

3091A

Enabling health and well-being through occupation

Course Materials

Required text and other readings:

Christiansen, C. H., & Townsend, E. A. (Eds.). (2010). *Introduction to occupation: the art and science of living* 2nd Edition. Upper Saddle River, NJ: Prentice Hall.

* The Enabling Occupation II book is on reserve at Taylor library

* Additional required readings are available on-line (as detailed below).

TOPICS AND WEEKLY SCHEDULE:

Date	Topics	Objectives	Required Readings (Full listing provided on p. 10)
Sept. 9	Orientation to course Introducing occupation	Review course outline and clarify methods and expectations Overview concept of occupation	No required reading this week
Sept. 16	Introducing occupational science and occupational therapy	Exploring the history of the discipline of occupational science and the practice of occupational therapy Discussing the relationship between the discipline and the practice	Christiansen & Townsend required text: Chapter 14, Occupational science and occupational therapy; occupation at centre stage
Sept. 23	Time and occupation	Addressing occupation with regard to 'time' Outlining some possible ways to categorize occupations	Christiansen & Townsend required text: Chapter 5, What do people do?
Sept. 30	Placing occupation	Considering occupation with regard to 'place' Research example: The experiences of older adults with low vision living in urban and rural settings	Christiansen & Townsend required text: Chapter 10, Occupations and places
Oct. 7	Occupational balance	Discussing occupational balance in relation to various categories of occupation Comparing various concepts dealing with 'balance'	Christiansen & Townsend required text: Chapter 9, Occupational balance and well-being

Oct. 14	Occupation and identity * Individual assignment due	Exploring the relationships between occupation and identity Outlining the concept of 'occupational identity'	Laliberte Rudman, D. (2002). Linking occupation and identity: Lessons learned through qualitative exploration. <i>Journal of Occupational Science</i> , 9(1), 12-19. (available online) Phelan, S., & Kinsella, E. A. (2009). Occupational identity: engaging socio-cultural perspectives. <i>Journal of Occupational Science</i> , 16(2), 85-91. (available online)
Oct. 21	Moving beyond an 'individual' focus	Considering the occupational nature of social groups and communities Discussing the relationships between occupational engagement and 'belonging' and a 'sense of connection'	Christiansen & Townsend required text: Chapter 7, The occupational nature of social groups
Oct. 28	Occupation and transition	Exploring 'occupational transition' with regard to occupation during times of transition, as well as transitions to occupation Research example: Shifting occupational places: The experiences of South African immigrants in London, Ontario	Christiansen & Townsend required text: Chapter 8, Occupational transitions: work to retirement

Nov. 4	Negotiating occupation with respect to chronic illness	<p>Overview of key models of relevance to occupational therapy practice:</p> <ul style="list-style-type: none"> - Canadian Model of Occupational Performance and Engagement - Person-Environment-Occupation - International Classification of Functioning, Disability and Health <p>Discussing examples of how chronic illnesses would be addressed within the models</p>	<p>Polatajko, H.J., Davis, J., Stewart, D., Cantin, N., Amoroso, B., and Ardrie, L, <i>et al.</i> (2007). Specifying the domain of concern: Occupation as core. In E.A. Townsend & H.J. Polatajko, <i>Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice Through Occupation</i> (pp.13-36). Ottawa: CAOT Publications ACE. (On 2hr reserve at Taylor library)</p>
Nov. 11	Occupational deprivation and possibilities	<p>Exploring the concepts of occupational deprivation and occupational possibilities</p> <p>Considering external limitations upon individual engagement in occupation</p> <p>Research example: Shaping places for later life</p> <ul style="list-style-type: none"> - Occupational possibilities within contemporary media 	<p>(Christiansen & Townsend required text: Chapter 12, Occupational deprivation: understanding limited participation</p>
Nov. 18	<p>Cultural perspectives on occupation</p> <p>* Group assignment due</p>	<p>Discussing whether occupation is a cross-cultural universal</p> <p>Addressing different ways to understand occupation</p> <p>Research example: Educational vision quests – Visions of success among First Nations youth</p>	<p>Christiansen & Townsend required text: Chapter 2, Cultural perspectives on occupation</p>

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Nov. 25 Global perspectives on
occupation

