

THE UNIVERSITY OF WESTERN ONTARIO

SCHOOL OF HEALTH STUDIES

Health Sciences RS 3125A  
Enabling Health and Well-being through Occupation

Fall 2017

**Instructor:** Joseph S. Morgan

**Email:** [jmorga56@uwo.ca](mailto:jmorga56@uwo.ca) Office

**Hours:** By Appointment

**Class Time & Location:**

Mondays: 11:30am–12:30pm/ HSB 35

Wednesdays: 10:30am – 12:30pm/ Talbot College room 205

This information is also available on the online

timetable <http://studentservices.uwo.ca/secure/timetables/mastertt/ttindex.cfm>.

**Prerequisite Checking**

Unless you have either the prerequisites 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.

**Anti-requisite:** Health Sciences 3091A section 001 if taken in 2012-13 or 2013-14.

**Pre-requisite:** Registration in a Rehabilitation Sciences module or enrolment in the third or fourth year of the School of Health Studies or School of Kinesiology.

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**Course Description**

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 a 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.

## ASSIGNED READINGS AND WEEKLY SCHEDULE

Week	Topic	Objective	Readings (Prior to lecture)
September 11	Orientation to course Introducing occupation	<ol style="list-style-type: none"> <li>1. Review course outline and expectations</li> <li>2. Appreciate History of the discipline of OT.</li> </ol>	
Sept 13 & 18	Introduction to Occupational Therapy & Science.	<ol style="list-style-type: none"> <li>1. Overview concept of occupation</li> <li>2. Relationship between theory and practice of OT.</li> </ol>	<ol style="list-style-type: none"> <li>1. Molineux, M. (2010). Chapter 14, Occupational science and occupational therapy: occupation at centre stage. In Christiansen &amp; Townsend (Eds). Introduction to occupation: the art and science of living 2nd Edition (pp. 359-383). Upper Saddle River, NJ: Prentice Hall.</li> <li>2. Ciucurel, M. M., Iconaru, E. I., &amp; Ciucurel, C. (2016). a case study of occupational therapy application in a patient with depression and hypoacusis. <i>Current Trends in Natural Sciences</i>, 5(9), 201-209.</li> </ol>
Sept 20 & 25	Temporal Dimensions of Occupation	Addressing the effect of time on occupations	<ol style="list-style-type: none"> <li>1. Pemberton, Sue and Cox, Diane (2011) What happened to the time? The relationship of occupational therapy to time. <i>British Journal of Occupational Therapy</i>, 74 (2). pp. 78-85.</li> <li>2. Seymour, W. (2002). Time and the body: Re-embodiment time in disability. <i>Journal of Occupational Science</i>, 9(3), 135-142.</li> </ol>
Sept 27 & Oct 2	Spatial Dimensions of Occupation	Addressing the effect of space and place with regard to occupations	<ol style="list-style-type: none"> <li>1. Townsend, E., Stone, S. D., Angelucci, T., Howey, M., Johnston, D., &amp; Lawlor, S. (2009). Linking occupation and place in community health. <i>Journal of Occupational Science</i>, 16(1), 50-55.</li> <li>2. 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.</li> </ol>
Oct 4	Occupational Development	Addressing the developmental dimensions of occupation	<ol style="list-style-type: none"> <li>1. Humpry, R., &amp; Wakeford, L. (2006). An Occupation-centered discussion of development and implications for practice. <i>American Journal of Occupational Therapy</i>, 60, 258-267.</li> </ol>

