OCCTH 507
Occupation and Society: Theory and Practice
Course Credits:
3 (3-0-0)

Coordinator: Susan Mulholland
Virtual Office: Contact me to arrange a meeting
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Phone/Text: (403) 827-9033

Instructor: TBA
Office:
Office hours:
E-mail:
Phone:

Edmonton & Calgary Students Classrooms & Times

Lectures  Wed 12:30 - 3:20  Edmonton  Corbett 2-41  Calgary  Calgary classroom

Group Work  When and where appropriate and as needed

Because we have students in both Edmonton and Calgary everyone needs to be flexible as occasionally we may need to make changes to the Course Schedule and shift location, delivery methods and/or dates and times. Please know that I will make every effort I can to adhere to this Course Outline, however there may be some things outside of my control.

Course Description:
Theories, models, frameworks and philosophies underpinning occupational therapy and occupational science.

Student Time Commitment:
Directed Learning Activities:  39 hours
Self-Directed Learning:  78 hours

Links to Other Courses:
This course is taught concurrently to all first term courses and the content of all courses link with this course in the following ways:
- OCCTH 502: you will learn about how occupational therapy assessment tools fit in context of theory.
- OCCTH 503: all professional practice is guided by frameworks and theory.
- OCCTH 510: you will apply your learning from all courses (including OCCTH 507) in this course.
- OCCTH 517: you will learn about how having an understanding of mental health fits in context of theory.
- OCCTH 583: you will learn about how having an understanding of human systems fits in context of theory.

Links to Occupational Therapy practice in Canada:
The theories, models, frameworks and philosophies taught in this course are those most familiar in the Canadian context. In particular, the Enabling Occupation I and II texts are integral to your success passing the national exam. You will revisit the models presented in these texts throughout the program and you will also encounter them on the national exam.
Prerequisite: Nil
Co-requisite: All courses taught in fall term

Goal Statement
This course will build foundations for applying knowledge to enable occupation through occupational therapy theory and practice.

Student Learning Objectives
At the end of the course students will demonstrate the ability to:
1. Learn about and discuss several key occupational therapy/occupational science/rehabilitation theories, models and frameworks
2. Understand what occupation is and articulate its subtle nuances
3. Work effectively in a self-directed manner as an individual
4. Independently research new information to meet learning needs
5. Negotiate with group/team members to agree on contribution to group activities
6. Collaborate using appropriate strategies

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. Begin to demonstrate the ability to integrate theory into practice
3. Have an understanding of the growth and development of our profession over time
4. Understand the impact of occupation on health and well-being, and ill-health and ill-being
5. Understand a variety of occupational therapy practice models and processes
6. Use an occupational perspective, integrating elements of the person, environment, and occupation, when working through case examples
7. Demonstrate development in the areas identified in the CAOT profile (2007) in conjunction with OCCTH 503

Transferable Skills
1. Practice articulating and applying occupational therapy theory
2. Use an occupational perspective to view/analyze the person, occupation, and environment
3. Understand some of the social determinants of health
4. Knowledge of and skills in using eClass

Role of the Instructor:
Instructors bring three key qualities to the learning environment, subject expertise, skills in teaching and 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 endeavor 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 students through regular contact, and through timely and constructive feedback.

Role of the Student:
Students bring different life experiences to the classroom, a range of learning styles as well as a range of reasons for choosing to study occupational therapy. The role of a 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 don’t do the minimum you will not get as much from class as possible.
Teaching and Learning Strategies

My approach to curriculum design and teaching is to guide you towards “self-direct learning” as well as “learning by doing”. OCCTH 507 is predominantly an online course using a “reverse teaching approach” (also known as “flipped classroom”). Over the years we have found that to thoroughly understand the theories and models it works best 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. The A Questions have been tailored to promote discussion (listen to each other and create further discussion) as well as force you to apply and integrate new knowledge.

