

OCCTH 501  
Theory and Practice of Enabling Occupation  
Course Credits:  
2 (2-0-0)

Instructor: Anita Hamilton  
Office: 2-23 Corbett Hall  
Office hours: Mondays 2:00 – 5:00 or by appointment  
E-mail: [anita.hamilton@ualberta.ca](mailto:anita.hamilton@ualberta.ca)

Classroom: 2-39 & Virtual classroom through eClass  
Class time: Wednesdays: 8:30 – 10:20am  
\*Week 3 has compulsory classroom attendance on Friday (see schedule)

**Course Description:**

In this course students will learn what it means to be an occupational therapist. We will look at the history of our profession and examine closely which models are used in practice in Canada and around the world.

**Student Time Commitment:**

Directed Learning Activities: in-class 18 hours/ online and group work 8 hours  
Self Directed learning: 52 hours

**Links to Other Courses:**

This course is taught concurrently to all first term courses and the content of all courses links with this course in the following ways:

OCCTH 504: exploring and understanding the importance of meaningful occupation for health and well-being for individuals, groups and society.

OCCTH 510: how occupational therapy theory underpins all practice situations and decisions.

OCCTH 502: how theory underpins evaluation and how the CPPF guides the therapist through the evaluation and enablement process.

OCCTH 518A: Professionalism is guided by frameworks and theory.

OCCTH 544A: While learning practical skills OT theory guides the lens through which you view the client/person as an occupational being

OCCTH 562: OT theory guides approach to practice and evidence supports selection of tools for evaluation and occupational therapy.

**Prerequisite:** Nil

**Co-requisite:** All courses taught in fall term

### **Goal Statement:**

This course will build foundations for applying knowledge of occupational therapy theory and practice of enabling occupation.

### **Student Learning Objectives:**

At the end of the course students will demonstrate the ability to:

1. Work effectively in a self-directed manner as an individual;
2. Negotiate with team members to agree on contribution to team activities;
3. Quickly research new information;
4. Collaborate with the team in the online environment;
5. Use eClass to conduct discussions and disseminate information;
6. Learn about and discuss several key occupational therapy theories;
7. Understand how the history of occupational therapy has shaped where it is today.

### **Occupational Therapy Outcomes:**

At the end of the course students will:

1. Have a clear understanding of the role of occupational therapy theory in practice.
2. Have an understanding of the growth and development of our profession.
3. Be able to view a person as an occupational being
4. Demonstrate development in the areas identified in the CAOT profile (2007) in conjunction with OCCTH 503

### **Transferable Skills:**

1. Practise articulating occupational therapy theory
2. View the client through an occupational lens
3. Knowledge of and skills in using eClass for knowledge transmission.

### **Teaching and Learning Strategies:**

My approach to curriculum design and teaching is to guide you towards "learning by doing" so I tend to teach through case studies. In order to understand some of the theories and models however, I will require you to read, think and discuss! As most of you will be reading about occupational therapy for the first time my role is to lead you to the most appropriate readings that will create scaffolding for learning, there will be questions for discussion where we can listen to each other and create further discussion.

In this course you can expect to have the following types of activities incorporated into the curriculum:

- Readings (this creates a structure or a scaffolding for our learning, you are expected to read what is set and to also take your reading beyond this in your independent study)
- Lectures (to create structure and "scaffolding" for the course content)
- Team work (contribute individually and collaborate in a teamwork thereby discovering new ways of thinking which will enhance outcomes in learning)
- Face-to-face and online discussion groups (where we will have opportunity to discuss and share knowledge and resources in both synchronous and asynchronous environments)
- Independent study (where you take your own learning experience in the direction you choose to meet both the requirements of the course but also examine issues outside the course content)
- Written assessments (you will complete one major essay during the term)
- Final exam (using the CAOT National exam format with case studies and multiple choice questions)
- Two group-based learning activities

### **Role of the instructor:**

Instructors bring three key qualities to the learning environment, subject expertise, skills in learning and teaching methods and emotional intelligence. This means that instructors will design curriculum using their own and others' up to date evidence; use approaches to teaching and learning (including assessment) that suit the course timelines and learning objectives; and importantly, instructors will form learning relationships with students through regular contact which facilitates understanding the range of student perspectives and through timely and constructive feedback.

