

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 2:30 – 4:30 or by appointment
E-mail: anita.hamilton@ualberta.ca

Classroom: 2-39
Class time: Wednesdays: 8:30 – 10:20am *Week 3 has an additional compulsory session on Friday
17 September
Group time: Thursdays: 3:00 – 4:30pm (No room booked: find own space)

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. We will also examine the typical processes used in practice.

Student Time Commitment:

Directed Learning Activities: In-class 18 hours/ 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 foundation 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 extend the “scaffolding” from the reading to case examples)
- Team work (collaborate in a teamwork and discover other ways of thinking which will enhance outcomes in learning)
- Face-to-face and eClass discussion (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)
- Group-work Q&A based on readings and to prepare for class each week.
- Written assessment (you will complete one major essay during the term)
- Final exam (using the CAOT National exam format with case studies and multiple choice questions)

Role of the instructor:

Instructors bring three key qualities to the learning environment, subject expertise, skills in teaching & learning methods, and a willingness to engage with the learners. As an instructor it is my responsibility to design curriculum using my own and others' up to date evidence; I will endeavour to use approaches to teaching and learning (including assessment) that suit the course timelines and learning objectives; and most importantly, I will try to form learning relationships with you as my students through regular contact, 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. If you do your pre-reading and the set questions you are ready for class each week. If you don't do the minimum you will not get as much from class as possible.

Required Textbooks/Materials

OCCTH 501 Course Pack and Manual

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

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 weekly group work Q&A through 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) 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 independently during class time on Thursdays (3:00 – 4:30).

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.

Student Accommodation/Illness/Students at Risk:

Any request for accommodation must be submitted in writing at the beginning of the course with a letter from SSDS that identifies the student’s specific accommodation needs. This information should address how this disability or need impacts the student’s ability to participate in the normal requirements of the

course. Where a student is not yet registered with SSDS, medical or other documentation must be provided at the beginning of the course. Students will be referred to SSDS by the course instructor for the necessary registration. Please refer to the Faculty of Rehabilitation Medicine student procedures manual for specific information.

http://www.uofaweb.ualberta.ca/ot/FRM_Student_Procedures_Documents.cfm

Course Schedule:

Date	Topic	Topic outline
September 8	-	Welcome and Introduction to OCCTH 501.
September 15	1	Introducing occupational therapy & defining terms.
September 17*	2	Working in an interdisciplinary team. (*This class is on Friday afternoon)
September 22	3	A brief history of occupational therapy, development of models and theories.
September 29	4	Canadian Model of Occupational Performance & Engagement (CMOP-E).
October 6	5	Canadian Performance Process Framework (CPPF).
Fieldwork (OCCTH 524) October 12 - November 5, 2010		
November 10	6	The PEO and PEOP models. International Classification of Functioning, Disability and Health (ICF).
November 17	7	The Kawa Model.
November 24	8	The Model of Human Occupation (MOHO).
December 1	All	Reviewing topics and examination preparation.

Schedule for Assessment Tasks:

Topic	Contribution towards final grade	Type of assessment	Due date
Topic 2 Working in an interdisciplinary team.	5%	Group task completed in class	Submit at end of class on Friday Sept 17
Topics 1,3,4,6,7,8 group work Q & A	15%	Group work Q&A	Sept 10, 24, Oct 1, Nov 12, 19, 26.
Topic 1-5	10%	Mid-term quiz	October 6 (during class)
Written paper	30%	1500 word Essay/Paper	Submit in hard copy by 8:30am in class on Wednesday November 17
All topics from OCCTH 501	40%	General knowledge and case-based MCQ exam	See Uof A timetable on Bear Tracks

Outline of assessment tasks:

Interdisciplinary Teamwork	
Date	Submit at end of class on Friday Sept 17
Weighting	This task is worth 5% of your final grade for OCCTH 501
Specifications	See course pack and eClass for details

