

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

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

Fall 2018

**Instructor:** Donna Dennis  
**Email:** [ddennis2@uwo.ca](mailto:ddennis2@uwo.ca)  
**Office Hours:** By Appointment  
**Class Time:** Mondays 2:30pm – 4:20pm  
Wednesdays 2:30pm – 3:30pm  
**Location:** Mondays HSB 35 / Wednesdays FNB 1220

**Teaching Assistant:** TBD

**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.

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

**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. 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. Learning in groups is also encouraged. While some classes will primarily be lecture-based, several classes will incorporate class participation involving case-based and self-directed learning approaches. Core readings are specified

and students will also independently explore literature related to the topics and cases using self-directed learning.

### **Course Materials**

Required readings listed in the course schedule will be available online through OWL.

### **Evaluation Summary**

<b>Evaluation</b>	<b>Percentage of Final Grade</b>	<b>Date</b>
Test #1	25%	October 3, 2018
Test #2	35%	November 12, 2018
Final Test	40%	Final Exam Period

### **Evaluation Details**

#### **A. Test #1 (25% of Final Grade) – October 3, 2018**

- This test will consist of multiple choice 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. 10-Oct. 1).
- It will take place during the class schedule (2:30pm -3:20pm) on Wednesday, October 3 in Elborn College 2168A and 2168B.

#### **B. Test #2 (35% of Final Grade) – November 12, 2018**

- This test will consist of multiple choice questions.
- An emphasis will be placed on course content covered after Test #1, including all lecture material and assigned required readings (Oct. 15 – Nov. 6) but some content covered in these classes is based on content covered in the first third of classes and cumulative or scaffolding in nature.
- It will take place during the class schedule (2:30pm -4:20pm) on Monday, November 12 in Room 35 of the Health Sciences Building.

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

- This test will consist of multiple choice 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. 10 – Dec. 5).
- An emphasis will be placed on content in the final third of the class (Nov. 19 – Dec. 5).
- It will take place at a date, time and location to be announced in the final exam schedule.

### **Academic 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 Web site: [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)

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.

### **SHS Grade Policy**

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74-78. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

### **Use of Electronic Devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

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

<http://www.westerncalendar.uwo.ca/2017/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 BHSc students, you may go to the School of Health Studies Office in HSB room 222.

### **Health and Wellness**

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

### **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.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Class Schedule:

Date	Topic	Readings (TBD one chapter/article on lecture dates)
Sept. 10	-Course Introduction -Problem Based, Self Directed and Case Based Learning -Overview Occupational Therapy	Townsend, E.A., & Polatajko, H.J. (2013). <i>Enabling occupation II: Advancing an occupational therapy vision for health, well-being and justice through occupation (2nd ed.)</i> . Ottawa, ON: CAOT Publications ACE. (pp.14-30, and 39-53).
Sept. 12	Case Application	Self Directed Learning (SDL)
Sept. 17	-Overview Occupational Science -Practice Models / Frameworks	Hocking, C. & Wright-St. Clair, V. (2011). Occupational science: Adding value to occupational therapy. <i>New Zealand Journal of Occupational Therapy</i> , 58(1), 29-35.
Sept. 19	Case Application	SDL
Sept. 24	-Person Focus -Conditions / Health and Well-being / Disability	Cramm, H., Aiken, A.B., & Stewart, D. (2012). Perspectives on the International Classification of Functioning, Disability, and Health: Child and Youth Version (ICF-CY) and occupational therapy practice. <i>Physical and Occupational Therapy in Pediatrics</i> , 32(4), 388-403.
Sept. 26	-Environment Focus -Temporal / Spatial Dimensions	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.
Oct. 1	Case Application for Person and Environment classes	SDL
Oct. 3	Test #1 Elborn College 2168A and 2168B	
Oct. 8	No Class – Happy Thanksgiving	
Oct. 10	No Class – Reading Week	
Oct. 15	-Occupational Development -Paediatrics	Davis, J., & Polatajko, H. (2006). The occupational development of children. In S. Rodger & J. Ziviani (Eds.), <i>Occupational therapy with children: Understanding children's occupations and enabling participation</i> (pp. 136-157). Oxford, UK: Blackwell Publishing Ltd.
Oct. 17	Case Application	SDL
Oct. 22	-Occupational Identity -Youth	Unruh, A.M. (2004). Reflections on: "So...what do you do?" Occupation and the construction of identity. <i>Canadian Journal of Occupational Therapy</i> , 71(5), 290-295.
Oct. 24	Case Application	SDL
Oct. 29	-Occupational Transitions -Young Adults	Stewart, D. (2013). Transitions to adulthood for youth with disabilities: Evidence to support occupational therapy

		practice. In D. Stewart (Ed.), <i>Transitions to adulthood for youth with disabilities through an occupational therapy lens</i> (pp. 1-26).NJ,USA:SLACK Incorporated.
Oct. 31	Case Application	SDL
Nov. 5	-Occupational Balance -Adults	Backman, C.L. (2004). Occupational balance: Exploring the relationship among daily occupations and their influence on well-being. <i>Canadian Journal of Occupational Therapy</i> , 71(4), 202-209.
Nov. 7	Case Application	SDL
Nov. 12	Test #2 HSB 35	
Nov. 14	No Class	
Nov. 19	-Occupational Disruption -Lifespan	Nizzero, A., Cote, P., & Cramm, H. (2017) Occupational disruption: A scoping review. <i>Journal of Occupational Science</i> , 24(2), 114-127.
Nov. 21	Case Application	SDL
Nov. 26	-Occupational Deprivation / Loss -Older Adults	Whiteford, G. (2010). Occupational deprivation: Understanding limited participation. In C.H. Christiansen, & E.A. Townsend (Eds.), <i>Introduction to occupation: The art and science of living</i> , 2 <sup>nd</sup> ed. (pp. 303-328). New Jersey: Pearson Education.
Nov. 28	Case Application	SDL
Dec. 3	-Occupational Justice -Macroenvironment	Stadnyk, R.L., Townsend, E.A., & Wilcock, A.A. (2010). Occupational justice. In C.H. Christiansen, & E.A. Townsend (Eds.), <i>Introduction to occupation: The art and science of living</i> , 2 <sup>nd</sup> ed. (pp. 329-358). New Jersey: Pearson Education.
Dec. 5	Case Application	SDL
Final Exam - December Exam Schedule TBD		