### **Role of the student:**

Students bring to the classroom different life experiences, a range of learning styles and a range of reasons for choosing to study occupational therapy. The role of student is to bring a positive approach to the learning environment and assume responsibility for learning. Students are expected to come motivated to learn, ready to be engaged, ready to collaborate with the instructors and peers, ready to take risks in learning and also be resilient while also being creative. This is a blue-print for lifelong learning.

### **Required Textbooks/Materials**

2009 Course Manual (online in eClass) includes links to non textbook readings

Townsend, E. A., & Polatajko, H. J. (2007). Enabling occupation II: Advancing an occupational therapy vision for health, well-being & justice through occupation. Ottawa, Ontario: Canadian Association of Occupational Therapists.

## **eClass**

### **Instructions:**

- To access eClass go to <http://www.elearning.ualberta.ca/eClass/over.php>. Click "Log in to the eClass system and get started", enter your CCID (UserID) and Password, and then choose OCCTH 501 (or Click on Course listing, search for Faculty of Rehabilitation Medicine, then choose OCCTH 501).

### **Assistance:**

- eClass HelpDesk: 780-492-9400 or [http://www.elearning.ualberta.ca/eClass/stu\\_help.php](http://www.elearning.ualberta.ca/eClass/stu_help.php)

### **Resources:**

- Course guide, assessment tasks, discussions and information on required readings are housed within the eClass site.

### **Discussion:**

- This course will use eClass discussion as a means to promote learning and further understanding of the concepts introduced in each topic. Postings are intended to clarify concepts, educate on specific topics, and constructively critique responses for the purpose of furthering one's own learning as well as that of fellow classmates.
- To access the discussion page click on the "Discussion" toolbar located on the top part of the course homepage when you are in the course website.

### **Assessments:**

- In this class you will upload your written paper for grading using eClass

### **Online code of conduct (netiquette):**

- Use “threads” so that all discussion relating to a particular question is in one place. This means “replying” to the first person who posts on any given question.
- Clearly identify which question you are responding to in the subject line.
- Keep to the timetable. If there is an expectation that work will be completed by a set date then be considerate to your discussion group and keep the flow of the responses and discussions on track.
- Be considerate and professional when responding to individual postings.
- All postings should be clear, concise and original, avoiding repetition of the content in other students’ responses, cite resources used where relevant.
- Always be objective and careful in your comments as online communication can be easily misinterpreted as we don’t have body language and voice tone.
  - e.g.: Avoid using capital lettering as this is interpreted online as SHOUTING!

### **It is important for students to note that:**

Learning is a partnership between the student and the facilitator (professor, instructor, teaching assistant, preceptor, personal advisor, etc). Learning opportunities have been designed and resource materials have been identified to help you achieve the course objectives and outcomes.

Not all material will be covered in class. Reading, exercises, and other forms of directed and self-directed study will be required to achieve depth of learning. **It is the student’s responsibility to use these opportunities and material and ensure that (s)he can achieve the stated objectives and specific occupational therapy outcomes.** This is an essential component of the accountability that is associated with becoming a professional.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003)

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

### **Group Work:**

When you work in groups in this course you will work in the same groups of 6 people that you do for OCCTH 504. All group work will take place outside of class time.

Group work is an essential part of this course and students are expected to fully participate in each group activity. How you participate is one indicator of your professional conduct and therefore assignments requiring group work incorporate peer evaluations and academic consequences for not participating fully as outlined in the group work policy at <http://www.rehabmed.ualberta.ca/ot/Handbook/policies.htm> Please read carefully. As outlined in the policy, DO NOT wait until an assignment is due to take required action. DO contact your professor about concerns as soon as possible.

**Course Schedule:**

Date	Topic	Topic outline
September 2	-	Welcome and Introduction to OCCTH 501.
September 9	1	Introducing occupational therapy & defining terms.
September 18*	2	Working in an interdisciplinary team. *This class is on Friday
September 23	3	A brief history of occupational therapy, development of models and theories.
September 30	4	Canadian Model of Occupational Performance & Engagement (CMOP-E).
October 7	5	Canadian Performance Process Framework (CPPF) Tools of enablement.
Fieldwork (OCCTH 524) October 12 - November 6, 2009		
November 11	-	No class due to Remembrance day public holiday.
November 18	6	The Person-Environment-Occupational Performance (PEOP) model. International Classification of Functioning, Disability and Health (ICF).
November 25	7	The Model of Human Occupation (MOHO).
December 2	8	The Kawa Model.
December 9	All	Reviewing topics and examination preparation.

