

OCCTH 504
Occupation, Health and Society
***2 (0-2-0)**

Instructor: Anita Hamilton
Office: 2-23 Corbett Hall
Office hours: Mondays 2:00 – 5:00pm or by appointment
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Classroom: 2-39 (start and finish) & 2-44 (break-out activities)
Class time: Mondays: 9:00 –11:50 am

Course Description:

This course will explore in depth the importance of meaningful occupation for health and well-being of individuals, groups and populations, so that students can understand why engagement in meaningful occupation is the focus of occupational therapy.

Student Time Commitment:

In-class exercises: 23 hrs
In-class presentations: 3 hrs x 1 week

Self Directed learning: 52 hours

Links to Other Courses:

This course will prepare students for all concurrent and future courses in the program.

Prerequisites: Nil

Co-requisites: All courses taught in first term.

Goal Statement:

This course provides students with the philosophy of occupational science, enables them to think occupationally and introduces the language/vocabulary to discuss the relationship between the concept of occupation and functioning, disability, health and well-being as well as its role in society.

Student Learning Objectives:

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

1. Discuss health and well-being
2. Define occupation and its many dimensions
3. Describe the evolution of human occupation
4. Understand occupation as both a product and a process of development
5. Discuss the impact of environment on occupation
6. Articulate occupational therapy philosophy in relation to health and service delivery
7. Understand the concept of population health from an occupational therapy perspective

Occupational Therapy Outcomes:

At the end of the course students will:

1. Have a clear understanding of the importance of occupational science to occupational therapy, anthropology, sociology, public health, engineering and other disciplines.
2. Have an understanding of the rapid development of the study of humans as occupational beings since the 1980's.
3. Be able to view a person as an occupational being
4. Apply this knowledge in all other courses.

Transferable Skills:

1. Articulation of the construct of occupation and its application to health and well-being
2. Ability to think critically and from an occupational perspective

Teaching/Learning Strategies:

My approach to curriculum design and teaching is to guide you towards learning through discussion and experience; I like to use structured readings and discussion with case studies to give the information authenticity. In order to understand the occupational science concepts I need you to come to class having read your chapter and ready to discuss the concepts outlined! As most of you will be reading about occupational science and therapy for the first time my role is to lead you to the most appropriate readings that will create scaffolding for learning, I will create questions for discussion and listen to your questions and help create further discussion. Lectures will be used to expand or clarify concepts before we go into our breakout groups to complete the exercises. During class, you are asked to paraphrase, critique, write about and discuss assigned readings, through structured activities. You are also asked to give each other feedback with the goal to improving your own understanding and discussion of the course material. Thus the methods used in this course include: reading, active critical thinking, writing and discussion.

**Student's role in teaching/learning is to be an active listener.
i.e. you are expected to:**

1. Come prepared to listen, question, explore with your peers;
2. Routinely ask questions;
3. Look for interconnections between topics within this course and other courses;
4. Think of class time as PRACTISE in thinking about occupation;
5. Relate content whenever possible to issues, problems and practical situations in your own life;
6. Test yourself before you come to class by trying to summarize the main points of the previous class;
7. Frequently evaluate your own thinking;
8. Frequently evaluate your reading.

Required Textbooks/Materials

2009 Course Manual

Christiansen, C., & Townsend, E. A. (2010). *Introduction to occupation: The art and science of living: new multidisciplinary perspectives for understanding human occupation as a central feature of individual experience and social organization* (2nd ed.). Upper Saddle River, N.J.: Pearson.

As there are limited copies of the textbook available at the bookstore you might like to consider purchasing the eTextbook for USD\$24.00. The eTextbook is available for 180 days after you purchase it online.

Visit: <http://www.mypearsonstore.ca/bookstore/product.asp?isbn=0131999427> for details and click on the link to Coursesmart.com

All other readings for this course will be available in eClass.

Recommended Text

Paul, R. & Elder, L. (2008). *The Miniature Guide to Critical Thinking: Concepts and Tools*. 5th Ed.,
Foundation for Critical Thinking, Santa Rosa, CA.

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 504 (or Click on Course listing, search for Faculty of Rehabilitation Medicine, then choose OCCTH 504).

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.

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:

You will work in the same groups of 6 people during in-class exercises and the one group assignment in this course.

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 504 (In conjunction with OCCTH 501)
September 7	-	No class due to Labor Day public holiday.
September 14	1	An Introduction to Occupation.
September 21	2	The Study of Occupation.
September 28	3	What Is Occupation? Interdisciplinary Perspectives on Defining and Classifying Human Activity.
October 5	4	What Do People Do? & The Occupational Nature of Social Groups.
Fieldwork (OCCTH 524) October 12 - November 6, 2009		
November 9	5	Occupations and Places
November 16	6	Occupational Balance and Well-being. Occupational Deprivation: Understanding Limited Participation.
November 23	7	Occupational Justice.
November 30	8	Occupational Science and Occupational Therapy: Occupation at Center Stage.
December 7	-	In-class presentations of group project.

