

**THE UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF HEALTH STUDIES**

Enabling Health and Well-being through Occupation

HS 3091A section 001

Fall 2012

Instructor: Dr. Suzanne Huot

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Office hours: The instructor will be available to meet following class on Wednesdays until 12:30. Otherwise, students can request an appointment via e-mail.

Class time and location: Wednesdays, 10:30-11:30 and Fridays, 10:30-12:30, SSC 3028

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: Registration in the third or fourth year 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.

TOPICS AND WEEKLY SCHEDULE:

Date	Topics	Objectives	Required Readings (Full listing provided on p. 10)
Sept. 7	Orientation to course Introducing occupation	Review course outline and clarify methods and expectations Overview concept of occupation	No required reading this week
Sept. 12 & 14	Introducing occupational science and occupational therapy	Exploring the history of the discipline of occupational science and the practice of occupational therapy Discussing the relationship between the discipline and the practice	Christiansen & Townsend required text: Chapter 14, Occupational science and occupational therapy: occupation at centre stage
Sept. 19 & 21	Temporal dimensions of occupation Conceptualizing occupation	Addressing occupation with regard to 'time' Outlining some possible ways to categorize and conceptualize occupations	Christiansen & Townsend required text: Chapter 5, What do people do?
Sept. 26 & 28	Spatial dimensions of occupation	Considering occupation with regard to 'place'	Christiansen & Townsend required text: Chapter 10, Occupations and places
Oct. 3 & 10	Occupational balance	Discussing occupational balance in relation to various categories of occupation Comparing various concepts dealing with 'balance'	Christiansen & Townsend required text: Chapter 9, Occupational balance and well-being

Oct. 12 & 17	Occupation and identity	Exploring the relationship between occupation and identity Outlining the concept of 'occupational identity'	Laliberte Rudman, D. (2002). Linking occupation and identity: Lessons learned through qualitative exploration. <i>Journal of Occupational Science</i> , 9(1), 12-19. (available online) Unruh, A. M. (2004). Reflections on: "So... what do you do?" Occupation and the construction of identity. <i>The Canadian Journal of Occupational Therapy</i> , 71(5), 290-295. (available online)
Oct. 19	Mid-term examination		
Oct. 24 & 26	Moving beyond an 'individual' focus	Considering the occupational nature of social groups and communities Discussing the relationship between occupational engagement, belonging and a sense of connection	Christiansen & Townsend required text: Chapter 7, The occupational nature of social groups
Oct. 31 & Nov. 2	Occupation and transition	Exploring occupation during times of transition, as well as transitions to occupation	Christiansen & Townsend required text: Chapter 8, Occupational transitions: work to retirement
Nov. 7 & 9	Occupational deprivation and possibilities * Individual assignment due November 9	Exploring the concepts of occupational deprivation and occupational possibilities Considering external limitations upon individual engagement in occupation	Christiansen & Townsend required text: Chapter 12, Occupational deprivation: understanding limited participation

Nov. 14 & 16	Cultural perspectives on occupation	<p>Discussing whether occupation is a cross-cultural universal</p> <p>Addressing different ways to understand occupation</p>	Christiansen & Townsend required text: Chapter 2, Cultural perspectives on occupation
Nov. 21 & 23	Global perspectives on occupation	<p>Considering the influences of globalization upon occupation and different perspectives on occupation</p> <p>Discussing differences and similarities related to occupation on an international scale</p>	Christiansen & Townsend required text: Chapter 15, Globalization and occupation: perspectives from Japan, South Africa, and Hong Kong
Nov. 28 & 30	Occupational justice Course review and exam preparation	<p>Examining the concept of occupational justice</p> <p>Linking this concept to others addressed within the course</p> <p>Complete course evaluation</p>	Christiansen & Townsend required text: Chapter 13, Occupational justice

COURSE MATERIALS

Required text: Christiansen, C. H., & Townsend, E. A. (Eds.). (2010). *Introduction to occupation: the art and science of living* 2nd Edition. Upper Saddle River, NJ: Prentice Hall.

- This textbook was used last year and used copies may be available through the Book Store

Additional required readings are available on-line through the library catalogue.

