



The University of Western Ontario
School of Health Studies
Faculty of Health Sciences
RS 3125A
Enabling Health & Wellbeing Through Occupation

Course Instructor: Josh Campbell
Office: Elborn College 2529
Contact: jcamp264@uwo.ca
Office hours: By appointment
Class days and hours: Class location:

TA: TBD

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 conditions and ages, communities and populations, culture, and diversity within different contexts. Students will develop an occupational perspective and learn to examine situations through the lens of occupational therapy and the field of occupational science. In addition, they will learn basic skills on how to apply the research towards evidence-based practice.

Course learning outcomes:

1. Understand the construct of "Occupation" within the field of occupational science and as it relates to occupational therapy, other allied health professionals, and in varying levels of healthcare and health management.
 - a. Explore occupational dimensions across the life span
 - 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.

Educational Approach and Signature Pedagogies:

This course will employ a combination of in-person and online/group learning which will include case studies and discussion groups to encourage peer to peer interaction and self-directed learning. 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 and knowledge. There are weekly activities focusing on self-directed and case-based learning approaches where students will review specific case studies and explore literature related to key topics using self-directed learning approaches.

Course Materials (recommended text and resources):

There is no required textbook for this course and any required readings will be posted to OWL.

For supplementary reading, the following is recommended but not required:

- 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

Course Timeline and Format

Week #	Date	Topics	Learning Activities
1		Lecture #1 First Class – Introduction to the Course Problem based, self-directed, and case based learning	In-Class Lecture
2		Lecture #2 Defining and categorizing occupations Defining health & wellbeing Intro to basic PEO concept Determinants of health	In-Class Lecture Small Group Work
		Case #1 Self-Care Focus	Self-Directed Learning in Groups

Week #	Date	Topics	Learning Activities
3		Lecture #3 Person focus Physical determinants of health Strategies to address the person	In-Class Lecture Take up SDL questions Small Group Work
		Case #2 House-Keeping & Home Maintenance Focus	Self-Directed Learning in Groups
4		Lecture #4 Take up SDL questions at start of class Environment focus Psychosocial determinants of health Strategies to address the environment Home Modifications	In-Class Lecture Take up SDL questions Small Group Work
		Guest Speakers #1 Guest Speakers from the School of Occupational Therapy & Occupational Science	Discussion of specific topics in OT/OS Research
5		Test #1	Test #1
		Case #3 Focus on School & Academics	Self-Directed Learning in Groups
6		Lecture #5 Occupation focus Strategies to address the occupation Occupational identity	In-Class Lecture Take up SDL questions Small Group Work
		Case #4 Focus on work / employment	Self-Directed Learning in Groups
7		Lecture #6 Occupations across the lifespan and how occupations evolve and change over time Examining how occupational engagement changes	In-Class Lecture Take up SDL questions Small Group Work
		Case #6 Focus on Parenting and Family Dynamics	Self-Directed Learning in Groups
8		Guest Speakers #2 Guest Speakers from the School of Occupational Therapy & Occupational Science	Discussion of specific topics in OT/OS Research
		Guest Speakers #3 Guest Speakers from the School of Occupational Therapy & Occupational Science	Discussion of specific topics in OT/OS Research
9		NO CLASS – Fall Reading Week	NO CLASS
		NO CLASS – Fall Reading Week	NO CLASS
10		Test #2	Test #2
		Case #7 Focus on Leisure	Self-Directed Learning in Groups

Week #	Date	Topics	Learning Activities
11		Lecture #7 Occupational loss and deprivation Participation and access to occupations	In-Class Lecture Take up SDL questions Small Group Work
		Case #8 Focus on sports	Self-Directed Learning in Groups
12		Lecture #8 Occupational participation and justice Equity, Diversity, and Inclusion in Sports	In-Class Lecture Take up SDL questions Small Group Work
		Case #9 Focus on Spirituality	Self-Directed Learning in Groups
13		Lecture #9 Group presentations due Putting it all Together	In-Class Lecture Take up SDL questions Small Group Work
		Case #10 Focus on Occupational Justice and Equity	Self-Directed Learning in Groups
14		Lecture #10 (The Last One) Course review and wrap up	In-Class Lecture Take up SDL questions Small Group Work
		Student Assignment Review Watch presentations from other groups and discuss with your own group. Several questions will come from the group presentation for the final test	Self-Directed Learning in Groups
Exams		Test #3 During Exam Period (date and Time TBD)	Test #3

Evaluation Summary:

Item	Weight	Details	Due Date
Midterm Tests	50% Individual	<ul style="list-style-type: none"> 2 tests (25% each) Tests are non-cumulative Tests will be completed online via OWL 	
Final Test	30% Individual	<ul style="list-style-type: none"> During the final exam period Non-cumulative Test will be completed online via OWL 	Exam Period TBD
Group Presentation	20% Group	<ul style="list-style-type: none"> Students will create a group presentation video to share with the class online See OWL for complete details 	

Course Evaluation

Non-Cumulative Tests (2 midterms and 1 final)

Students will complete three (3) non-cumulative tests at regular intervals over the course. The first two tests will be completed in class during regular class time via OWL. The final test will occur during the common exam period. Tests will cover material after the previous test and up

to the date of the current test (i.e. material from the class immediately preceding the test is testable, but nothing from any previous tests will be tested again). Students will be given the whole class to complete the test. Tests are to be completed individually (i.e. No collaboration, sharing, talking or use of notes/electronic devices during the exam will be allowed.)

Group Assignment

Students will self-select groups of 4-6 (sign up via OWL). Groups will create a 5 minute online presentation in video format and saved as an MP4 file and uploaded to OWL where students can watch each other's presentations. Students will pick an occupation that is of meaning to them and discuss how it relates to their health and wellbeing. They will also discuss facilitators and barriers to engaging in that occupation examining personal, environmental, and occupational factors.

Prerequisites

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

Late assignments

Assignments must not be missed unless there is a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will instructors consider a new due date for an assignment. Late assignments will be subject to a penalty of 5% per day.

Attendance and Classroom 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 attendance 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 class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. 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

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.

Use of 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 of 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://www.turnitin.com>).

Student Code of Conduct

Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. 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: Academic Calendar - Western University (uwo.ca).

Academic Consideration

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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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;
- Must communicate with their instructors no later than 24 hours after the end of the period covered by SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities

Support Services

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

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](http://www.uwo.ca))for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. 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](http://www.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.

Common Concerns Guidelines

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	<p>A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters.</p> <p>Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html</p>