



**The University of Western Ontario**  
**School of Health Sciences**  
**RS 3125A Enabling Health and Well-being Through Occupation**  
**Fall term 2020**

<b>Instructor:</b>	<b>Sandy Steinwender</b>
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<b>Office hours:</b>	By appointment Please email using your <b>@uwo.ca account</b> , Monday - Friday, especially if you require further clarifications and/or if you have any questions or concerns about the course. I will try to respond to your email within 24 hours of receiving during the work week, and the following week for emails sent on weekends. Please note, there is an expectation that students will check their email regularly. Emails not to be emailed to students

Lecture materials to be posted on OWL every Tues prior

students can develop their critical thinking skills, and engage with the material at a deeper level, while learning practical skills. Several activities focus on self-directed and case based learning approaches. Core readings are specified and students will independently explore literature related to the topics using self- direct thre2445

**Weekly Syllabus (may be subject to change)**

WEEK	DATES	CONTENT/ TOPIC	READINGS/REFERENCES (See links posted on OWL)	IMPORTANT DATES*
1.	Sept 10th	Welcome & ourse overview x Syllabus x Introductions	Hocking, C. & Wright St Clair, V. (2011). Occupational Science: Adding value to occupational therapy. <i>New Zealand Journal of Occupational Therapy</i> , 58(1), 29.  Law, M., Steinwender, S., & Leclair, L. (1998). Occupation, Health and Wellbeing. <i>Canadian Journal of Occupational Therapy</i> , 65(2), 81-91.	Doodlepoll to be sent to all students regarding class zoom meeting.
2.	Sept 14-18	Overview Occupational Therapy and field of Occupational Science x Practice models	Moll S., Gewurtz R.E., Krupa, Law, et al. (2015). "Do Live	

			Occupational therapy with children: Understanding children's occupations and enabling participation (pp. 136-157). Oxford, UK: Blackwell Publishing Ltd.
6.	Oct 12 16 *Oct 12 <sup>h</sup> - Thanksgiving	Occupation Across the Lifespan	Cahill SM, Egan BE, Selinger L. Activity and Occupation Based Interventions to Support Mental Health, Positive Behavior, and Social Participation for Children and Youth: A Systematic Review. Am J Occup Ther 2020;74(2):7402180020p7402180020p28.



themes/readings provided to you on OWL for each week to serve as a guide. Please review instructions posted in the OWL forum. You may proceed by (i) leading a post and (ii) responding to another student's post. Discussions are to be completed by Monday at 11:59 PM (EST), prior to the next week's lecture being posted on OWL. Please note that this is a student discussion forum and that you will be assessed on the quality of your responses to the questions and engagement with other students. While there is no limit to a student's



- x *Must communicate with their instructors no later than 24 hours* after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- x *Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities*

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b.



If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://uwo.ca/health/wec/education/learning.html>.

### **Support Services**

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

- x Student Development Centre <http://www.sdc.uwo.ca/ssd/>
  
- x Student Health -<http://www.shs.uwo.ca/student/studenthealthservices.html>
  
- x Registrar's Office <http://www.registrar.uwo.ca/>
  
- x Ombuds Office --