OCC1-550 ENABLING HUMAN OCCUPATION

Credits: **3**

Co-coordinators/ Instructors

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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 Hands-on-workshop (HOW) per week within a remote teaching/learning environment. Student-directed learning environments, including recorded lectures, interactive remote discussions, Question/Answer sessions, remote (online) small group work and HOWs are provided to enable active doing and reflection on learning of the course content.

Remote teaching and learning platforms will include ZOOM and myCourses. Zoom links will be provided in the Lecture and HOW outlines/manual. All lectures and Hands on Workshops will be recorded with video and audio whether they are delivered in a flexible (asynchronous) or fixed (synchronous) format. All recordings will be posted on myCourses.

For additional remote learning support, please refer to
https://www.mcgill.ca/tls/students/remote-learning-resources;
You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates.

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Student Learning Objectives: Students will be actively engaged in developing the following core competencies as they relate to the competency roles for occupational therapists[1]

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 and MOHO.

5. Adapt or grade 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)

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)

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1 Profile of Occupational Therapy Practice in Canada, 2012

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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, CPPF, 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.
- Adaptation of activities/occupations to facilitate engagement and participation.
- 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.

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*)

- Taylor, R. R. (2017). *Kielhofner's Model of Human Occupation: Theory and Application* (5th ed). Philadelphia, PA: Wolters Kluwer.

- 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 (e.g., recorded lectures, Hands on 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: 2020

Assignment	Value
Hammel (2009)- Critical reflection on reading (Individual)	5%
Reflection on occupational disruption in the era of a global pandemic (Individual)	20%
Model of Human Occupation (MOHO) occupational analysis (Group)	15%
Occupational Analysis integrating the CMOP-E Oral powerpoint presentation (Group)	25%
Final written exam – take home (48 hrs)	35%

All assignments are to be 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, 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" (see McGill's guide to academic honesty for more information).

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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.

Technology in Class: Your respectful attentive presence is expected during Lecture and HOWs 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 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. Refer to the [Policy on the Responsible Use of McGill's Information Technology Resources](#)

Attendance: Students are expected to attend all lectures and the compulsory Hands-on-Workshops (HOWs). Students who have missed more than 15% of HOWs or who miss any required professional workshop 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. Assignments to be submitted on myCourses. Late submissions will result in a deduction of 5% of the assignment grade per day. Papers must be submitted by 9:00 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 require special accommodations please contact the instructor to arrange a time to discuss your situation. It is recommended to contact the [Office for](#) [Students with Disabilities](#) or for new students https://mcgill.ca/osd/new-osd-students (514-398-6009) prior to informing the instructors.

Diversity Statement: The Occupational Therapy Program recognizes our responsibility to foster a learning environment where students and instructors can engage in dialogue and exchange

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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 of 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 https://www.mcgill.ca/wellness-hub/. Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit https://mcgill.ca/wellness-hub/get-support/local-wellness-advisors).

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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