

OCC1-550 ENABLING HUMAN OCCUPATION

Credits:	3
Instructor:	Aliki Thomas, PhD, OT(C), erg.
Office Hours:	By appointment (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 Workshop (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 remote and live discussions, Question/Answer sessions and small group work.

Overall learning outcomes. The student will acquire knowledge, attitudes, and skills necessary to:

1. Explain occupational therapy, occupation, and occupational participation within the context of client-centred practice and therapeutic relationship focused care.
2. Participate in meaningful occupation-focused activities to further explain the impact on a client's occupational participation.
3. Compare and contrast the domains and sub-domains of occupation-based models of practice in relation to the dynamic interaction of the person, environment, and occupation.
4. Apply the philosophies, definitions, frameworks and/or models of occupational participation to the concepts of health, well-being, and justice.
5. Examine the underpinnings of occupational science within the contexts of evidence-based practice.

Specific learning outcomes:

A. OCCUPATIONAL THERAPY EXPERTISE

- Describe the role of OT in promoting occupational participation, health, well-being, and justice.

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- Select and justify the use of one of 3 models of practice, namely, the Canadian Model of Occupational Performance (CMOP-E), the Model of Human Occupation (MOHO) or the KAWA Model for a specific client and when appropriate, the International Classification of Functioning, Disability and Health (ICF).
- Apply 'occupational analyses' to case-based contexts using the Canadian Model of Occupational Performance (CMOP-E), the Model of Human Occupation (MOHO), the KAWA Model and the International Classification of Functioning, Disability and Health (ICF).
- Adapt meaningful activities in relation to a new context, to facilitate health, well-being, and occupational justice.

B. COMMUNICATION AND COLLABORATION

- Describe OT and occupational performance to a client and their support system, to colleagues and to other interested parties using culturally sensitive and inclusive language.
- Document the selection of one or more models of practice and communicate the choice to the client and their family as well as to other relevant interested parties (e.g., members of the interprofessional team)
- Demonstrate active and respectful collaborative decision-making with client and their support system when developing an OT plan.

C. CULTURE, EQUITY, AND JUSTICE

- Examine culturally responsive and reflective practices through a lens of indigenous health.
- Identify and analyse the personal (individual) factors that promote health, well-being, justice, and participation in meaningful occupations.
- Identify and analyse the systemic and historical factors that limit occupational possibilities and influence occupational participation.
- Contribute to OT practice in a culturally safe and inclusive manner by modifying practice approaches based on client/community preferences, experiences, and worldviews demonstrate ethical practice, respect for diversity, and humility.
- Apply a client-centered approach, considering the client's uniqueness throughout the entire OT process.
- Identify and name one's own biases and prejudices (regarding for example health, well-being, function, and disability) and how they may impact upon the collaborative relationship building process.

D. EXCELLENCE IN PRACTICE

- Identify their personal learning needs (e.g., recognise and explain when concepts are not clear) and plans to remediate identified gaps.
- Select, appraise, and use different sources of knowledge and evidence related to knowledge attitudes, and skills for practice.
- Demonstrate reflective practice skills.

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E. PROFESSIONAL RESPONSIBILITY

- Identify, document, and take action when in conflict with professional standards, client values, protocols, or evidence.

F. ENGAGEMENT WITH THE PROFESSION

- Contribute to the learning of others

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 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)
- 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 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.

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Student Assignment and Evaluation:

Assignment	Group or individual	Value	Due date
1. Reflection on occupational disruption	INDIVIDUAL	15%	October 1st 11 pm (time stamped)
2. Occupational Analysis paper integrating one of the 4 models	GROUP	30%	November 5th 11 pm (time stamped)
3. Presentations on “TED Talk style” on model used in group assignment + Handout /pamphlet to interested parties	GROUP	15%	Nov 7th th 3-hour PRS
4. Final written exam	INDIVIDUAL	40%	DURING FINAL EXAM PERIOD

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). 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](#)

L'université McGill et Faculte de Medecine et des Sciences de la Sante 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](#)

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[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 HOWs. For remote lectures using the Zoom platform your video and audio may be muted upon entry into course but should be unmuted during small/large group question and answer sessions or break room discussions. 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:

<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 Professional Reasoning Workshops (PRs). Students who have missed more than 13% of PRs (i.e. more than 2) 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. All assignments **except for group term paper** are to be submitted via myCourses. Refer to [FAQs for students using myCourses: Assignments](#).

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.

With support from the instructor, all assignments except for the final exam will be marked by a teaching assistant. The instructor and TA engage in a process of calibration to ensure fairness and transparency in the marking. Late submissions will result in a deduction of 5% of the assignment grade per day.

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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.

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. Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit mcgill.ca/lwa).

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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