

OCC1-550 ENABLING HUMAN OCCUPATION

Credits: 3

Co-coordinators/ Instructors

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Course Objective: This foundational course introduces students to the theoretical and professional practice frameworks and models of human occupation that will be integrated within all professional courses within the Program, thereby initiating the development of a professional identity as an Occupational Therapist.

Course Structure: One (1) two (2) hour lecture per week, and one (1) two (2) hour Hands-on-workshops (HOWs) per week. Student-directed learning environments, including interactive class activities, discussions and collaborative HOWs, are provided to enable active doing and reflection on learning of the course content.

Student Learning Objectives: Students will be actively engaged in developing the following core competencies as they relate to the competency roles for occupational therapists¹

Expert in Enabling Occupation

1. Describe occupational therapy, occupation, occupational performance/identity/balance/development/engagement/participation within the context of client-centred practice. (scholarly practitioner)
2. Practice and adapt a variety of meaningful therapeutic activities to further explain the impact on a client's occupational performance, identity, engagement and participation. (scholarly practitioner)

¹ Profile of Occupational Therapy Practice in Canada, 2012

3. Compare and contrast the domains and sub-domains of occupation-based models of practice 1) Canadian Model of Occupational Performance (CMOP-E), 2) Model of Human Occupation (MOHO) 3) KAWA Model and 4) the Canadian Practice Process Framework (CPPF), in relation to the dynamic interaction of the person, environment and occupation. (scholarly practitioner)
4. Apply 'occupational analyses' to case-based contexts using the CMOP-E and MOHO.
5. Adapt or grade therapeutic activities in relation to a new context, to facilitate health, well-being and occupational justice. (change agent, professional)
6. Analyze the influence of culture on occupation and health through therapeutic activities and the occupation-based models. (change agent, scholarly practitioner)

Change Agent

7. Apply the philosophies, definitions, frameworks and/or models of human occupation to the concepts of health, well-being and justice (advocacy). (expert, scholarly practitioner, professional)

Scholarly Practitioner

8. Examine the underpinnings of occupational science within the contexts of evidence-based practice. (expert)

Course Content

- Introduction to the history, definitions, theories and philosophies of Occupational Therapy.
- Exploration of the concepts of occupation, occupational science, occupational justice and the enablement of occupation in promoting health and well-being.
- Recognition and understanding of the enablement of client-centered practice in occupational therapy in relation to occupation-based models.
- Overview and application of models/frameworks of human occupation (CMOP-E, CPPF, MOHO and KAWA) in relation to the dynamic interaction of the person, environment and occupation.
- Exploration and appreciation of culturally responsive practice including cultural safety (particularly in relation to indigenous peoples) to enable occupational participation, health and well-being.
- Review and application of the occupational analysis of a variety of activities/occupations in the context of occupation-based models.
- Adaptation of activities/occupations to facilitate engagement and

participation.

Course Materials:

Required Texts:

- CAOT (2002). *Enabling Occupation: An Occupational Therapy Perspective*, revised edition, Ottawa, ON: CAOT Publications ACE. (Purchase through www.caot.ca as a Student Associate; *CAOT Starter Kit*)
- Townsend & Polatajko (2013). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being and Justice through Occupation*. Ottawa, ON: CAOT Publications ACE. (Purchase through www.caot.ca as a Student Associate; *CAOT Starter Kit*)
- Taylor, R. R. (2017). *Kielhofner's Model of Human Occupation: Theory and Application* (5th ed). Philadelphia, PA: Wolters Kluwer.
- Weekly mandatory readings, posted in a weekly lecture outline, can be accessed through the on-line links provided or postings on myCourses. Please see lecture outline for weekly mandatory and supplementary readings.

Copyright of course materials: Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Student Assignment and Evaluation: 2019

Assignment and Evaluation	Value
Reflective assignment on occupation/occupational Balance paper (Individual)	15%
Activity analysis project using CMOP-E Oral presentation (Group)	20%
Promoting occupational justice project applying the MOHO-paper (Group)	25%
Final Examination (Individual)	40%

Special Requirements for Course Completion and Program Continuation:

For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. A supplemental exam is permitted in this course. Please refer to the

appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

Advancement to the OCC1-501/502 Clinical Affiliation 1 is dependent on students successfully passing **OCC1-550 Enabling Occupation** (see Clinical Affiliation Guidelines).

Plagiarism/Academic Integrity: [Amended by Senate on April 17, 2013]: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Student Rights and Responsibilities](#).

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

Attendance: Students are expected to attend all lectures and the compulsory Hands-on-Workshops (HOWs). Students who have missed more than 15% of HOWs or who miss any required professional workshop without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

Right to submit in English or French written work that is to be graded: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of not completing assignments as requested: All assignments must be completed in order to pass the course. Late submissions will result in a deduction of 5% of the assignment grade per day. Papers must be submitted before 5 p.m. on the due date.

Online Course Evaluations: Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying situations where a course or instructor needs assistance. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed in order to facilitate student learning.

Disability: If you have a disability please contact the instructor to arrange a time to discuss your situation. It is recommended to contact the [Office for Students with Disabilities](#) at 514-398-6009 prior to informing the instructors.

Diversity Statement: The Occupational Therapy Program recognizes our responsibility to foster a learning environment where students and instructors can engage in dialogue and exchange ideas without being made to feel unwelcome or disrespected in view of their identity or beliefs. The Program intends that the instructional design of all courses minimize any barriers to participation, particularly barriers based on age, biological sex, disability, gender identity or expression, indigenous ancestry, linguistic and cultural background, race/ethnicity, religion, sexual orientation, political views/opinions/ideologies, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.