

**THE UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF HEALTH STUDIES
Faculty of Health Sciences**

Enabling Health and Well-being through Occupation
RS 3125A
Fall 2015

Instructor: Dr. Suzanne Huot, PhD, School of Occupational Therapy

Contact information: e-mail – shuot2@uwo.ca; phone – ext. 81174; office – EC 2541

Office hours: The instructor will be available to meet Monday mornings from 10:00-11:00am in Elborn College, room 2541. Students can also request an appointment via e-mail.

Class time and location: Mondays, 11:30-12:30 and Wednesdays, 10:30-12:30, AHB 2B02

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 a Rehabilitation Sciences module or enrollment in the School of Health Studies

Antirequisite: Health Sciences 3091A section 001 if taken in 2011-12 or 2012-13

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
Sept. 14	Orientation to course Introducing occupation	Review course outline and clarify methods and expectations Overview concept of occupation	No required reading
Sept. 16 & 21	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	Molineux, M. (2010). Chapter 14, Occupational science and occupational therapy: occupation at centre stage. In Christiansen & Townsend (Eds). <i>Introduction to occupation: the art and science of living</i> 2 nd Edition (pp. 359-383). Upper Saddle River, NJ: Prentice Hall.
Sept. 23 & 28	Conceptualizing occupation	Outlining some possible ways to categorize and conceptualize occupations Addressing the temporal dimensions of occupation	Seymour, W. (2002). Time and the body: Re-embodiment in disability. <i>Journal of Occupational Science</i> , 9(3), 135-142. Yalmambirra. (2000). Black time... White time: My time... Your time. <i>Journal of Occupational Science</i> , 7(3), 133-137.
Sept. 30 & Oct. 5	Spatial dimensions of occupation	Considering occupation with regard to space and place	Townsend, E., Stone, S. D., Angelucci, T., Howey, M., Johnston, D., & Lawlor, S. (2009). Linking occupation and place in community health. <i>Journal of Occupational Science</i> , 16(1), 50-55. Peralta-Catipon, T. (2009). Statue Square as a liminal sphere: Transforming space and place in migrant adaptation. <i>Journal of Occupational Science</i> , 16(1), 32-37.

Oct. 7 & 14	Identity	Exploring the relationship between occupation and identity Outlining the concept of ‘occupational identity’	<p>Liberte Rudman, D. (2002). Linking occupation and identity: Lessons learned through qualitative exploration. <i>Journal of Occupational Science</i>, 9(1), 12-19.</p> <p>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.</p>
Oct. 19 & 21	Transitions * Assignment topic due on the 19th	Exploring occupation during times of transition, as well as transitions to occupation	Jonsson, H., Josephsson, S., & Kielhofner, G. (2001). Narratives and experience in an occupational transition: A longitudinal study of the retirement process. <i>American Journal of Occupational Therapy</i> , 55(4), 424-432.
Oct. 28	Mid-term examination		
Nov. 2 & 4	Culture and diversity	Discussing whether occupation is a cross-cultural universal Addressing different ways to understand occupation	<p>Beagan, B., Carswell, A., Merritt, B., & Trentham, B. (2012). Diversity among occupational therapists: Lesbian, gay, bisexual and queer (LGBQ) experiences. <i>OT Now</i>, 14(1), 11-12.</p> <p>Birioukova, A., So, K., & Barker, D. (2012). The male occupational therapist: Demographics, issues and recommendations. <i>OT Now</i>, 14(1), 18-20.</p> <p>(continued on next page)</p>

