

**OCCTH 559**  
**Enabling Occupation: Work**  
**\*2 (0-2s-0)**

**Co-ordinator/Instructor:** Anita Hamilton      **Instructor:** Linda Miller  
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**Attendance:**

All classes are designed to be informative and interactive. It is imperative that students attend all listed hours of instruction. Students who are absent for any reason need to notify the instructor of their absence and ensure they catch up on the work missed.

**Course Description:**

In this eight-week, two-credit course, students will learn about the role of occupational therapy in enabling people to participate in paid work. In this course we will focus on the relationship between occupational performance, environmental supports and resources, and demands of work environments. Using scenario-based learning students will learn about some of the social and government systems that facilitate people to participate in work and the role and tasks occupational therapy undertakes within these systems.

**Classroom(s):**

Lectures:      2-39

Practical sessions: will be in 2-39, 2-44, 3-07, OPAU (1-84), and ADL Kitchen (1-74), see timetable below. Please ensure that you know where all the practical classes are held so that you arrive on time.

Site visit: Millard Centre 131 Airport Rd NW, Edmonton, Alberta T5G 0W6 Ph: (780)-498-3200

**Student Time Commitment:**

Lectures:	20 hours
Practical classes:	8 hours
Independent study:	24 hours

**Links to Other Courses:**

This is an applied course and assumes knowledge and skills from all courses taught in Level I and Level II of the MSc OT program. The final exam will have client scenarios that draw on knowledge from all other courses (e.g. physical sciences, neurosciences, social sciences, mental health)

**Prerequisite:**

Completion of all Year 1 academic and fieldwork courses and Year 2, Fall Term academic and fieldwork courses.

**Co-requisite:**

All year 2, semester 2 courses.

**Goal Statement:**

Using case study scenarios, students will learn about tools and approaches occupational therapists use to enable participation in work.

### Student Learning Objectives:

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

1. Understand the importance of work across adult life
2. Recognize current trends in work in Canada and similar societies
3. Identify the impact of chronic illness, pain and loss of role on mental health
4. Articulate what type of information can be obtained from
  - a. A well-constructed initial interview
  - b. A Functional Capacity Evaluation
  - c. An in-depth occupational performance analysis
  - d. A job-demands/task analysis
  - e. A work-site assessment
5. Undertake a job demands/task analysis
6. Articulate the similarities and differences between two employment related systems:
  - a. Workers Compensation Board – Alberta
  - b. Non-WCB Employment Services
7. Demonstrate applied clinical reasoning in lab activities, written report and final examination
8. Articulate an understanding of the role of occupational therapy in participation in work.

### Pedagogical principles' underpinning curriculum and assessment design

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

- Readings (*to create 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*)
- In-class activities (*to enhance your learning in class*)
- Practical sessions to simulate activities undertaken by occupational therapists in work rehabilitation (*where you will learn how to use the tools in an FCE, interpret FCE data, analyze job demands and analyze activities*)

### Schedule for lectures

Week	Date	Topic	Location	Time
0	06 Jan 10	Introduction to the Course (online in eClass)	eClass	-
1	11 Jan 10	The Importance Of Work / Current Trends In Work / Conducting an initial interview (Anita Hamilton)	2-39	9:00 – 11:20
2	18 Jan 10	Disrupted worker role (Anita Hamilton) EmployAbilities (Guest speaker)	2-39	9:00 – 11:20
3	25 Jan 10	Functional Capacity Evaluations (Doug Gross)	2-39	9:00 – 11:20
4	01 Feb 10	Job Demands and Task Analysis (Linda Miller)	2-39	9:00 – 11:20
5	08 Feb 10	Principles of Ergonomics (Linda Miller)	2-39	9:00 – 11:20
Reading Week: no classes 15-19 February				
6	22 Feb 10	Return to Work Planning & Report Writing (Anita Hamilton & Linda Miller)	2-39	9:00 – 11:20
7	01 Mar 10	Workers Compensation Board (Calvin Haws)	2-39	9:00 – 11:20
8	08 Mar 10	Writing Medical Legal Reports and Attending Court. (Lorian Kennedy) Course summary and exam preparation (Anita Hamilton)	2-39	9:00 – 11:20

