



**The University of Western Ontario**  
**School of Health Sciences**  
**RS 3125A Enabling Health and Well-being Through Occupation**  
**Fall term 2020**

<b>Instructor:</b>	<b>Sandy Steinwender</b>
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<b>Office hours:</b>	By appointment Please email using your <b>@uwo.ca account</b> , Monday - Friday, especially if you require further clarifications and/or if you have any questions or concerns about the course. I will try to respond to your email within 24 hours of receiving during the work week, and the following week for emails sent on weekends. Please note, there is an expectation that students will check their university email @uwo.ca regularly to receive any announcements about this course or any changes.
<b>Class Schedule:</b>	September 9 to December 9, 2020.
<b>Course information:</b>	Online (asynchronous) access via <a href="#">OWL site</a> Zoom meeting to be determined by doodle poll- information to be emailed to students Lecture materials to be posted on OWL every Tues prior
<b>Pre-requisite checking</b>	Please be aware that unless you have the pre-requisite listed for this course or written permission from your Dean to enroll in this course, 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 pre-requisites.
<b>Pre-requisite</b>	Registration in a Rehabilitation Sciences module or enrollment in the third or fourth year of the School of Health Studies or School of Kinesiology.

### Course Description

This course addresses the construct of ‘occupation’ as explored and understood in 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 knowledge of human occupation, health and well-being, using 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.

Students will explore the concept of occupation in relation to a range of client conditions and ages, communities and populations, culture and diversity within different contexts. Students will develop an occupational perspective towards the practice of occupational therapy and field of occupational science. In addition, they will learn basic skills on how to apply the research towards evidence based practice.

### Course Approach

This course employs online mode (asynchronous) and an online discussion forum to encourage group interaction. This course requires weekly student engagement and participation. Lectures, core readings and assignments will all be posted online. The course aims to foster an open learning environment, so that

students can develop their critical thinking skills, and engage with the material at a deeper level, while learning practical skills. Several activities focus on self-directed and case based learning approaches. Core readings are specified and students will independently explore literature related to the topics using self-directed learning approaches.

### **Course Learning Objectives**

This course focuses on the introductory application of knowledge related to human occupation and enabling health and wellbeing. The knowledge of the relationship between occupation, health and wellbeing informs the foundations of practice utilized by occupational therapists. This course also supports diversity by reflecting on issues related to culture, ethnicity, gender and age. In the background, the course also introduces students to use of evidence to inform occupational therapy practice and occupational science. This course includes broad sectors of the population across the life span, from childhood to adolescence, adulthood, and older adults. The course explores both healthy and vulnerable populations, groups and individuals with whom occupational therapists engage in practice.

1. Understand the construct of “Occupation” within the field of occupational science and practice of occupational therapy.
  - a. Explore dimensions across the life span and stages, as well as, time and place.
  - b. Explore relationship between occupation, health and well-being.
2. Introduce key concepts and definitions related to occupation, occupational performance, occupational engagement, health and well-being
3. Introduce concepts such as identity, culture, social justice, and equity
4. Understand the contribution of meaningful occupation and occupational deprivation
5. Review of evidence-based literature to understand the relationship between Occupation, Health and Well Being and how to apply an occupational perspective.

### **Course Materials**

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

#### **Suggested Textbook(s)**

Townsend, E. A., & Polatajko, H. (2013). *Enabling occupation II: Advancing an occupational therapy vision for health, well-being & justice through occupation* (2nd ed.). Ottawa, ON: CAOT Publications ACE.

Jim Hinojosa, Paula Kramer & Charlotte Royeen . (Eds.). (2017). *Perspectives on human occupation: Theories underlying practice* (2nd ed.). Philadelphia, PA: FA Davis. 359 pp. ISBN: 978-0-8036-5915-5