**Schedule for Assessment Tasks:**

Task	Topic	Contribution towards final grade	Type of assessment	Due date
1	Topic 2 Working in an interdisciplinary team.	5%	Group task completed in class	Submit at end of class on Friday Sept 18
2	Written paper	40%	1500 word Essay/Paper	Submit online through eClass by 5:00pm on Monday Nov 16
3	Topic 8 The Kawa Model	5%	Group contribution to Kawa model discussion forum	By 5:00pm on Monday Dec 9
4	All topics from OCCTH 501	50%	Case-based MCQ exam	See Uof A timetable for details

**Grading:**

The following grade conversion scale was approved by Occupational Therapy Committee and was effective September 2006

MScOT (Course-based) Conversion Scale

A+	95-100
A	87-94
A-	81-86
B +	76-80
B	71-75
B -	65-70
<u>C+ Minimal Pass</u>	<u>60-64</u> (Minimal pass)
C	57-59
C -	54-56
D +	52-53
D	50-51
F	0 - 49

**Outline of assessment tasks:**

<b>Interdisciplinary Teamwork</b>	
Date	Submit at end of class on Friday Sept 18
Weighting	This task is worth 5% of your final grade for OCCTH 501
Specifications	See eClass for details

<b>Kawa Model Discussion Forum</b>	
Date	By 5:00pm on Wednesday Dec 9
Weighting	This task is worth 5% of your final grade for OCCTH 501
Specifications	See eClass for details

Written Paper								
<b>Due date</b>	Monday November 16, 2009 by 5:00pm via eClass.							
<b>Weighting</b>	This task is worth 40% of your final grade for OCCTH 501 (1300 - 1500 words)							
<b>Specifications</b>	<p>Choose <u>one</u> of the topics below and complete a written paper that demonstrates your understanding of how occupational therapy theory influences practice.</p> <p>Formatting:</p> <ul style="list-style-type: none"> <li>○ 1.5 line spacing, 12pt font in either Font: Times New Roman 12pt, Bookman Old Style 11pt or Arial 11pt</li> <li>○ Margins 2.5cm (left and right) &amp; 3cm margins (top and bottom)</li> <li>○ Header: OCCTH 501 Written paper (left side) &amp; page number (right side), Font: Times New Roman 10pt or Bookman Old Style 8pt</li> <li>○ Footer: Student number (right side)</li> <li>○ Use headings at the beginning of each sub-section</li> </ul> <p>Before commencing your written paper please consider visiting the Writing Resource Centre:  <a href="http://www.uofaweb.ualberta.ca/academicsupport/thesesessayconsultations.cfm">http://www.uofaweb.ualberta.ca/academicsupport/thesesessayconsultations.cfm</a> for hints and tips on how to prepare an excellent paper!</p>							
<b>Grading Rubric:</b>								
<b>Criteria</b>	<b>Weight</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Total</b>
Appropriate use and explanation of terminology	2							/10
Logically structured/organized paper	2							/10
Evidence of critical application of knowledge from the literature	2							/10
Sound grammar and spelling	1							/5
APA 5 <sup>th</sup> Ed. format for paper and references	1							/5
Topic Option 1:	<p>Enabling occupation: Theory to Practice</p> <p>Using an example from your observations in fieldwork, describe how occupational therapists combine theory, models, processes and frameworks in day to day practice to enable people to participate in meaningful occupations. Explore occupational therapy theory in depth.</p>							
Topic Option 2:	<p>Occupation as identity: Creating meaning through what we do</p> <p>Using an example from either fieldwork or your own life experiences, describe how occupation is the principal means through which people develop and express their personal identity. Consider concepts such as the types of occupations people choose, the meaning of occupation and the impact of losing meaningful occupations. Explore how occupational therapy uses occupation as both a means and end in the therapeutic process.</p>							

## End of term exam

Date	TBA See U of A timetable for exam time and location.
Weighting	This task is worth 50% of your final grade for OCCTH 501
Specifications	Case-based MCQ exam Topics from class materials, reading from the set text chapters and additional readings given may be included in the exam. Students can prepare for the exam by completing readings, all individual and group activities and by attending class to participate in discussion.

Note: Work not submitted by the due date and time (without an extension granted) will incur a loss of 5% of the assessed grade each day that it is late.