### Schedule for practical sessions (labs)

Week	Date	Group	Activities	Location	Time
1	13 Jan 10	B3 B4	Worker Role Interview	B2: 2-39 B3: 2-44	B3 8:30 – 10:20 B4 10:30 – 12:20
2	20 Jan 10	B5 B6	Worker Role Interview	B4: 2-39 B5: 2-44	B5 8:30 – 10:20 B6 10:30 – 12:20
3	27 Jan 10	B3 B4	Functional Capacity Evaluation	OPAU 1-84	B3 8:30 – 10:20 B4 10:30 – 12:20
4	03 Feb 10	B5 B6	Functional Capacity Evaluation	OPAU 1-84	B5 8:30 – 10:20 B6 10:30 – 12:20
5	10 Feb 10	B3 B4	Job demands/task analysis	All groups: 3-07	B3 8:30 – 10:20 B4 10:30 – 12:20
Reading Week: no classes					
6	24 Feb 10	B5 B6	Job demands/task analysis	All groups: 3-07	B5 8:30 – 10:20 B6 10:30 – 12:20
7	03 Mar 10	B3 B4	WCB site visit	Millard Centre	B3 8:30 – 10:20 B4 10:30 – 12:20
8	10 Mar 10	B5 B6	WCB Site visit	Millard Centre	B5 8:30 – 10:20 B6 10:30 – 12:20

*Note: The instructor may need to change the schedule due to availability of speakers*

### Assessment tasks

Task No	Assessment Task	Type	Due By	%	Mode of submission
1	Worker Role Interview familiarization task	Quiz	12 Jan 2010 by 5:00pm	5%	Online in eClass (assessments)
2	FCE familiarization task	Quiz	26 Jan 2010 by 5:00pm	5%	Online in eClass (assessments)
3	Occupational Therapy report*	Written report	1 March 2010 by 9:00am	40%	In <u>hard copy</u> to Anita in class
4	In groups: Development of <u>a set of</u> questions* for the exam	Create a knowledge-based question	<u>One of:</u> 15, 22, 29 Jan, 5, 12, 26 Feb, or 5 Mar	10%	Email to Anita by due date
5	Written Exam	Exam	See Bear Tracks for date, time and location	40%	Basic knowledge and <i>Vignette</i> style MCQ

**\*Further detailed information about these assessment tasks are available below.**

**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
<b><u>C+ Minimal Pass</u></b>	<b><u>60-64 (Minimal pass)</u></b>
C	57-59
C -	54-56
D +	52-53
D	50-51
F	0 - 49

### **Required Textbook**

Strong, S. (Ed.). (2006). *The Functional Capacity Evaluation*. Ottawa: CAOT Publications ACE.

- Available through the UofA bookstore and CAOT website

### **Recommended Textbook**

Sames, K. M. (2009). *Documenting occupational therapy practice* (2nd ed.). Upper Saddle River, N.J.: Pearson Education.

- E-text available from CourseSmart: <http://www.coursesmart.com/>. Cost \$18.60 USD for 180 day subscription.

### **Student Required Resources**

Access to a computer and internet.

### **Reference Material**

All reading resources\* will be available on e-Class (WebCT). Hard copy resources such as the Worker Role Interview and the FCE manual will be available in binders through the OT office.

\*If time permits a course pack will be created and students will be notified.

### **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)

**If applicable:**

Group work- is an essential part of the 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 evaluation 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. DO NOT wait until an assignment is due to take action as outlined in the policy. DO contact your course instructor about concerns as soon as possible.

## Assessment Task Details

### Online quizzes

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#### 1. Worker Role Interview familiarization task

Due: 12 Jan 2010, by 5:00pm  
Type: Online quiz  
Value: 5%

**Description:**

In order to prepare for your practical session you need to read the article Fisher, G. (1999). Administration and application of the Worker Role Interview: looking beyond functional capacity. *Work* 12, 13–24, read through the Worker Role Interview guidelines binder (available through the OT office), and watch the 30 minute worker role interview on eClass and answer the online quiz questions in eClass.

#### 2. FCE familiarization task

Due: 22 Jan 2010, by 5:00pm  
Type: Online quiz  
Value: 5%

**Description:**

In order to prepare for your practical session you need to read through the Functional Capacity Evaluation tools binder (also available through the OT office) and answer the online quiz questions in eClass.

