

## OCC1-550 ENABLING HUMAN OCCUPATION

**Credits:** 3

**Instructor:** Alik Thomas, PhD, OT(C), erg.

**Office Hours:** By appointment ([aliki.thomas@mcgill.ca](mailto:aliki.thomas@mcgill.ca))

**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 two (2) hour lecture per week, and one two (2) hour Professional Reasoning Seminar (PRS) per week. Student-directed learning environments are provided to enable active doing and reflection on learning of the course content and will include interactive discussions, Question/Answer sessions and small group work.

**Student Learning Objectives:** Students will be actively engaged in developing the following core competencies as they relate to the competency roles for occupational therapists.<sup>1</sup>

### 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. Participate in meaningful occupation-focused activities to further explain the impact on a client's occupational performance, identity, engagement and participation. **(scholarly practitioner)**
3. Compare and contrast the domains and sub-domains of occupation-based models of practice 1) Canadian Model of Occupational Performance (CMOP-E) including the Canadian Practice Process Framework (CPPF) 2) Model of Human Occupation (MOHO) 3) KAWA Model and 4) International Classification of Functioning, Disability and Health (ICF) 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, MOHO and KAWA
5. Adapt meaningful activities in relation to a new context, to facilitate health, well-being, and occupational justice. **(change agent, professional)**
6. Examine culturally responsive and reflective practices through a lens of indigenous health. **(change agent, scholarly practitioner)**

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<sup>1</sup> Profile of Occupational Therapy Practice in Canada, 2012

### **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.
- Knowledge and application of conceptual models/frameworks of human occupation (CMOP-E, MOHO, KAWA, ICF) in relation to the dynamic interaction of the person, environment, and occupation.
- Recognition and understanding of the enablement of client-centered practice in occupational therapy in relation to occupation-based models.
- Review and application of the occupational analysis of a variety of activities/occupations in the context of occupation-based models.
- Exploration and appreciation of culturally responsive practice (particularly in relation to indigenous history, colonization and health) to enable occupationally just participation, health and well-being.
- <https://www.mcgill.ca/spot/programs/ot/curriculum>

### **Course Materials - Required Texts:**

- CAOT (2002). *Enabling Occupation: An Occupational Therapy Perspective*, revised edition, Ottawa, ON: CAOT Publications ACE. (Purchase through [www.caot.ca](http://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](http://www.caot.ca) as a Student Associate; CAOT Starter Kit)
- Weekly mandatory readings, posted in a weekly lecture outline, can be accessed through the links provided (via McGill Library) or postings on myCourses. Refer to the weekly lecture and reading outline comprising the list of weekly mandatory and supplementary readings.

**Copyright of Course Materials:** Instructor generated course materials (recorded lectures, Professional Reasoning Workshops, handouts, notes, summaries, assignments and exam questions, etc.) are protected by law and may not be copied or distributed in any form or in

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### Student Assignment and Evaluation:

Assignment	Value	Due date
1. Reflection on occupational disruption INDIVIDUAL	15%	October 7 <sup>th</sup>
2. Occupational Analysis paper integrating one of the 4 models GROUP	30%	Nov 2 <sup>nd</sup>
3. “TED Talk style” group presentations on model used in group assignment (#2) GROUP	15%	Nov 9 <sup>th</sup> 3-hour PRS
4. Final written exam INDIVIDUAL	40%	DURING FINAL EXAM PERIOD

Assignment 1 only must submitted via myCourses. Refer to [FAQs for students using myCourses: Assignments](#). “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g., the timing of evaluation due dates and weighting of final examinations.”

**Special Requirements for Course Completion and Program Continuation:** For U3 students, to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, 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:** McGill University and the Faculty of Medicine and Health Sciences value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine and Health Sciences Code of Conduct](#)

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*L'université McGill et Faculté de Médecine et des Sciences de la Santé attachent une haute importance à l'honnêteté académique. Ils incombent par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#).*

**Right to submit in English or French written work that is to be graded:** In accord with McGill University's [Charter of Student Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

**Technology in Class:** Your respectful attentive presence is expected during Lecture and PRSs. It is also understood that you will not be using your laptop or cellphone 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. Refer to the Policy on the Responsible Use of McGill's Information Technology Resources <https://www.mcgill.ca/secretariat/files/secretariat/Responsible-Use-of-McGill-IT-Policy-on-the.pdf>

**Attendance:** Students are expected to attend all lectures and the compulsory PRSs. Students who have missed more than 10% of PRSs without prior approval or a medical notice, will have a 10% mark deducted from their final course mark.

**Consequences of Not Completing Assignments as Requested:** All assignments must be completed to pass the course. Assignment 1 is to be submitted on myCourses. Assignments 2 and 3 will be submitted on hard copy directly to the instructor on the due date. Late submissions will result in a deduction of 5% of the assignment grade per day.

**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 to facilitate student learning.

**Accessible Learning Environment:** As the instructors of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the [Student Accessibility and Achievement](#), 514-398-6009.

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**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.

### **Health and Wellness Resources at McGill**

Student well-being is a priority for the University. All our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at [mcgill.ca/wellness-hub](https://mcgill.ca/wellness-hub). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit [mcgill.ca/lwa](https://mcgill.ca/lwa)).

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

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