THE UNIVERSITY OF WESTERN ONTARIO SCHOOL OF HEALTH STUDIES Faculty of Health Sciences

Enabling Health and Well-being through Occupation

RS 3125A Fall 2014 - **DRAFT OUTLINE** -

Instructor: Dr. Suzanne Huot, PhD, School of Occupational Therapy

Contact information: e-mail

Class time and location: Mondays, 11:30-12:30 and Wednesdays, 10:30-12:30, SSC 2020

COURSE DESCRIPTION:

Objectives and orientation

This course addresses

of occupational science and practice of occupational therapy. In this course, 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 an occupational perspective to address contemporary issues

(2012). The male occupational therapist: Demographics, issues and recommendations. *OT Now*, 14(1), 18-20.

Dhillon, S., & Dhiman, R. (2012).

Birioukova, A., So, K., & Barker, D.

Dhillon, S., & Dhiman, R. (2012). Client-therapist ethnic concordance: Helpful or harmful? *OT Now*, 14(1), 28-29.

Valavaara, K. (2012). Finding my own path to travel: An Aboriginal occupational therapy. *OT Now*, 14(1), 6-7.

Nov. 10 Sexuality & 12

Nov. 24 & 26	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	Asaba, E., Ramukumba, A., Lesunyani, A., & Wong, S. K. M. (2010). Chapter 15, Globalization and occupation: perspectives from Japan, South Africa, and Hong Kong. In Christiansen & Townsend (Eds). Introduction to occupation: the art and science of living 2 nd Edition (pp. 385- 415). Upper Saddle River, NJ: Prentice Hall. Available in OWL
Dec. 1 & 3	Occupational justice Course review and exam preparation	Examining the concept of occupational justice Linking this concept to others addressed within the course Complete course evaluation	Nilsson, I., & Townsend, E. (2010). Occupational justice Bridging theory and practice. <i>Scandinavian Journal of Occupational Therapy</i> , 17(1), 57-63.

COURSE MATERIALS

Required readings listed above are available online through OWL.

Critical Thinking (15 marks)

- Express key concepts and issues in concise, yet comprehensive, manner
- Exhibit logical flow of thought and depth of understanding
- Rather than simply summarize articles read, should draw on references to present a critical look at your selected issue (e.g. What are the main barriers and challenges faced?)
- Focus on the message you want to get across with respect to the topic
- Draw on academic references to support the arguments raised throughout the presentation

D) FINAL EXAM

3125A

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Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

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.

<u>Accommodation for Medical Illness or Non-Medical Absences:</u>
http://www.uwo.ca/univsec/handbook/appeals/accommodation medical.pdf

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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 respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic

shall be granted only in those cases where there is documentation indicating 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 HRIxÊR®? & PARM MECONIMISA Entry:

Enabling health and well-being through occupation 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.

<u>Use of Technology During Classes:</u>

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

Journal of Occupational Science, 13(1), 11-16.

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

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

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

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

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

Wilcock, A. (1998b). Reflections on doing, being and becoming. *The Canadian Journal of Occupational Therapy*, 65(5), 248-256.

Yerxa, E. J. (2002). Habits in context: A synthesis, with implications for research in occupational science. *The Occupational Therapy Journal of Research*, 22, S104-S110.