ASSIGNMENTS AND EVALUATION:

A) PARTICIPATION (10% of total mark)

Participation marks will be assigned for completion and submission of exercises that will be completed within class time or through OWL. 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. As these active learning and reflection exercises are related to course content, class attendance is strongly recommended. Exercises that occur during class must be submitted by the end of class and those occurring through OWL will have posted deadlines. If students miss a class or an online deadline they will not be allowed to complete the exercise for marks. Exceptions can be made for students who miss class for a valid reason, but students should advise the instructor of their absence ahead of time.

B) MID-TERM EXAMINATION (25% of total mark)

Friday, October 19, 2012

- The mid-term examination will consist of multiple choice and short answer questions.
- The questions will be drawn from all course content covered up to the point of the mid-term, including all lecture material and assigned required readings
- It will take place in class

C) INDIVIDUAL ASSIGNMENT: Applying an occupational perspective (30% of total mark)

Due date: Friday, November 9th, at the beginning of class

Content

- Students will select a television show or movie to analyze using an occupational perspective. They will have to inform the instructor of their selection by Friday, October 26th
- Within the paper, students should:
 - o Briefly summarize the selected television show or movie (no more than 1 double spaced page)
 - o Briefly explain the concepts being applied within the analysis (descriptions should be properly referenced by citing the textbook or journal article used)

- Present occupational analysis of the selection (e.g. How are chosen concepts reflected within the selection?)
- Draw on additional readings to inform their analysis
- Students can apply any and as many of the topics and concepts addressed in class within their paper as they wish (e.g. identity, balance, transition)
- The content of the paper should move beyond a simple description of what was observed in the media selection to provide a more critical discussion of the concepts addressed.
 - As the media selection was not filmed with the construct of occupation in mind, the student should build an argument as to why the selected concepts(s) apply to the movie or television show being analyzed.

Format

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

Marking criteria

Mechanics (5 marks)

- APA referencing 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 (10 marks)

- provides clear summary of the television show or movie chosen
- provides well referenced description of concepts being applied in analysis
- draws on sources in addition to the required readings for the course
- expresses key concepts, ideas and issues in concise, yet comprehensive, manner
- paper written in student's own words and all quotations are properly referenced

Critical Thinking (15 marks)

- exhibits logical flow of thought and depth of understanding
- describes how an occupational perspective was applied to the selected television show or movie
- provides insightful commentary that describes how the concepts and issues addressed 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 not be cumulative and will only address content covered following the mid-term examination
- Will be scheduled within the final examination period

NOTE – FOR ALL ASSIGNMENTS:

The assignment is due at the beginning of class (10:30 AM) on the date 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:

<https://studentservices.uwo.ca/secure/index.cfm>.

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 OWL, 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:**September 7**

No required reading

September 12, 14

Molineux, M. (2010). Chapter 14 - Occupational science and occupational therapy: occupation at centre stage. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 359-383). Upper Saddle River, NJ: Pearson.

September 19, 21

Harvey, A. S., & Pentland, W. (2010). Chapter 5 - What do people do? In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 101-134). Upper Saddle River, NJ: Pearson.

September 26, 28

Ballou Hamilton, T. (2010). Chapter 10 - Occupations and places. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 251-280). Upper Saddle River, NJ: Pearson.

October 3, 10

Backman, C. L. (2010). Chapter 9 - Occupational balance and well-being. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 231-250). Upper Saddle River, NJ: Pearson.

October 12, 17

Laliberte Rudman, D. (2002). Linking occupation and identity: Lessons learned through qualitative exploration. *Journal of Occupational Science*, 9(1), 12-19. (available online)

Unruh, A. M. (2004). Reflections on: "So... what do you do?" Occupation and the construction of identity. *The Canadian Journal of Occupational Therapy*, 71(5), 290-295.

October 24, 26

Christiansen, C. H., & Townsend, E. A. (2010). Chapter 7 - The occupational nature of social groups. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 175-210). Upper Saddle River, NJ: Pearson.

October 31, November 2

Jonsson, H. (2010). Chapter 8 - Occupational transitions: work to retirement. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 211-230). Upper Saddle River, NJ: Pearson.

