

**OCC1-550 ENABLING HUMAN OCCUPATION  
2015**

**Credits:** 3

**Co-coordinators/ Instructors**

Cynthia Perlman MEd, OTC, erg.  
Office: Hosmer 306  
514-398-5593  
Office hours by appointment.  
[cynthia.perlman@mcgill.ca](mailto:cynthia.perlman@mcgill.ca)

Aliki Thomas, PhD, OT(C), erg.  
Office: Davis 45  
514-398-4496  
Office hours by appointment.  
[aliki.thomas@mcgill.ca](mailto:aliki.thomas@mcgill.ca)

**Course Objective:** This is a foundational course introducing students to theoretical and clinical practice frameworks and models of human occupation that will be used in 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 lab/seminar per week. Self-directed learning environments, including a Web-based tutorial and interactive seminars, are provided to allow for additional practice and feedback with lecture and lab content.

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

**Expert in Enabling Occupation**

1. Define occupational therapy, occupation, occupational performance/identity/ balance/development/engagement/participation. (scholarly practitioner)
2. Experience a variety of purposeful activities and their impact on a client's occupational identity, engagement and participation. (scholarly practitioner)

3. Discriminate between the domains of the Activity-focused Analysis (AA) framework in order to apply a purposeful activity to meet occupational performance issues. (scholarly practitioner)
4. Compare and contrast the domains and sub-domains of models of practice 1) Canadian Model of Occupational Performance (CMOP-E), 2) Model of Human Occupation (MOHO) and 3) KAWA Model, in terms of the person, environment and occupation. (scholarly practitioner)
5. Apply 'activity/occupational analyses' to case-based contexts using the Activity-focused Analysis (AA) framework, CMOP-E and MOHO.
6. Adapt or modify a purposeful activity (termed grading), in relation to a new content and context, to facilitate health, well-being and occupational justice. (change agent, professional)
7. Examine the influence of culture on occupation through instructional activities and the professional concept models, (KAWA Model). (change agent, scholarly practitioner)

### **Change Agent**

8. Relate 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**

9. Explore 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 justice and the enablement of occupation in promoting health and well being.
- Overview and practice with models/frameworks of human occupation (CMOP-E, MOHO and KAWA).
- Exploration of client-centered OT practice and its cultural applications.
- Orientation to the analysis of a variety of activities/occupations and occupational performance issues in the context of these models and/or framework.
- Application of the adaptation/modification of activities/occupations for therapeutic purposes.

## **Course Materials:**

### **Required Texts:**

Townsend & Polatajko (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being and Justice through Occupation*. Ottawa, ON: CAOT Publications ACE.

Kielhofner, G. (Ed.) *Model of human occupation: Theory and application* (4th ed.). Baltimore, MD, Lippincott, Williams & Wilkins

Course Pack (required readings) - Please see lecture outlines for mandatory and supplementary readings. A complete bibliography is included preceding the lecture outlines.

### **Supplemental Text:**

Leary, S. (1994). *Activities for Personal Growth*. Philadelphia, PA: MacLennan & Petty Ltd. Sections of this text will be used in lab. Four copies of this text are in the Assessment library. Unfortunately, the book is out of print.

**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:

Assignment and Evaluation	Value
Reflective Assignment on occupation/occupational balance	15%
Activity Analysis Project using Activity-focused Analysis or CMOP-E	20%
Promoting occupational justice project applying the MOHO	25%
Final Examination	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 [Code of Student Conduct and Disciplinary Procedures](#).

**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 seminars/labs, including Web-based tutorial labs. Students who have missed more than 15% of seminar/laboratory sessions or who miss any required professional workshop or seminar, 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. 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 would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.

**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.**