Considering the influences of globalization upon
occupation and different perspectives on occupation

Discussing differences and similarities related to
occupation on an international scale

Research example: The integration experiences of
French-speaking newcomers from visible minority
groups within London, ON

Content (75%)

- provides comprehensive and accurate summary of the concept chosen
- provides insightful commentary that displays depth knowledge of essential features of the concept
- provides a clear discussion of how this concept has been developed and/or applied within research on occupation
- provides an assessment of how the concept is related to health and well-being
- paper written in student's own words and quotations are properly referenced
- demonstration of logical flow of thought and depth of understanding of concept selected

C) GROUP ASSIGNMENT: Applying an occupational perspective (25% of total mark)

Due date Friday, November 18th at the beginning of class

Content

- Students can opt to self-select groups consisting of 4 to 5 students
- Submit group with recommended number of students to the instructor by Oct. 14
- Students preferring to be assigned to a group should let instructor know by Oct. 7 and they will be assigned to groups on Oct. 14
- each group will select a television show/movie to analyze using an occupational perspective
- within the group paper, the students should:
 - o briefly summarize the selected television show or movie (no more than 2 double spaced pages)
 - o present occupational analysis of the selected (e.g. what occupations were observed, were any of the concepts addressed in class reflected within the selection?)
 - o groups can apply any and as many of the top and concepts addressed in class (e.g. time, balance, transition)
 - o students should analyze the selected using an occupational lens

Format

- The group paper should be no more than 5 double spaced pages, excluding references (12-point, Arial font).
- References should follow APA guidelines
- A hard copy version must be submitted

Marking criteria

Mechanics (25%)

- APA style
- adherence to guidelines outlined above
- no more than 5 double-spaced pages
- expression (grammar, punctuation, spelling, word choice, sentence and paragraph structure, clarity and control of expression, etc.)

Content (75%)

- provides clear summary of the television show or movie chosen
- express key concepts and issues in concise, yet comprehensive, manner

- exhibit logical flow of thought and depth of understanding
- describe how an occupational perspective was applied to the selected television show or movie
- provides insightful commentary that describe how the concepts and issues discussed throughout the course can be related to the selected television show or movie

D) FINAL EXAM (35% of total mark)

- Will consist of multiple choice questions
- Will be scheduled within the final examination period

NOTE – FOR ALL ASSIGNMENTS:

All assignments are due at the beginning of class (10:30 AM) on the dates indicated. Late assignments will incur penalties of 10% per day beginning at the end of the class in which they are due. No extensions will be granted. Although a mark of 0 will be assigned for assignments that are more than 7 days late, all assignments must be completed and handed in by the last class on December 2nd. In the case of illness, please see the policy on accommodation for medical illness: <https://studentservices.uwo.ca/secure/index.cfm>

Student Code of Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>

Plagiarism and academic integrity:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by properly referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). Scholastic offences are taken seriously.

Accommodation for Medical Illness or Non-Medical Absences:

http://www.uwo.ca/univsec/handbook/poals/accommodation_medical.pdf

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 create the need for privacy and confidentiality in these matters. However, in order to ensure equity 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 the documentation indicates that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A Western 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. A SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>

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.

Language Proficiency:

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed, at the discretion of Dr. Huot, returned to the student for revision to a literate level.

Grammar:

Poor grammar matters academically, but it also projects an unprofessional image in professional writing. Remember that what may slide by in informal conversation is not necessarily acceptable in written language. Grammar checking programs may be helpful, but they may not catch all errors. If writing is a real problem for you, the Student Development Centre offers an excellent Effective Writing Program.

Use of Technology During Classes:

The instructor supports the appropriate use of technology during classes. However, cell phones

and other communication devices should be turned off during class unless you are involved in an urgent situation, when vibrate or silent mode should be used. Laptops may be used for note taking but accessing MSN, email or the internet is not permitted during class unless otherwise informed by the instructor.

Privacy:

In order to respect privacy, graded assignments

REQUIRED READINGS BY CLASS DATE:

Week 1 – Sept. 9

No required reading

Week 2 – Sept. 16

Molineux, M. (2010). Chapter 14 - Occupational science and occupational therapy: occupation at centre stage. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 359-383). Upper Saddle River, NJ: Pearson.