Oct 11	Test 1		
Oct 16 & 18	Occupational Identity	Exploring the relationship between occupation and identity and outlining the concept of 'occupational identity'	<ol style="list-style-type: none"> <li>1. Laliberte Rudman, D. (2002). Linking occupation and identity: Lessons learned through qualitative exploration. <i>Journal of Occupational Science</i>, 9(1), 12-19.</li> <li>2. 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.</li> </ol>
Oct 23 & 25/	Occupational Transitions	Exploring occupation during times of transition, as well as transitions to occupation	<ol style="list-style-type: none"> <li>1. Marshall, C., A., Rosenberg, M., W., Occupation and the process of transition from Homelessness. <i>Canadian Journal of Occupational Therapy</i>, 81(5), 330-338.</li> </ol>
Oct 30 & Nov 1	Occupational Balance	Familiarize with the perspectives of Occupational Balance.	<ol style="list-style-type: none"> <li>1. Wagman, P., Hakanson, C., Occupational balance as used in occupational therapy: A concept analysis. <i>Scandinavian Journal of Occupational Therapy</i>, 2012 (19), 322-327.</li> </ol>
Nov 6	Occupational justice	Explore justice issues from an Occupational perspective.	<ol style="list-style-type: none"> <li>1. Whalley-Hammell, K. (2015). Quality of life, participation and occupational rights: A capabilities perspective. <i>Australian Occupational Therapy Journal</i>, 62, 78-85.</li> <li>2. Kinsella, E., A., &amp; Durocher, E. (2016). Occupational justice: Moral Imagination, Critical Reflection, and Political Praxis. <i>OTJR: Occupation, Participation and Health</i>, 10/2016, 36(4), 163-166.</li> </ol>
Nov 8	Test 2		
Nov 13 & 16/ 20/23/ 27/30.	Occupational Deprivation  International Classification of Functioning, Disability and	Gain an understanding of Medical vs Social Model of Disability. How the ICF framework can help to structure and evaluate OT practice.	<ol style="list-style-type: none"> <li>1. Whiteford, G. (2010). Chapter 12, Occupational Deprivation: understanding limited participation. In Christiansen &amp; Townsend (Eds). <i>Introduction to occupation: the art and science of living</i> 2nd Edition (pp. 303-328). Upper Saddle River, NJ: Prentice Hall.</li> <li>2. Towards a Common Language for Functioning, Disability &amp; Health (ICF).<a href="http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf">http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf</a></li> </ol>

	Health	
	Final Exam to be determined.	

**Course Materials**

Required readings listed in the course schedule will be 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.

**Evaluation Summary**

Evaluation	Percentage of Final Grade	Date
Test #1	30%	October 11, 2017
Test #2	30%	November 8, 2017
Final Test	40%	Final Exam Period

**Evaluation Details**

**A. Test #1 (30% of Final Grade) – October 11, 2017**

- This test 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 test, including all lecture material and assigned required readings (Sept. 11-Oct. 4).
- It will take place during class hours (10:30am-12:20pm) on Wednesday, October 11 in Room (TBD).

**B. Test #2 (30% of Final Grade) – November 8, 2017**

- This test will consist of multiple choice and short answer questions.
- The questions will be drawn from all course content covered after Test #1, including all lecture material and assigned required readings (Oct. 16–Nov. 6).
- It will take place during class hours (10:30am-12:20pm) on Wednesday, November 8 in Room (TBD).

**C. Final Test (40% of Final Grade) – Final Exam Period**

- This test will consist of multiple choice and short answer questions.
- The questions will be drawn from all course content covered from the beginning to the end of the term, including all lecture material and assigned required readings (Sept. 11–Dec. 6).
- An emphasis will be placed on content in the final third of the class (Nov. 13–Dec. 6).
- It will take place at a date, time and location to be announced in the final exams schedule.

**Use of Electronic Devices**

Electronic devices, including cell phones, tablets and laptops, will be used during classtime for polls and content review questions. More information will be provided during the first class on the method to be used. Students are also encouraged to use these devices during classtime to take lecture notes, but should not use devices for non-class purposes.

For all tests, use of communication equipment (e.g., cell phones) is prohibited.

### **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/pdf/board/code.pdf>.

### **English Proficiency for the Assignment of Grades**

Visit the website [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf)

### **Accommodation for Medical Illness or Non-Medical Absences**

<http://www.westerncalendar.uwo.ca/2016/pg117.html>

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 UWO 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: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

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 BHS students, you may go to the School of Health Studies Office in HSB Room 222.

### **Scholastic Offences**

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 website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Additionally,

1. All required papers 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 this service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. 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.

### **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/>
2. Student Health – <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>