:
Marisa Surmacz is available to provide group teaching to support research for a particular assignment. She can be reached at marisa.surmacz@uwo.ca or by telephone at (519) 661-2111, Ext. 80959.

Accommodation for students with disabilities:
It is the student’s responsibility to contact the Services for Students with Disabilities Office to arrange for the appropriate forms to be sent to the course instructor for special accommodations. Accommodations cannot be granted without the appropriate documentation.

Support services: for additional supports please refer to the following relevant sites:
Registrarial services: http://www4.registrar.uwo.ca
Student development centre: http://www.sdc.uwo.ca
Student services: https://studentservices.uwo.ca
REQUIRED READINGS BY CLASS DATE:

Week 1 – Sept. 9
No required reading

Week 2 – Sept. 16

Week 3 – Sept. 23

Week 4 – Sept. 30

Week 5 – Oct. 7

Week 6 – Oct. 14


Week 7 – Oct. 21

Week 8 – Oct. 28

Week 9 – Nov. 4
Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-Being, & Justice Through Occupation (pp.13-36). Ottawa: CAOT Publications ACE. (On 2hr reserve at Taylor library)

**Week 10 – Nov. 11**

**Week 11 – Nov. 18**

**Week 12 – Nov. 25**

**Week 13 – Dec. 2**

**SUPPLEMENTARY READINGS BY CLASS DATE**

**Week 1**


**Week 2**
Christiansen & Townsend, required text: Chapter 4, What is occupation? Interdisciplinary perspectives on defining and classifying human activity (pp. 81-100)

**Week 3**


**Week 4**

**Week 5**


**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**


Week 11


Week 12

Week 13