

OCC1-450 Enabling Leisure Occupations

Credits: 3

Instructor: Melanie Bergthorson, M.Sc.OT, BMROT, erg.

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Office hours: by appointment (Zoom or phone)

Course Description: An examination of the concepts of leisure and play as occupations throughout the lifespan. Students will explore a variety of adapted leisure activities including those available within local community organizations and will appreciate the role of occupational therapy in, and importance of, enabling leisure occupations.

Expanded Course Description: This undergraduate occupational therapy course will provide a review of concepts of leisure and experiences of play, and address how these change throughout the lifespan. Students will describe, apply, and analyze the enablement of leisure occupations to promote health, participation, and well-being. This exploration will include understanding the different meanings attributed to leisure and play, and the sociocultural/physical contexts in which they occur. Students will begin to build a repertoire of leisure and play occupations and engage in adapting and grading these activities within contexts of disability, to maximize participation and promote occupational balance. An exploration and appreciation of community organizations offering leisure activities and programs will be implemented, highlighting the opportunities for client access and collaboration with occupational therapists.

Course Structure:

This course is comprised of two lectures of one and half hours per week. Most classes will be lecture-based (live lectures) with the addition of guest lecturers and student-directed small group activities.

Course Content: This course will build on foundational concepts and knowledge of occupation explored in OCC1 245 & POTH-250 by focusing on the therapeutic and meaning experiences of the different ways that people engage in leisure occupations and play. A more in-depth review

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of leisure and its role across the lifespan will be implemented, as well as investigating and appreciating the facilitators and barriers that exist for clients who experience a disability.

Students will have increased opportunities to apply concepts of activity analysis and activity grading to community-based contexts.

Course Materials:

- No text required for this course
- A list of suggested and required readings, handouts and lecture notes will be posted on MyCourses.

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 to Code of Student Conduct and Disciplinary Procedures.

Learning Outcomes:

On completion of this course the student will be expected to:

Expert in Enabling Occupation:

1. Explain the leisure context of occupation in relation to the person and environment.
2. Relate leisure occupations, including play, to concepts of participation, occupational balance and well-being across the lifespan.
3. Apply an activity analysis to a meaningful/purposeful leisure or play activity.
4. Adapt or grade a meaningful/purposeful leisure or play activity to facilitate participation in a physical, social, or cultural environment.

Change Agent:

5. Describe the facilitators and barriers in relation to the social model of disability when attempting to access leisure pursuits. (communicator)
6. Describe the roles and opportunities for advocacy to promote participation in leisure occupations for clients experiencing a disability. (communicator)
7. Discover the breadth of community-based leisure and play activities and programs for individuals across the lifespan. (collaborator, communicator)

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Course Evaluation:

Assignments and Evaluation	Value
1. Participation – reflections on guest speakers and in class quizzes	10 %
2. Meaningful leisure activity assignment (individual) written <ul style="list-style-type: none"> • Current Occupational Context and Life Balance (20%) • Exploring leisure definition and flow (10%) 	30%
3. Community Project (group) written and oral <ul style="list-style-type: none"> • Project Proposal (5%) • Activity Analysis Report (15%) • Project Report (20%) • Give Back Creative Project (10%) • Group Presentation (10%) 	60%

Statement on Diversity: 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 identities 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.

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. Please refer to the appropriate sections in the undergraduate calendar on University regulations regarding final and supplemental examinations. This course falls under the regulation concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational Therapy Course Guides.

Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine 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 Code of Conduct](#)

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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.

Attendance: Attendance at all classes is expected. Site visits in preparation for the community based project are required depending upon pandemic rules at time of the assignment.

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.

Assessment: The [Policy on Assessment of Student Learning](#) 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.

Professional Conduct: Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to wear appropriate attire during community visits.

Inclusive learning environment: As instructor 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 me and/or [Student Accessibility and Achievement](#).

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. It is strongly encouraged that webcams be on at all times during class, especially when a guest visitor is present.

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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