

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

RS 3125A

Enabling Health and Well-being Through Occupation

Fall 2019

**Instructor:** Donna Dennis  
**Email:** [ddennis2@uwo.ca](mailto:ddennis2@uwo.ca)  
**Office Hours:** By Appointment  
**Class Schedule:** Tuesdays 2:30pm – 4:30pm UCC 37  
Thursdays 1:30pm – 2:30pm UCC 37

**Teaching Assistant:** Ashley Lowndes ([alowndes@uwo.ca](mailto:alowndes@uwo.ca)) To be confirmed

**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

| Evaluation | Percentage of Final Grade | Date              |
|------------|---------------------------|-------------------|
| Test #1    | 30%                       | October 8, 2019   |
| Test #2    | 30%                       | November 12, 2019 |
| Final Test | 40%                       | Final Exam Period |

## Evaluation Details

### **A. Midterm Test #1 (30% of Final Grade) – October 8, 2019**

- 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. 5-Oct. 3).
- It will take place during the class schedule (2:30pm -4:30) on Oct. 8 **Room TBD**

### **B. Midterm Test #2 (30% of Final Grade) – November 12, 2019**

- 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. 7) but some content covered in these classes is based on content covered in the first block of classes and cumulative or scaffolding in nature.
- It will take place during the class schedule (2:30pm -4:30pm) on Nov. 12 **Room TBD**

### **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. 5 – 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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**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

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

## **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/uwo.com/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 (subject to change):**

| Date     | Topic   | Readings (TBD one chapter/article on lecture dates)   |
|----------|---|---|
| Sept. 5  | -Course Introduction<br>-Problem Based, Self Directed and Case Based Learning                                   |   |
| Sept. 10 | -Overview Occupational Therapy<br>-Practice Model (CMOP-E)  | 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 – Mike   | Self Directed Learning (SDL)  |
| Sept. 17 | -Overview Occupational Science<br>-Applying Theory to Practice  | 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 – Jesse  | SDL   |
| Sept. 24 | Person<br>-Conditions / Health and Well-being / Disability<br><br>Environment<br>-Temporal / Spatial Dimensions | 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.<br><br>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. |
| Sept. 19 | Case Application – Andy   | SDL   |
| Oct. 1   | -Occupational Development<br>-Paediatrics<br>-Test Review   | 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. 3   | Case Application - Ryan   | SDL   |
| Oct. 8   | Midterm Test #1   |   |
| Oct. 10  | No Class  |   |

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|---|--|--|
| Oct. 15                                 | -Occupational Identity<br>-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. 17                                 | Case Application – Sandra                                  | SDL  |
| Oct. 22                                 | -Occupational Transitions<br>-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. 24                                 | Case Application – Ian                                     | SDL  |
| Oct. 29                                 | -Occupational Balance<br>-Adults<br>-Test Review           | 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.  |
| Oct. 31                                 | Case Application – Jimmy                                   | SDL  |
| Nov. 5 & 7 No Class (Reading Week)      |  |  |
| Nov. 12 MidtermTest #2                  |  |  |
| Nov. 14 No Class                        |  |  |
| Nov. 19                                 | -Occupational Disruption<br>-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 – Bianka                                  | SDL  |
| Nov. 26                                 | -Occupational Deprivation / Loss<br>-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, 2<sup>nd</sup> ed.</i> (pp. 303-328). New Jersey: Pearson Education.                    |
| Nov. 28                                 | Case Application – Kevin                                   | SDL  |
| Dec. 3                                  | -Occupational Justice<br>-Macroenvironment<br>-Exam review | 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, 2<sup>nd</sup> ed.</i> (pp. 329-358). New Jersey: Pearson Education.                            |
| Dec. 5                                  | Case Application – all cases                               | SDL  |
| Final Exam - December Exam Schedule TBD |  |  |