## Weekly Syllabus (may be subject to change)

WEEK	DATES	CONTENT/ TOPIC	READINGS/REFERENCES (See links posted on OWL)	IMPORTANT DATES*
1.	Sept 10th	Welcome & course overview <ul style="list-style-type: none"> <li>Syllabus</li> <li>Introductions</li> </ul>	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.  Law, M., Steinwender, S., & Leclair, L. (1998). Occupation, Health and Well-Being. <i>Canadian Journal of Occupational Therapy</i> , 65(2), 81–91.	<i>Doodle poll to be sent to all students regarding class zoom meeting.</i>
2.	Sept 14-18	Overview Occupational Therapy and field of Occupational Science <ul style="list-style-type: none"> <li>Practice models</li> </ul>	Moll S., Gewurtz R.E., Krupa, Law, et al. (2015). “Do-Live-Well”: A Canadian framework for promoting occupation, health and well-being. <i>Canadian Journal of Occupational Therapy</i> 2015, Vol. 82(1) 9-23  Stewart K.E., Fischer T.M, Hirji R., Davis J.A. (2016) Toward the reconceptualization of the relationship between occupation health and well-being. <i>Canadian Journal of Occupational Therapy</i> Vol 83(4) 249-259.  Strong, Susan, Patty Rigby, Debra Stewart, Mary Law, Lori Letts, and Barbara Cooper. 1999. Application of the person-environment-occupation model: A practical tool. <i>The Canadian Journal of Occupational Therapy</i> 66, (3) (06): 122-133.	<b>Activity 1</b> <b>Due: Sept 18 at 5pm.</b>  *Begin Forum Discussion Post
3.	Sept 21-25	Occupation as a construct <ul style="list-style-type: none"> <li>Engagement in meaningful Occupation</li> <li>Definitions</li> </ul>	Hammell K.W. (2017) Opportunities for well-being: The right to occupational engagement. <i>Canadian Journal of Occupational Therapy</i> , Vol. 84(4-5) 209-222.  Moll SE, Gewurtz RE, Krupa TM, Law MC. Promoting an occupational perspective in public health. <i>Can J Occup Ther</i> . 2013;80(2):111-119.	
4.	Sept 28-Oct 2	Health & Well-being <ul style="list-style-type: none"> <li>Determinants of Health</li> <li>International Classification of functioning, disability and health</li> <li>Quality of Life</li> </ul>	Pizzi, M. A., & Richards, L. G. (2017). Editorial—Promoting health, well-being, and quality of life in occupational therapy: A commitment to a paradigm shift for the next 100 years. <i>American Journal of Occupational Therapy</i> , 71, 7104.  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.  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.	<b>Activity 2</b> <b>Due: Oct 2 at 5pm</b>
5.	Oct 5-9	Occupation Across the Lifespan	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.	
6.	Oct 12-16 *Oct 12 <sup>th</sup> - Thanksgiving	Occupation Across the Lifespan	<p>Cahill SM, Egan BE, Seber J. Activity- and Occupation-Based Interventions to Support Mental Health, Positive Behavior, and Social Participation for Children and Youth: A Systematic Review. <i>Am J Occup Ther.</i> 2020;74(2):7402180020p1-7402180020p28. doi:10.5014/ajot.2020.038687</p> <p>Heatwole Shank K.S., Kenley B, Brown S., Shipley J., Baum M., and Beers C. (2020) We need more things for us. Being low income and underoccupied in old age. <i>Canadian Journal of Occupational Therapy</i>, Vol. 87(1) 21-29</p>	<b>Activity 3</b> <b>Due: Oct 16 at 5pm</b>
7.	Oct.19-23	Occupational Identity	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	
8.	Oct 26-30	Occupational Transitions	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.	*Submit Critical Appraisal Topic Oct 30, 2020
9.	Nov 2-6	<b>NO CLASS</b>	<b>FALL STUDY BREAK</b>	
10.	Nov 9-13	Occupational Balance	<p>Yu Y., Manku M., Backman C. (2018) Measuring occupational balance and its relationship to perceived stress and health. <i>Canadian Journal of Occupational Therapy</i>, Vol. 85(2) 117-127<sup>[1]</sup><sub>SEP</sub></p> <p>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.</p>	<b>Activity 4</b> <b>Due: Nov 13 at 5pm</b>
11.	Nov 16-20	Occupational Disruption, Deprivation, Loss	<p>Marshall C.A., Davidson L., Li A., Gewurtz R. Roy L., et al. (2019) Boredom and meaningful activity in adults experiencing homelessness: a mixed methods study. <i>Canadian Journal of Occupational Therapy</i>, Vol 86(5) 357-370</p> <p>Nizzero, A., Cote, P, &amp; Cramm, H. (2017) Occupational disruption: A scoping review. <i>Journal of Occupational Science</i>, 24(2), 114-127.</p> <p>Griffith, Jennifer, Chantal D. Caron, Johanne Desrosiers, and Rachel Thibeault. 2007. Defining spirituality and giving meaning to occupation: The perspective of community-dwelling older adults with autonomy loss. <i>The Canadian Journal of Occupational Therapy</i> 74, (2) (04): 78-90.</p>	