Group work Q&A		
Date	One task due on <u>each</u> of the dates listed below	
Weighting	This task is worth 15% of your final grade for OCCTH 501	
Specifications	See course pack and manual for tasks and use eClass to ask questions Each group member must submit once for their group	
Topic	Topic outline	Due Date
1	Introducing occupational therapy & defining terms.	September 10
3	A brief history of occupational therapy, development of models and theories.	September 24
4	Canadian Model of Occupational Performance & Engagement (CMOP-E).	October 1
6	The Person-Environment-Occupation (PEO) model. International Classification of Functioning, Disability and Health (ICF).	November 12
7	The Kawa Model.	November 19
8	The Model of Human Occupation (MOHO).	November 26
Score Criteria and Standards		
<ul style="list-style-type: none"> ▪ Interpretation of content is completely accurate. ▪ Identifies and describes precise and explicit supporting evidence (facts). ▪ Strongly connects new content to previous learning (elaboration). ▪ Strongly integrates new material to a personal life experience. ▪ Draws an accurate conclusion based upon interpretations, connection, and integration. ▪ Provides a strong reason(s) for the conclusion. 		4-5
<ul style="list-style-type: none"> ▪ Interpretation of content is somewhat accurate. ▪ Identifies supporting evidence; description is somewhat accurate or clear. ▪ Satisfactorily connects new content to previous learning. ▪ Superficially integrates new material to a personal life experience. ▪ Draws a somewhat accurate conclusion based upon interpretations, connection, and integration. ▪ Provides an adequate reason(s) for the conclusion. 		3-4
<ul style="list-style-type: none"> ▪ Interpretation of content is inaccurate; facts are misleading. ▪ Supporting evidence is missing, incorrect, or irrelevant. ▪ Fails to elaborate or elaboration is extremely weak. ▪ Fails to integrate or integration to a life experience is vague. ▪ Conclusion drawn or reasons supporting it are inadequate or missing 		0-2

Mid-term quiz	
Date	Wednesday October 6 during class
Weighting	This task is worth 10% of your final grade for OCCTH 501
Specifications	<p>Format:</p> <ul style="list-style-type: none"> • Quiz will include topics 1-5 • Questions will be MCQ and short answer <ul style="list-style-type: none"> ○ Basic-knowledge questions x 10 ○ Vignette-based questions x 5 ○ Short answer x 2 <p>How to prepare:</p> <ul style="list-style-type: none"> • Students can prepare for the quiz by completing readings, all individual and group activities and by attending class to participate in discussion. <ul style="list-style-type: none"> ▪ Review each week's content <ul style="list-style-type: none"> ○ What are the key terms? ○ What are the key concepts? ○ What are the key messages? <p><i>Purpose of this quiz: To motivate students to stay on top of readings and learning tasks and to reduce anxiety about the final exam format and expectations.</i></p>

End of term exam	
Date	TBA See U of A timetable for exam time and location.
Weighting	This task is worth 40% of your final grade for OCCTH 501
Specifications	<p>Basic knowledge and applied knowledge (case-based) MCQ exam Questions on the OCCTH 501 exam will be developed from class materials, group Q&A, course pack readings, the set text, & eClass discussions.</p> <p>Format:</p> <ul style="list-style-type: none"> • Questions will be MCQ • Questions will be "basic-knowledge" for 50% of the questions • Questions will be applied to four vignettes/case-based for 50% of the questions <p>How to prepare:</p> <ul style="list-style-type: none"> • Students can prepare for the exam by completing readings, all individual and group activities and by attending class to participate in discussion. <ul style="list-style-type: none"> ▪ Review each week's content <ul style="list-style-type: none"> ○ What are the key terms? ○ What are the key concepts? ○ What are the key messages?

Written Paper								
Due date	Wednesday November 17, 2010 by 8:30am (submit in class)							
Weighting	This task is worth 30% of your final grade for OCCTH 501 (1500 words +/- 10%)							
Specifications	<p>Choose <u>one</u> of the topics below and complete a written paper that demonstrates your understanding of how occupational therapy theory of either a model or a framework is evidenced in practice.</p> <p>Formatting:</p> <ul style="list-style-type: none"> ○ 1.5 line spacing, 12pt font in either Font: Times New Roman 12pt, Bookman Old Style 11pt or Arial 11pt ○ Margins 2.5cm (left and right) & 3cm margins (top and bottom) ○ Header: OCCTH 501 Written paper (left side) & page number (right side), Font: Times New Roman 10pt or Bookman Old Style 8pt ○ Footer: Student number (right side) ○ Use headings at the beginning of each sub-section <p>Before commencing your written paper please consider visiting the Writing Resource Centre: http://www.uofaweb.ualberta.ca/academicsupport/thesesessayconsultations.cfm for hints and tips on how to prepare an excellent paper!</p>							
Grading Rubric:								
Criteria	Weight	5	4	3	2	1	0	Total
Appropriate use and explanation of terminology	1							/5
Logically structured/organized paper	1							/5
Evidence of <u>critical application</u> of knowledge from the literature	2							/10
Sound grammar and spelling	1							/5
APA 6 th Ed. format for paper and references	1							/5
Topic Option 1:	<p>The Process of Enabling Occupation: The Canadian Practice Process Framework in Action</p> <p>Using an example from your observations in fieldwork, describe how the Canadian Occupational Performance Process framework is evidenced in practice.</p>							
Topic Option 2:	<p>The Theory of Enabling Occupation: Models in Action</p> <p>Using an example from your observations in fieldwork, describe how a particular occupational therapy model (e.g. CMOP-E) is evidenced in practice.</p>							

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.

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