November 7, 9

Whiteford, G. (2010). Chapter 12 - Occupational deprivation: understanding limited participation. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 303-328). Upper Saddle River, NJ: Pearson.

November 14, 16

Iwama, M. K. (2010). Chapter 2 - Cultural perspectives on occupation. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 35-56). Upper Saddle River, NJ: Pearson.

November 21, 23

Asaba, E., Ramukumba, A. T., Lesunyane, A. R., & Wong, S. K. M. (2010). Chapter 15 - Globalization and occupation: perspectives from Japan, South Africa, and Hong Kong. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 385-415). Upper Saddle River, NJ: Pearson.

November 28, 30

Stadnyk, R. L., Townsend, E. A., & Wilcock, A. A. (2010). Chapter 13 - Occupational justice. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 329-358). Upper Saddle River, NJ: Pearson.

SUPPLEMENTARY READINGS

Brockelman, P. T. (2002). Habits and personal growth: The art of the possible. *The Occupational Therapy Journal of Research*, 22, S18-S30.

Bundgaard, K. M. (2005). The meaning of everyday meals in living units for older people. *Journal of Occupational Science*, 12(2), 91-101.

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

Christiansen, C. H. (1999). The 1999 Eleanor Clarke Slagle lecture: Defining lives: Occupation as identity: an essay on competence, coherence, and the creation of meaning. *American Journal of Occupational Therapy*, 53(6), 547-558.

Darnell, R. (2002). Occupation is not a cross-cultural universal: some reflections from an ethnographer. *Journal of Occupational Science*, 9(1), 5-11.

Darnell, R. (2009). Cross-cultural constructions of work, leisure and community responsibility: some First Nations reflections. *Journal of Occupational Science*, 16(1), 4-9.

Eklund, M., Erlandsson, L., & Leufstadius, C. (2010). Time use in relation to valued and

satisfying occupations among people with persistent mental illness: Exploring occupational balance. *Journal of Occupational Science*, early online.

Fitzgerald, M. H., & Paterson, K. A. (1995). The hidden disability dilemma for the preservation of self. *Journal of Occupational Science*, 2(1), 13-21.

Ganguly-Scrase, R. (2000). Globalisation and its discontents: an Indian response. *Journal of Occupational Science*, 7(3), 138-147.

Hamilton, A., & De Jonge, D. (2010). The impact of becoming a father on other roles: an ethnographic study. *Journal of Occupational Science*, 17(1), 40-46.

Hammell, K.W. (2004). Dimensions of meaning in the occupations of daily life. *The Canadian Journal of Occupational Therapy*, 71(5), 296-305.

Huot, S., & Laliberte Rudman, D. ((2010). The performances and places of identity: Conceptualizing intersections of occupation, identity and place in the process of migration. *Journal of Occupational Science*, 17(2), 68-77.

Jacobsen, K. (2004). If work doesn't work: How to enable occupational justice. *Journal of Occupational Science*, 11(3), 125-134.

Krokmark, U., Nordell, K., Bendixen, H. J., Magnus, E., Jakobsen, K, & Alsaker, S. (2006). Time geographic method: Application to studying patterns of occupation in different contexts. *Journal of Occupational Science*, 13(1), 11-16.

Laliberte Rudman, D. (2009). Occupational possibilities. *Journal of Occupational Science*, 17(1), 55-59.

Molineux, M. L., & Whiteford, G. E. (1999). Prisons: From occupational deprivation to occupational enrichment. *Journal of Occupational Science*, 6(3), 124-130.

Rebeiro, K. L. (2001). Enabling occupation: The importance of an affirming environment. *The Canadian Journal of Occupational Therapy*, 68(2), 80-89.

Westhorp, P. (2003). Exploring balance as a concept in occupational science. *Journal of Occupational Science*, 10(2), 99-106.

Whiteford, G. (1997). Occupational deprivation and incarceration. *Journal of Occupational Science: Australia*, 4(3), 126-130.

Wilcock, A. (1998b). Reflections on doing, being and becoming. *The Canadian Journal of Occupational Therapy*, 65(5), 248-256.

Yerxa, E. J. (2002). Habits in context: A synthesis, with implications for research in occupational science. *The Occupational Therapy Journal of Research*, 22, S104-S110.