			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.	
12.	Nov 23-27	Culture and diversity	Hammel, K. W. (2013) Occupation, Well-being and culture: theory and cultural humility. <i>Canadian Journal of Occupational Therapy</i> 80(4) 224-234. Fijal D. and Beagan B. (2019) Indigenous Perspectives on Health: Integration with a Canadian Model of Practice. <i>Canadian Journal of Occupational Therapy</i> 2019, Vol. 86(3) 220-231 White T. and Beagan B.L. (2020) Occupational Therapy Roles in an Indigenous Context: An Integrative Review. <i>The Canadian Journal Of Occupational Therapy</i> , Vol. 87(3) 200-210	<b>Activity 5</b> <b>Due: Nov 27 at 5pm</b>
13.	Nov 30- Dec 4	Occupational Justice	Townsend, E.A. & Polatajko, H.J. (2013) <i>Enabling occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation</i> (2 <sup>nd</sup> ed.) Ottawa ON: CAOT Publications ACE. (pp. 14-30 and 39-53) Townsend, E. and Wilcock, A. (2004). Occupational justice and client-centred practice: A dialogue in progress. <i>The Canadian Journal of Occupational Therapy</i> 71, (2) (04): 75-87	
14	Dec 7-10	Final week		<b>Submit Final report</b>

## Method of Evaluation

COURSE EVALUATION			
Assignment	Topic	Weight	Due Date
Case Based Activities (five assignments weighted 10% each)	1. Meaningful Occupation	10 %	Sept 18
	2. Enabling Health & Wellbeing through Occupation	10%	Oct 2
	3. Occupation Across the Lifespan	10%	Oct 16
	4. Occupational Identity, Balance and Transitions	10%	Nov 13
	5. Occupational Justice, Culture and Diversity	10%	Nov 27
Critical Synthesis I	Submit topic outline	10%	Oct 30
Critical Synthesis II	Submit short report	25%	Dec 9
Class Participation	Discussion Forum Online via OWL Zoom Meetings TBA	15%	Weekly

### Student Discussion Forums (15%) (Beginning Week 2)

Your active participation in class is an integral part of this course. All students must participate in the class discussion forum on OWL. Your grade for class participation will be assessed on the basis of your participation in the forum. Discussion posts will begin **Week 2** - please refer to the weekly

themes/readings provided to you on OWL for each week to serve as a guide. Please review instructions posted in the OWL forum. You may proceed by (i) leading a post and (ii) responding to another student's post. Discussions are to be completed by Monday at 11:59 PM (EST), prior to the next week's lecture being posted on OWL. Please note that this is a student discussion forum and that you will be assessed on the quality of your responses to the questions and engagement with other students. While there is no limit to a student's engagement with other students' reflections, the expectation is:

- i. Weekly responses- minimum of at least two responses per week to two different posts
- ii. Each student must lead a minimum two discussion posts on two separate topics over the entire course and facilitate the response/discussion for that thread

**Case Based- Self Directed Learning Activities (five assignments weighted 10% each) (Total 50%)**  
(Due at the end of week 2, 4, 6, 10, 12)

Case based self-directed learning activities will be posted to OWL the Tues prior. These activities are intended to consolidate the weekly readings and lectures into practical examples in order to transfer knowledge and apply to case based examples. The format is short answer maximum 250 words. Students are required to reflect on a question or case example and discuss in more depth some of the key concepts gleaned from readings/ lectures. A detailed outline will be provided to students along with their weekly lecture slides and lesson plan.

**Critical Synthesis Assignment (Total 35%)**

**Part I - Topic Outline Submission (10%) Due: Oct 30<sup>th</sup> at 5pm**

Students must submit topic and outline to the instructor on OWL by Oct 30, 2020.

**Part II- Short Report (25%) Due: Dec 9, 2020 at 5pm**

Students will write a short report examining the state of the evidence for their chosen topic regarding occupation, health and wellbeing. Students will identify a topic related to any of the course readings and discussions. The basis of the report will provide a critical review of the evidence regarding the relationship between occupation and health and well-being. The report should be max 500 words, including an overview, state of the evidence and how this can be used to inform the field of occupational science and practice. This is an exercise in writing clearly and concisely. This exercise also aims to help you develop the critical appraisal skills needed to communicate complex ideas and insight about theory, research and/or practice. A detailed outline and rubric will be provided to students on OWL. Students must submit topic and brief outline to the instructor on OWL by Oct 30, 2020.

**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.

**Plagiarism Checking Software**

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 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://turnitin.com>)

### **Attendance and Class Behaviour (online and/or in-person)**

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular participation is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the course, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare and complete weekly assigned readings and following the instructor's guidelines. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

### **Use of Recording Devices and Course Content**

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom and TopHat. Students do not have our permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (E.g. for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

### **Accommodations 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:

- Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;*
- 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;*
- 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;*
- 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;*
- 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”);*
- 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;*
- 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://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, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://uwo.ca/health/wec/education/learning.html>.

### **Support Services**

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

- Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
- Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
- Registrar's Office -- <http://www.registrar.uwo.ca/>
- Ombuds Office -- <http://www.uwo.ca/ombuds/>

### **SHS Grading 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 to 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.