Week 3 – Sept. 23

Harvey, A. S., & Pentland, W. (2010). Chapter 5 - What do people do? In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 101-134). Upper Saddle River, NJ: Pearson.

Week 4 – Sept. 30

Ballou Hamilton, T. (2010). Chapter 10 - Occupations and places. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 251-280). Upper Saddle River, NJ: Pearson.

Week 5 – Oct. 7

Backman, C. L. (2010). Chapter 9 - Occupational balance and well-being. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 231-250). Upper Saddle River, NJ: Pearson.

Week 6 – Oct. 14

Laliberte Rudman, D. (2002). Linking occupation and identity: Lessons learned through qualitative exploration *Journal of Occupational Science*, 9(1), 12-19. (available online)

Phelan, S., & Kinsella, E. A. (2009). Occupational identity: engaging sociocultural perspectives. *Journal of Occupational Science*, 16(2), 85-91. (available online)

Week 7 – Oct. 21

Christiansen, C. H., & Townsend, E. A. (2010). Chapter 7 - The occupational nature of social groups. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 175-210). Upper Saddle River, NJ: Pearson.

Week 8 – Oct. 28

Jonsson, H. (2010). Chapter 8 - Occupational transitions: work to retirement. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 211-230). Upper Saddle River, NJ: Pearson.

Week 9 – Nov. 4

Polatajko, H.J., Davis, J., Stewart, D., Dantin, N., Amoroso, B., Purdie, L., et al. (2007). Specifying the domain of concern: Occupation as core. In E.A. Townsend & H.J. Polatajko,

Kroksmark, U., Nordell, K., Bendixen, H., Magnus, E., Jakobsen, K., & Alsaker, S. (2006). Time geographic method: Application to studying patterns of occupation in different contexts. *Journal of Occupational Science, 13*(1), 11-16.

Week 4

Rebeiro, K. L. (2001). Enabling occupation: Importance of an affirming environment. *The Canadian Journal of Occupational Therapy, 68*(2), 80-89.

Week 5

Eklund, M., Erlandsson, L., & Leufstadius, C. (2012). Time use in relation to valued and satisfying occupations among people with persistent mental illness: Exploring occupational balance. *Journal of Occupational Science*, early online.

Westthorp, P. (2003). Exploring balance as a concept in occupational science. *Journal of Occupational Science, 10*(2), 99-106.

Week 6

Christiansen, C. H. (1999). The 1999 Eleanor Klatschle lecture: Dying lives: Occupation as identity: an essay on competence, coherence, and the creation of meaning. *American Journal of Occupational Therapy, 53*(6), 547-558.

Week 7

Bundgaard, K. M. (2005). The meaning of everyday deals in living units for older people. *Journal of Occupational Science, 12*(2), 91-101.

Week 8

Hamilton, A., & De Jonge, D. (2010). The impact of becoming a father on other roles: an ethnographic study. *Journal of Occupational Science, 17*(1), 40-46.

Week 9

Fitzgerald, M. H., & Paterson, K. A. (1995). The hidden disability dilemma for the preservation of self. *Journal of Occupational Science, 2*(1), 13-21.

Week 10

Whiteford, G. (1997). Occupational deprivation and incarceration. *Journal of Occupational Science: Australia, 4*(3), 126-130.

Molineux, M. L., & Whiteford, G. E. (1999). Prisons: From occupational deprivation to occupational enrichment. *Journal of Occupational Science, 6*(3), 124-130.

Laliberte Rudman, D. (2009). Occupational possibilities. *Journal of Occupational Science, 17*(1), 55-59.

Week 11

Darnell, R. (2002). Occupation is not a cross-cultural universal: some reflections from an ethnographer. *Journal of Occupational Science*, 9(1), 5-11.

Darnell, R. (2009). Cross-cultural constructions of work, leisure and community responsibility: some First Nations reflections. *Journal of Occupational Science*, 16(1), 4-9.

Week 12

Ganguly-Scrase, R. (2000). Globalisation and its discontents: an Indian response. *Journal of Occupational Science*, 7(3), 138-147.

Week 13

Jacobsen, K. (2004). If work doesn't work