In this course the following types of activities have been incorporated:

- Readings (this creates a structure or a scaffolding for your learning, you are expected to read what is outlined as well as take your reading beyond this in your independent study)
- Face-to-face unit lectures whereby material will be reviewed, active learning strategies will be utilized in the classroom, and discussion will be fostered in both small and large groups. This is your chance to ask questions, explore the materials further, challenge assumptions and learn from one another.
- Group work (collaborate via teamwork and discover other ways of thinking which will enhance outcomes in learning)
- Independent study to ensure you understand and can apply course content and tested via individual exams

Group Discussion

Each unit has assigned Unit Application Questions (on eClass). These questions serve as a resource for your learning and can be compiled and used as a study guide. Although each group will take a turn teaching the class using the Unit Application Questions, it is expected that everyone come to class prepared having thought about the questions, completed the readings, and ready to contribute to the discussion. You may see similar questions reappear on the midterm and final exams.

Group discussion is an important part of this course and students are expected to fully participate in each activity. How you participate is one indicator of your professional conduct and therefore assignments requiring group work incorporate 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 the required action. DO contact your professor about concerns as soon as possible.

Resources:

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

eClass Help

Centre for Teaching & Learning (CTL)

Phone (780) 492 - 9372
Email ctl@ualberta.ca
Required Textbooks/Materials


Canadian Association of Occupational Therapists (2013). *Enabling occupation II: An occupational therapy perspective (2nd ed.)*. Ottawa, ON: CAOT-ACE.

OCCTH 507 Occupation and Society: Theory and Practice – Study Guide *(found on eClass)*


*Enabling I and II can be purchased as a package through CAOT as a student member. By purchasing it this way, Enabling I will only cost you $10! We will be focusing more on Enabling II in class, however Enabling I is foundational and it is expected that you will explore this text to supplement and self-direct your learning.*

Recommended Texts to Facilitate Self-Directed Learning


*If you are interested, you can purchase this as an eTextbook which is available for 180 days online after you purchase it. Visit: http://www.mypearsonstore.ca/bookstore/product.asp?isbn=0131999427 for details and click on the link to Coursesmart.com*


*University of Alberta Library online access: http://onlinelibrary.wiley.com/book/10.1002/9781118281581*


Occupational Therapy/Occupational Science Journals to Facilitate Self-Directed Learning

**Occupational Therapy**
Comprehensive list: [https://www.otbase.org/journals.jsp](https://www.otbase.org/journals.jsp)

**Occupational Science**
Journal of Occupational Science: [http://www.tandfonline.com/toc/rocc20/current#.U9pvDoBdW68](http://www.tandfonline.com/toc/rocc20/current#.U9pvDoBdW68)
**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.

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 [http://www.governance.ualberta.ca/](http://www.governance.ualberta.ca/)) 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)

**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 Specialized Support & Disability Services (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. [http://www.uofaweb.ualberta.ca/ssds/policyforstudents.cfm](http://www.uofaweb.ualberta.ca/ssds/policyforstudents.cfm)
Course Schedule

*Please note that the Course Schedule and Reading List Schedule are subject to changes at the discretion of the course instructor. Changes will be posted on e-Class as early as possible.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Groups Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 2-5</td>
<td>Orientation Week “Occupation Activity”</td>
<td>N/A</td>
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</tbody>
</table>
| 2    | Wed Sept 17 | Introduction & Meet Your Micro-Teaching Group  
- Familiarize yourself with OCCTH 507 eClass  
- Review List of Important Acronyms  
- Start on Unit 1 readings and Group Application Questions  
- Because of Occupational Therapy:  
  Video: [http://www.youtube.com/watch?v=Ud5Fp279g4Y](http://www.youtube.com/watch?v=Ud5Fp279g4Y) | N/A               |
| 3    | Wed Sept 24 | Unit 1 Occupational Therapy History & Concepts  
**Lesson 1**  
- Enabling II, p 14-16  
**Lesson 2**  
- Enabling II, Chapter 1 (pp. 17-32), Chapter 2, Chapter 4 | Groups 1 2 3 |
| 4    | Wed Oct 1 | Unit 2 Enablement  
**Lesson 1**  
- Enabling II, Chapter 4, pages 88-109 | Groups 4 5 6 |
|      |           | **Lesson 2**  
- Enabling II, Chapter 4, pages 109-133 |                   |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Unit 3 The Canadian Model of Occupational Performance &amp; Engagement (CMOP-E)</th>
<th>Groups</th>
</tr>
</thead>
</table>
| Wed Oct 8  | Lesson 1 | - Enabling I, Chapter 3  
- Enabling II, pp. 22-36                                                  | 5, 6, 7 |

