

3091A

Enabling health and well-being through BT1 017045.0411.4 reW

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Enabling health and well-being through occupation

Oct. 12 Occupation and identity
&
17

Exploring the relationship between occupation
and identity

Outlining the concept of 'occupational identity'

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

Unruh, A. M. (2004). Reflections
on: "So... what do you do?"
Occupation and the construction of
identity. *The Canadian Journal of
Occupational Therapy*, 71(5), 290BT/F1

Nov. 14 & 16	Cultural perspectives on occupation	<p>Discussing whether occupation is a cross-cultural universal</p> <p>Addressing different ways to understand occupation</p>	Christiansen & Townsend required text: Chapter 2, Cultural perspectives on occupation
Nov. 21 & 23	Global perspectives on occupation	<p>Considering the influences of globalization upon occupation and different perspectives on occupation</p> <p>Discussing differences and similarities related to occupation on an international scale</p>	Christiansen & Townsend required text: Chapter 15, Globalization and occupation: perspectives from Japan, South Africa, and Hong Kong
Nov. 28 & 30	<p>Occupational justice</p> <p>Course review and exam preparation</p>	<p>Examining the concept of occupational justice</p> <p>Linking this concept to others addressed within the course</p> <p>Complete course evaluation</p>	Christiansen & Townsend required text: Chapter 13, Occupational justice

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Present occupational analysis of the selection (e.g. How are chosen concepts reflected within the selection?)

Draw on additional readings to inform their analysis

- Students can apply any and as many of the topics and concepts addressed in class within their paper as they wish (e.g. identity, balance, transition)
- The content of the paper should move beyond a simple description of what was observed in the media selection to provide a more critical discussion of the concepts addressed.

As the media selection was not filmed with the construct of occupation in mind, the student should build an argument as to why the selected concepts(s) apply to the movie or television show being analyzed.

Format

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

Marking criteria

Mechanics (5 marks)

- APA referencing 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 (10 marks)

- provides clear summary of the television show or movie chosen
- provides well referenced description of concepts being applied in analysis
- draws on sources in addition to the required readings for the course
- expresses key concepts, ideas and issues in concise, yet comprehensive, manner
- paper written in student's own words and all quotations are properly referenced

Critical Thinking (15 marks)

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

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NOTE FOR ALL ASSIGNMENTS:

The assignment is due at the beginning of class

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

Professional Behaviour in Class:

Students are expected to demonstrate exemplary professional behaviour and respect for others in class. Address all instructors and guest lecturers with dignity and respect and fully demonstrate a client centered approach to learning and interacting with others. Some examples of disrespect include: being late for class or late returning from breaks, side conversations during lectures, wearing hats with visors that cover your face, wearing sunglasses.

Library Support:

Marisa Surmacz is available to provide group teaching to support research3.93 65713s59zss

REQUIRED READINGS BY CLASS DATE:**September 7**

No required reading

September 12, 14

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.

September 19, 21

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*

November 7, 9

Whiteford, G. (2010). Chapter 12 - Occupational deprivation: understanding limited participation. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 303-328). Upper Saddle River, NJ: Pearson.

November 14, 16

Iwama, M. K. (2010). Chapter 2 - Cultural perspectives on occupation. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 35-56). Upper Saddle River, NJ: Pearson.

November 21, 23

Asaba, E., Ramukumba, A. T., Lesunyane, A. R., & Wong, S. K. M. (2010). Chapter 15 - Globalization and occupation: perspectives from Japan, South Africa, and Hong Kong. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 385-415). Upper Saddle River, NJ: Pearson.

November 28, 30

Stadnyk, R. L., Townsend, E. A., & Wilcock, A. A. (2010). Chapter 13 - Occupational justice. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (pp. 329-358). Upper Saddle River, NJ: Pearson.

SUPPLEMENTARY READINGS

Brockelman, P. T. (2002). Habits and personal growth: The art of the possible. *The Occupational Therapy Journal of Research*, 22, S18-S30.

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

Christiansen & Townsend, required text: Chapter 4, What is occupation? Interdisciplinary
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