			<p>Dhillon, S., & Dhiman, R. (2012). Client-therapist ethnic concordance: Helpful or harmful? <i>OT Now</i>, 14(1), 28-29.</p> <p>Valavaara, K. (2012). Finding my own path to travel: An Aboriginal student's journey in occupational therapy. <i>OT Now</i>, 14(1), 6-7.</p>
Nov. 11 & 16	<p>Gender and sexuality</p> <p>* Assignment due November 11</p>	<p>Considering gender and sexuality as part of occupational therapy practice</p> <p>Addressing the topics of sexual orientation and the relationship between sexuality and occupation</p>	<p>Sakellariou, D., & Algado, S. S. (2006). Sexuality and occupational therapy: Exploring the link. <i>British Journal of Occupational Therapy</i>, 69(8), 350-356.</p>
Nov. 18 & 23	Occupational deprivation and possibilities	<p>Exploring the concepts of occupational deprivation and occupational possibilities</p> <p>Considering external limitations upon individual engagement in occupation</p>	<p>Whiteford, G. (2005). Understanding the occupational deprivation of refugees: A case study from Kosovo. <i>Canadian Journal of Occupational Therapy</i>, 72(2), 78-88.</p>
Nov. 25 & 30	Occupation in the High North	<p>Considering the influences of globalization and climate change upon occupation in the High North of Canada</p> <p>A case study of using occupation to promote mental health promotion for Inuit youth</p>	<p>Kirmayer, L., Simpson, C., & Cargo, M. (2003). Healing traditions: Culture, community and mental health promotion with Canadian Aboriginal peoples. <i>Australasian Psychiatry</i>, 11(sup1), S15-S23.</p> <p>Thibeault, R. (2002). Fostering healing through occupation: The case of the Canadian Inuit. <i>Journal of Occupational Science</i>, 9(3), 153-158.</p>

Dec. 2, 7 & 9	Occupational justice and human rights Course review and exam preparation	Examining the concept of occupational justice Linking this concept to others addressed within the course	Nilsson, I., & Townsend, E. (2010). Occupational justice – Bridging theory and practice. <i>Scandinavian Journal of Occupational Therapy</i> , 17(1), 57-63. Whalley-Hammell, K. (2015). Quality of life, participation and occupational rights: A capabilities perspective. <i>Australian Occupational Therapy Journal</i> , 62, 78-85.
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COURSE MATERIALS

Required readings listed above are all available online through OWL.

Recommended 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.

ASSIGNMENTS AND EVALUATION:

A) PARTICIPATION (5% 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 must advise the instructor of their absence ahead of time.

B) MID-TERM EXAMINATION (30% of total mark)

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 (Sept. 14-Oct. 21). It will take place during class hours (10:30-12:20) on Wednesday, October 28 in room 2168 A/B of Elborn College.

C) WRITTEN ASSIGNMENT: Examining the social determinants of health through an occupational lens (30% of total mark)

Students will prepare a brief paper addressing an issue of their choice relating to the social determinants health that will be analyzed using an occupational perspective. Topics must be selected and submitted to the professor by **October 19, 2015**. Selected topics CANNOT be changed after this date. Students should research their topics ahead of the topic submission deadline to ensure it will be feasible. A hard copy of the assignment is due in class on **November 11, 2015** at 10:30am.

Papers will outline the issue selected for study by providing a clear and comprehensive overview of the topic being addressed. Papers must include relevant background and contextual information (e.g. Why was topic selected? Why is this topic important to address?). Papers must also address the contemporary context of the issue (e.g. What are the current issues of relevance in relation to the topic selected? May include any relevant policy/legal issues). Finally, papers must highlight what the occupational implications of the selected topic may be.

Additional assignment details:

- Papers must not exceed 5 pages (double-spaced, excluding references).
- The papers should be properly referenced according to APA format.
- A minimum of 5 references must be included – at least 4 of these should be additional readings from the occupational science and/or occupational therapy literature (not articles that were assigned as required readings for course). Additional references from other disciplines can also be included.
- Selected references can be specific to the issue being addressed, but can also be more general or theoretical in nature
- Papers will be marked according to mechanics (5 marks), content (10 marks), and critical thinking (15 marks)

NOTE: The assignment is due at the beginning of class (10:30 AM) on November 11. 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. In the case of illness, please see the policy on accommodation for medical illness: <https://studentservices.uwo.ca/secure/index.cfm>

D) FINAL EXAM (35% of total mark)

The final exam will consist of multiple choice, short answer and long answer questions. The multiple choice and short answer questions will not be cumulative and will only address content covered following the mid-term examination (Nov. 2-Dec.9). The long answer question will be cumulative, in the sense that students can draw on material covered throughout the entire course to inform their answer. It will be scheduled by the Registrar's office within the final examination period.

ADDITIONAL COURSE INFORMATION:**Rounding of Grades:**

This is a practice (for example, bumping a 79 to 80%) some students request. The practice will not occur in this course. The mark attained is the mark achieved and the mark assigned; there is no rounding to the next grade level.

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 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:

Roxanne Isard is available to provide group teaching to support research for a particular assignment. She can be reached at risard2@uwo.ca or by telephone at (519) 661-2111 x 87832.

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.