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Unit 4 Canadian Practice Process Framework (CPPF)</th>
<th>Groups</th>
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</thead>
</table>
| Wed Oct 22 | Lesson 1 | - Enabling I - Chapter 4 (*Recommended)  
- Enabling II - Chapter 9  
- View “OPPM and CPPF: An interactive guide to clinical decision-making” at [http://www.srs-mcmaster.ca/Programs/MScOT/ProfessionalFramework/ProcessFrameworks/tabid/3541/Default.aspx](http://www.srs-mcmaster.ca/Programs/MScOT/ProfessionalFramework/ProcessFrameworks/tabid/3541/Default.aspx) including the video case study of Jane and Cathie. | 10, 11, 12 |
|            | Lesson 2 | - Enabling II - Chapter 10                      |         |
In preparation for group micro-teaching presentations:
Watch these 2 video clips, "Newly Injured Paraplegic Talks" parts 1 and 2.
http://www.youtube.com/watch?v=GfaLQxcS_0E&feature=youtube_gdata_player
http://www.youtube.com/watch?v=Q5BVNxx8RjQ&feature=youtube_gdata_player

Unit 5 Model of Human Occupation (MOHO) & Midterm Review

Lesson 1
- Review web links:
  A Model of Human Occupation Approach
  Brief Definition for MOHO Model - Archived List Serv Discussion
  - http://www.uic.edu/depts/moho/images/Listserv%202009-2010/Brief%20Definition%20for%20MOHO%20Model.pdf
  MOHO Clearinghouse
  - http://www.uic.edu/depts/moho/intro.html
  - See http://www.uic.edu/depts/moho/ for more details on the available assessments.

Lesson 2

Midterm Exam (Units 1 – 5)
Location: Learning Centre

Unit 6 Introduction to Occupational Science

Lesson 1
- Enabling II – Chapter 3
Philadelphia: Lippincott Williams & Wilkins.

**Lesson 2**

**Web Resources:**
- [Canadian Society of Occupational Scientists](http://www.csoscanada.org/)
- [International Society of Occupational Scientists](http://www.isoccsci.org/)
- [Society for the Study of Occupation: USA](https://www.sso-usa.org/cms/)

**Unit 7 Social Justice, Occupational Justice and Activism in Occupational Therapy**

**Lesson 1**

**Lesson 2**
- Occupational Justice – Breaking the Cycle [http://www.youtube.com/watch?v=ftK3EVeSKsc](http://www.youtube.com/watch?v=ftK3EVeSKsc)
- Reaching Out: Today’s Activist Occupational Therapy [http://www.youtube.com/watch?v=LIcfyQ3RwT0](http://www.youtube.com/watch?v=LIcfyQ3RwT0)
### Unit 8 The International Classification of Disability and Function (ICF)

**Guest Lecturer: Tamara Germani, PhD(c), OT**

***Please bring your laptop to class if you have one. It will be used for an in-class activity. If you do not have a laptop you may share with a partner.***

#### Lesson 1

**Introduction to the ICF**


- *Introduction to the ICF-CY*
  
  [http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf](http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf)

**PLEASE ONLY READ xi-xvii**

Please bring your laptop to class and have these links handy in class for an activity:

- [http://apps.who.int/classifications/icfbrowser/](http://apps.who.int/classifications/icfbrowser/)


**Website Resources**

- World Health Organization (WHO)  [http://www.who.int/en/](http://www.who.int/en/) (in particular, Disabilities and Rehabilitation)

- World Report on Disability 2011
  

**Unit 9 Disability Studies Perspectives—Implications for OT**

**Lesson 1**

**Lesson 2**
- (Read only pp. 1043-1048).

**Course Wrap-up, Questions re: Final Exam as time permits**

**Schedule for Assessment Tasks**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Type of Assessment</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Micro-Teaching</td>
<td>20%</td>
<td>Group</td>
<td>Due weekly as outlined in Course Schedule</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>35%</td>
<td>Individual</td>
<td>Wed Nov 5 during class time in the Learning Centre (Calgary in Classroom)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>45%</td>
<td>Individual</td>
<td>Scheduled during Exam Week TBA</td>
</tr>
</tbody>
</table>
Outline of Assessment Tasks