Schedule for Assessment Tasks:

Task	Topic	Contribution towards final grade	Type of assessment	Due date
1	Key concepts covered in the course	40%	Group project and presentation	December 7
2	All topics	60%	MCQ & T/F 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 (Minimal pass)</u>
C	57-59
C -	54-56
D +	52-53
D	50-51
F	0 - 49

Outline of assessment tasks:

Group project & presentation									
Due date	Presentations: Dec 7, 9:00 – 11:50 in 2-39 Group project: Dec 7, to Anita Hamilton room 2-23 by 4:00pm								
Weighting	This task is worth 40% of your final grade for OCCTH 504								
Specifications	<p>To get started on this assignment start looking around your community at what people “do” and ask your self what, where, why and how questions about their occupations. Notice if these occupations have positive or negative health impact on individuals and/or communities.</p> <p>Use the class material, the text, additional readings together with your own research and observations to develop a project that demonstrates your ability to more deeply explore and apply the knowledge from this course to one occupation you have observed.</p> <p>Your project needs to identify how understanding occupation is pivotal to occupational science & occupational therapy and therefore to greater society. Your project can focus on one individual, a group or an issue impacting the whole of a society.</p> <p>For the presentation you are encouraged to be creative and not deliver a “lecture”. Some possibilities include creating a poem, a song, a dance, a photo-essay, a short film or a website. The possibilities are endless; so use the talents of your group to come up with something unique!</p> <p>Your project needs to meet the criteria listed below in the rubric and due to time constraints the presentation can only be between 5-8 minutes long.</p> <p>After completion of your presentation you will submit an electronic or hard copy version of your group’s project, no longer than 4 pages in length, plus a list of references used to inform the project. This will be used to complete the grading process as outlined below in the rubric.</p> <p>This task is worth 40% of your final grade and is completed as a group, therefore <u>significant</u> research, thought and input needs to be evident in the final product.</p>								
Grading Rubric:									
	Criteria	Weight	5	4	3	2	1	0	Total
	Demonstrates in-depth understanding of occupational science concept(s)	2							/10
	Links occupational science concepts with “real life” stories or observations	2							/10
	Evidence of critical application of knowledge from the literature	2							/10
	Mode of presentation is appropriate for content	1							/5
	Audience is engaged by presentation	1							/5

End of term exam	
Date	TBA See U of A timetable for exam time and location.
Weighting	This task is worth 60% of your final grade for OCCTH 504
Specifications	Multiple choice and true and false format Topics presented in class, 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 in-task activities and by completing the MCQ and True and False questions available through the text publisher's companion website http://wps.pearsoned.com/chet_christiansen_introoccup_2/

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.

Example topics for group project:

Below are some examples of types of topics groups can develop for exploration in this project. The final topic your group develops for this project can be similar to one of these listed here, but not the same. These are examples to help groups discuss how concepts can be explored more deeply through both the literature and observation.

The occupational nature of social groups: Some people say that University students can be identified by their dress and behaviours. Occupational identity can be seen through the things that people “do” as factors such as dress, behaviours and carrying objects like textbooks and a back pack. Is this true and are other groups similarly identifiable, what do people do to “belong” to a social group, why is it important to belong?

Occupational Deprivation: Being able to participate in meaningful occupations is crucial for health and well-being. What happens to returned soldiers who are still considered “working age” in our society are discharged from the army on medical grounds and are told that they have served their country well and can now retire from paid work?

Occupational Justice: Integration of children with disabilities into mainstream schooling means that children with disabilities have the same opportunities as every other child, or does it? Similarly, people with disabilities are often told that they are not required to work and can receive a government payment to assist their costs of living, do they have the same opportunities as the rest of society?

Occupational Balance: Matuska and Christiansen (2008, p.9) state “The notion that certain lifestyle configurations might lend to better health, higher levels of life satisfaction and general well-being is readily endorsed...It is asserted that the extent to which people find congruence and sustainability in these patterns of occupation that meet biological and psychological needs within their unique environments can lead to reduced stress, improved health, and greater life satisfaction”. How can occupational science inform a healthy transition to retirement?

Occupational Identity: Charles Christiansen (1999, p. 552) writes “When we create our life stories through doing... we are living for a purpose, and deriving a sense of meaning in our lives in the process... our daily occupations, whether they pertain to work, leisure or maintenance of self, are goal directed and, therefore provide purpose in the moment.” Explore occupational identity through what people ‘do’.

Examples of how projects may identify occupational issues at different levels:

Individuals: e.g. A case study about a person who is homeless

Groups: e.g. An investigation of homelessness among people with mental illness

Populations: e.g. An exploration of the impact of homelessness on the Edmonton inner city

If you have any questions about this assignment please firstly ask on eClass so that all students can benefit from your question.

Susan Burwash has kindly offered to assist work with students on this assignment so you can contact either Susan or Anita and make a time to discuss your group’s project.