

## OCC1-550 ENABLING HUMAN OCCUPATION

**Credits:** 3

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**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 per week. Self-directed learning environments, including a Web-based tutorial, are provided to allow for additional practice and feedback with lecture and lab content.

### **Student Learning Objectives:**

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

1. Define Occupational Therapy, occupation, occupational performance/identity/ balance/development/engagement/participation.
2. Explore the underpinnings of occupational science within the contexts of evidence-based practice.
3. Relate the philosophies, definitions, frameworks and/or models of human occupation in relation to the concepts of health, well-being and justice (advocacy).
4. Experience a variety of purposeful activities and their impact on a client's occupational identity, engagement and participation.
5. Discriminate between the domains of the Activity-focused Analysis (AA) framework in order to apply a purposeful activity to meet occupational performance issues.

6. Compare and contrast the domains and sub-domains of two models of practice 1) Canadian Model of Occupational Performance (CMOP-E) and 2) Model of Human Occupation (MOHO) in terms of the individual and the environment.
7. Apply 'activity analysis' to case-based contexts using the Activity Analysis (AA) framework, CMOP-E and MOHO.
8. Adapt or modify a purposeful activity (termed grading), in relation to a new content and context, to facilitate health, well-being and occupational justice.
9. Examine the influence of culture on occupation through instructional activities and the professional concept models, including the KAWA Model.

### **Course Content:**

- Introduction to the history and philosophies of Occupational Therapy
- Exploration of the concepts of occupation and the enablement of occupation.
- Overview and practice with models/frameworks of human occupation (CMOP-E, MOHO and KAWA).
- Exploration of client-centered OT practice.
- Orientation to the analysis of a variety of 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.

**Recommended Text:**

Leary, S. (1994). *Activities for Personal Growth*. Philadelphia, PA: MacLennan & Petty Ltd. Sections of this text are included in coursepack. 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
Activity Analysis Project using Activity-focused Analysis or CMOP-E	20%
Reflective Journal Assignment	15%
Promoting occupational justice project applying the MOHO	25%
Final Examination	40%

**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.

**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. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as 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.

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 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 (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information.)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe 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 Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

**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.

*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).*

**Attendance:** Students are expected to attend all lectures and seminars/labs, including Web-based tutorial labs. Students who have missed more than 10% 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.

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class seminar/lab activities.

**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.

**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.

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