

**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





<p>Nov. 10 &amp; 12</p>	<p>Sexuality</p>		<p>Birioukova, A., So, K., &amp; Barker, D. (2012). The male occupational therapist: Demographics, issues and recommendations. <i>OT Now</i>, 14(1), 18-20.</p> <p>Dhillon, S., &amp; Dhiman, R. (2012). Client-therapist ethnic concordance: Helpful or harmful? <i>OT Now</i>, 14(1), 28-29.</p> <p>Valavaara, K. (2012). Finding my own path to travel: An Aboriginal occupational therapy. <i>OT Now</i>, 14(1), 6-7.</p>
-----------------------------	------------------	--	---

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

RS 3125A

Enabling health and well-being through occupation

**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

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.

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



*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.