## Occupational Therapy report

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Due: 1 March 2010, by 9:00am (submit to Anita in class)  
Type: Written report  
Value: 40%

### Description:

In this task you will draw together the information obtained from various sources about our case study client Ms Julie Franklin. The sources of information include:

1. Background Information about the client
2. Referral letter(s)
3. Report by GP
4. Physiotherapy Report
5. The Occupational Performance Questionnaire
6. Results from the component tests conducted in the Functional Capacity Evaluation (FCE)
7. The Physical Demands Summary (PDS)/ Job Demands Analysis (JDA) from Practicum

Guidelines for the report:

#### Presentation

- Font: Times New Roman 12pt or Bookman Old Style 10pt
- Margins 2.5cm (left and right) & 3cm margins (top and bottom)
- Header: Occupational Therapy Report – Ms J Franklin (left side) & page number (right side), Font: Times New Roman 10pt or Bookman Old Style 8pt
- Footer: Corbett Clinic Vocational Rehabilitation Services 4-99 Corbett Hall, University of Alberta Edmonton, Alberta T6G 2G4 Phone: (780) 490-9595 Fax: (780) 490-9599 (central) Font: Times New Roman 10pt or Bookman Old Style 8pt
- Spacing: single spacing is acceptable but please use “white space” (space before and after headings, between paragraphs etc) to enhance readability
- Use headings at the beginning of each sub-section
- Length: The report must be no less than 4 pages and no more than 6 pages

#### Contents

This is not an exhaustive list, nor is it in the order you must use, *this is a guide to what is expected at a minimum.*

- Name; DOB; Assessment date(s); Referral source
- Referral Request/Purpose of report (opinion of potential for return to work)
- Sources of information
- Occupational Performance Profile (using information from all sources in an organized and fluid manner)
- Prognosis and opinion for return to work
- Signature

<b>Criteria for an informative report:</b>	<b>Value</b>
Professionally constructed and written	/6
Uses clear objective language	/5
States the purpose of the referral	/3
States how/from whom information was obtained	/2
OP profile summarizes the information known prior to assessment	/5
OP profile clearly articulates the results of the FCE	/5
Recommendations are based on the evidence from the FCE and other information	/10
Does not go beyond the scope of the <u>purpose of the request</u>	/2
Dated and signed	/1
<b>Total</b>	<b>/40</b>

## Development of a multiple choice exam question

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Due: Various dates: See below  
Type: Written question for exam question bank  
Value: 10%

### Description

- For this task you will work in small groups to create a set of knowledge-based multiple choice questions for the final exam question bank (6 questions for a group of 12, and 7 questions for a group of 14).
- You must indicate on the “sign up sheet” (**this is on eClass** and can be found in the assessment tasks folder) which group you will join to prepare your multiple choice question (due dates listed below).
- Within your group you will work in pairs to create one question, you need to coordinate with the whole group to check that the questions cover that week’s topic adequately and are all different from each other.
- Submit the whole group’s questions in one document, as an attachment to an email to Anita by 5:00pm on your due date.
- The submission must include student names beside the question they developed (as weak questions will be returned for re-working).
- Highlight in bold which answer you believe is correct
- As per the CAOT exam answers MUST:
  - be legitimate options to choose from; one correct, one correct but not the best option, one distracter and one incorrect.
  - be in order of increasing length of answer.
  - **NOT** include answers such as “all of the above”, “none of the above”, “both a&c are correct”

Example of a “knowledge-based” question from last year’s exam:

1. Codeine and non-steroidal anti-inflammatory drugs are best used to treat:
  - a. acute pain (*second best choice; but all acute pain is not musculoskeletal*)
  - b. depression (*clearly incorrect, doesn’t fit with the question*)
  - c. chronic pain (*close to the second best choice in wording and so it distracts you to think answer is either a or c; “oh it is one of the types of pain which one?”*)
  - d. **musculoskeletal pain** (*correct as discussed in class*)

Week	Topic	MCQs due
1	The importance of work / Current trends in work / Conducting an initial interview	15 Jan
2	Impact of Chronic Illness, Pain on worker role and mental health	22 Jan
2	Disability Employment Services – EmployAbility	22 Jan
3	Functional Capacity Evaluations	29 Jan
4	Job Demands and Task Analysis	5 Feb
5	Principles of Ergonomics	12 Feb
6	Creating Return to Work Plans & Report writing	26 Feb
7	Workers Compensation Board	5 Mar

## Final Exam

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Date: TBA  
Location: TBA  
Time: TBA  
Type: Exam  
Value: 40%

### Description:

Exam questions will be selected from a bank of questions developed by faculty teaching the course and students taking the course. Part I comprises basic knowledge covered in the course. Part II will apply information from this course and combine it with information from other courses and pose multiple choice questions based on case-study scenarios (areas covered described below).

### Part I Knowledge from coursework

A. Multiple choice	20 questions
B. Matching	10 questions
C. True/false	20 questions

### Part II Application of knowledge through case studies

4 case studies with multiple choice & true/false questions	50 questions
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***See Bear tracks to confirm date, time and location (usually on same day/time as lecture)***