<table>
<thead>
<tr>
<th>Unit Group Micro-Teaching Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due date</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Weighting</strong></td>
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<tr>
<td><strong>Submission</strong></td>
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<td></td>
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<tr>
<td><strong>Specifications</strong></td>
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</tbody>
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**Formatting for Required Written Submissions**
- Cover Page: include all student names & numbers and clearly identify group scribe
- Header: OCCTH 507 Unit # (left side) & Group number (right side),
- Footer: page numbers on bottom right
- 1.5 line spacing, 12pt in easy to read font
- Clearly indicate which question/s you are answering- use headings as appropriate.
- Point form is fine
- Ensure you stay within the word limits (plus or minus 10%)  
- Use correct APA formatting for references. You may attach a separate page with references and this does not count towards any word limits indicated.
### Summary of Expectations (refer to Micro-Teaching Outline for details)

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Participation</strong></td>
<td>Evidence that all group members participated equally. Maximum 250 words (½ page) indicating each group member name and how they participated. This page must be signed by each student verifying that information is accurate. It will be up to the instructor’s discretion as to how this may or may not affect a student’s individual or group mark.</td>
</tr>
<tr>
<td><strong>Presentation of Material and Class Engagement</strong></td>
<td>Use of effective strategies to engage classmates in learning and applying unit material through appropriate activities. Be creative! Please submit a copy of your power point (if using this medium) or any other presentation materials you might use, on the day of your presentation to be uploaded on eClass for the class to access.</td>
</tr>
<tr>
<td><strong>Multiple Choice Questions x3 with rationale for correct answer provided</strong></td>
<td>3 MCQ will provide evidence of group’s understanding of unit materials and be clearly written as well as appropriately challenging (5 marks). Rationale will be provided for each correct answer, and will be a max 150 words each (5 marks). <em>Keep in mind, exceptionally written questions may appear on course midterm and final exams. Use this to your advantage!</em></td>
</tr>
</tbody>
</table>

### Mid-Term & Final Exam

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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</thead>
</table>
| **Dates**         | **Mid-Term:** Wed Oct 29 (Units 1 – 5)  
**Final Exam:** Scheduled during Exam Week TBA (Comprehensive Units 1 – 9, *The exam is cumulative, however a greater emphasis will be on Units 6-9)* |
| **Weighting**     | **Mid-Term:** 35% of final grade for OCCTH 507  
**Final Exam:** 45% of final grade for OCCTH 507 |
| **Specifications** | Questions on the OCCTH 507 exam will be developed from class materials, readings and group presentations/discussions. Basic knowledge and applied knowledge will be tested.  
**Format:**  
- MCQ  
  - Short written answer questions (pay attention to how many marks each answer is worth and amount of space provided to guide you on the level of detail required in the short answer questions).  
**How to prepare:**  
- Complete readings, all group activities, review questions addressed in each micro-teaching group presentation, review study guide, and attend all lectures.  
- Review each week’s content  
  - What are the key terms?  
  - What are the key concepts?  
  - What are the key messages? |
Grading
The following grade conversion scale was approved by Occupational Therapy Committee and was effective September 2006.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
</tr>
<tr>
<td>A</td>
<td>87-94</td>
</tr>
<tr>
<td>A-</td>
<td>81-86</td>
</tr>
<tr>
<td>B+</td>
<td>76-80</td>
</tr>
<tr>
<td>B</td>
<td>71-75</td>
</tr>
<tr>
<td>B-</td>
<td>65-70</td>
</tr>
<tr>
<td>C+ Minimal Pass</td>
<td>60-64</td>
</tr>
<tr>
<td>C</td>
<td>57-59</td>
</tr>
<tr>
<td>C-</td>
<td>54-56</td>
</tr>
<tr>
<td>D+</td>
<td>52-53</td>
</tr>
<tr>
<td>D</td>
<td>50-51</td>
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<tr>
<td>F</td>
<td>0 - 49</td>
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</tbody>
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Please be aware that classes may be recorded by the instructor for potential distribution among students and instructors in both the Calgary and Edmonton sites. This is to ensure fair and equitable access to course content at both sites.