Instructor: Sandy Steinwender

Email: ssteinwe@uwo.ca

Office hours: By appointment- Please email using your @uwo.ca account, 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 receipt during the work week regular business hours, and the following week for emails sent on weekends. Please note, there is an expectation that students check their university email @uwo.ca regularly to receive any announcements about course or any changes.

Class Schedule: September 9 to December 9, 2021.

Course information: In person classes Tues 11:30-1:30 and Thursdays 1030 – 11:30 access via OWL site. Lecture materials to be posted on OWL.

Pre-requisite checking 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.

Pre-requisite 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 will employ a combination of in-person and online mode (asynchronous) which includes case studies and 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 in OWL 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 well-being 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 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)- none required

For reference only.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>CONTENT/ TOPIC</th>
<th>READINGS/REFERENCES (See links posted on OWL)</th>
<th>IMPORTANT DATES*</th>
</tr>
</thead>
</table>
Due Sept 20th at 5:00 pm |
Due: Oct 4 at 5pm |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Activity/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Nov 1-5</td>
<td>NO CLASS</td>
<td>FALL STUDY BREAK</td>
<td></td>
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<tr>
<td>No.</td>
<td>Dates</td>
<td>Topic</td>
<td>References</td>
<td>Assignment</td>
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Annotated Bibliography  
Due Nov 15th                                                                                           |
| 13  | Nov 29- Dec 3 | Health, Well Being, Occupation and Context | Summary of key concepts and impact of occupation on health and well being  
Case Based Activities (four assignments weighted at 10% each)  
1. Meaningful Occupation  
2. Enabling Health & Wellbeing through Occupation  
3. Occupation Across the Lifespan and Transitions  
4. Occupational Justice, Identity, Culture and Diversity  
Critical Synthesis Part I  
Submit topic overview and annotated bibliography  
Critical Synthesis Part II  
Submit Critical Synthesis Final Report  
Class Participation  
Class participation and discussion forums | Critical Synthesis Part II Due Dec 6th at 5pm                                                                 |

**Method of Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Topic</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Based Activities (four assignments weighted at 10% each)</td>
<td>1. Meaningful Occupation</td>
<td>10 %</td>
<td>Sept 20</td>
</tr>
<tr>
<td></td>
<td>2. Enabling Health &amp; Wellbeing through Occupation</td>
<td>10 %</td>
<td>Oct 8</td>
</tr>
<tr>
<td></td>
<td>3. Occupation Across the Lifespan and Transitions</td>
<td>10 %</td>
<td>Oct 18</td>
</tr>
<tr>
<td></td>
<td>4. Occupational Justice, Identity, Culture and Diversity</td>
<td>10 %</td>
<td>Nov 11</td>
</tr>
<tr>
<td>Critical Synthesis Part I</td>
<td>Submit topic overview and annotated bibliography</td>
<td>15 %</td>
<td>Nov 15</td>
</tr>
<tr>
<td>Critical Synthesis Part II</td>
<td>Submit Critical Synthesis Final Report</td>
<td>30 %</td>
<td>Dec 6</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Class participation and discussion forums</td>
<td>15 %</td>
<td>Weekly</td>
</tr>
</tbody>
</table>
Case Based- Self Directed Learning Activities (four assignments weighted 10% each) (Total 40%)  
(Due at week 3, 5, 7 and 10) Case based self-directed learning activities will be posted to OWL. 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 350 words submitted via OWL. Students are required to reflect on a question or case example and discuss the key concepts gleaned from readings/lectures. A detailed outline will be provided to students along with their weekly lesson plans.

Critical Synthesis Assignment (Part I & II = Total 45%) 
The critical synthesis assignment may be completed individually or in small groups. Please note that for group assignments all members of the group will receive the same grade. Learners will select their own groups of 2-3 members. To facilitate ease of access to all group members, preparation time will be provided throughout the course during regularly scheduled course time. Refer to the course schedule, assignment outline, and marking rubric in OWL. Students should email the course instructor the details of their topic and their group members (failure to do so will result in a penalty of 5% of the total marks awarded for the assignment to all the members of that group). *Please submit your topic title and group, via email to instructor Oct 29, 2021. Assignment instructions and rubric are posted on OWL.

Part I - Topic Outline and Annotated Bibliography (15%) Due Nov 15th, 2021, at 5pm 
Students must submit via OWL the topic overview and annotated bibliography which should include a minimum of 10 to 15 articles. (Please note that your topic and group members must be approved by the instructor due Oct 29th, 2021).

Part II- Critical Synthesis Report (30%) Due: Dec 9, 2021 at 5pm 
Students will write a critical synthesis 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 1500 words, including an overview, state of the evidence, impact 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 final report to the instructor on OWL by 5pm on Dec 9, 2021.

Student Participation (15%) 
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 on a weekly basis. 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 will be required to engage by both: (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 class. Each thread will be closed at the end of week and thus there is no way to make up if you do not post. Please note that this is a student discussion forum where you will be assessed on the quality of your responses to questions, and engagement with other students. While there is no limit to a student’s engagement with other students’ reflections, the expectation is:
i. **Lead a Discussion Topic**: each student must be the lead on minimum of two discussion topics over the duration of the course by posting the first thread and then facilitating the discussion by reviewing and monitoring other student’s posts.

ii. **Respond Weekly to two different post**: each student must complete a response for two different posts each week.

**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

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.

**Accomodations 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 carefully consider 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 fulfill the academic expectations they may have missed.

Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it’s important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at http://www.health.uwo.ca/. You can also check out the Campus Recreation Centre or the McIntosh Gallery (http://www.mcintoshgallery.ca/), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western Mental Health Support - Health & Wellness - Western University (uwo.ca) 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: Health & Wellness - Western University (uwo.ca). It’s also advisable to have a wellness safety plan if you don’t want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Support Services

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

- Student Development Centre -- http://academicsupport.uwo.ca/
- Student Health -- https://www.uwo.ca/health/
- Registrar’s Office -- http://www.registrar.uwo.ca/
- Ombudsperson Office -- http://www.uwo.ca/ombuds/

SHS Grading Policy

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>One could scarcely expect better from a student at this level</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work that is clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good work, meeting all requirements and eminently satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>Competent work, meeting requirements</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Fair work, minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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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.