



The University of Western Ontario  
School of Health Studies  
Faculty of Health Sciences  
RS 3125A  
Enabling Health & Wellbeing Through Occupation

Course Instructor: Josh Campbell  
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Course Description:

2. Introduce key concepts and definitions related to occupation, occupational performance, occupational engagement, health, and well-being
3. Introduce concepts such as identity, culture, social justice, and equity
4. Understand the contribution of meaningful occupation and occupational deprivation
5. Review of evidence-based literature to understand the relationship between Occupation, Health and Well Being and how to apply an occupational perspective

### Educational Approach and Signature Pedagogies:

This course will employ a combination of in-person and online/group learning which will include case studies and discussion groups to encourage peer to peer interaction and self-directed learning. This course requires weekly student engagement and participation. Lectures, core readings and assignments will all be posted online. The course aims to foster an open learning environment, so that students can develop their critical thinking skills, and engage the material at a deeper level while learning practical skills/knowledge. There are weekly activities focusing on self-directed and case-based learning approaches where students will review specific case studies and explore literature related to key topics using self-directed learning approaches.

### Course Materials (Recommended Text and Resources)

There is no required textbook for this course and any required readings will be posted to OWL.

For supplementary reading, the following is recommended but not required:

Townsend, E. A., & Polatajko, H. (2013). Enabling occupation II: Advancing an occupational therapy vision for health, well-being & justice through occupation (2nd ed.). Ottawa, ON: CAOT Publications

### Course Timeline and Format

Week #	Date	Topics	Learning Activities
1	Thurs Sept 7	<b>Lecture #1</b> First Class Introduction to the Course Problem based, self-directed, and case based learning	In-Class Lecture
2	Tues Sept 12	<b>Lecture #2</b> Defining and categorizing occupations Defining health & wellbeing Intro to basic PEO concept Determinants of health	In-Class Lecture Small Group Work
	Thurs Sept 14	<b>Case #1</b> Self-Care Focus	Self-Directed Learning in Groups

Week #	Date	Topics	Learning Activities
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Week #	Date	Topics	Learning Activities
11	Tues Nov 14	<b>Lecture#7</b> Occupational loss and deprivation Participation and access to occupations	In-Class Lecture Take up SDL questions Small Group Work
	Thurs Nov 16	<b>Case #8</b> Focus on sports	SelfDirected Learning in Groups
12	Tues Nov 21	<b>Lecture#8</b> Occupational participation and justice Equity, Diversity, and Inclusion in Sports	In-Class Lecture Take up SDL questions Small Group Work
	Thurs Nov 23	<b>Case #9</b> Focus on Spirituality	SelfDirected Learning in Groups
13	Tues Nov 28	<b>Lecture#9</b> Group presentations due Putting it all Together	In-Class Lecture Take up SDL questions Small Group Work
	Thurs Nov 30	<b>Case #10</b> Focus on Occupational Justice and Equity	SelfDirected Learning in Groups
14	Tues Dec 5	<b>Lecture #10</b> (The Last One) Course review and wrap up	In-Class Lecture Take up SDL questions Small Group Work
	Thurs Dec 7	<b>Student Assignment Review</b> Watch presentations from other groups and discuss with your own group Several questions will come from the group presentation for the final test	SelfDirected Learning in Groups
Exams	Sunday Dec 10+	<b>Test #3</b> During Exam Period (date and Time TBD)	Test #3

### Evaluation Summary:

to the date of the current test (i.e. material from the class immediately preceding the test is testable, but nothing from any previous tests will be tested against). Students will be given the whole class to complete the test. Tests are to be completed individually (i.e. No collaboration, sharing, talking or use of notes/electronic devices during the exam will be allowed).

### Group Assignment

Students will select groups of 4 (sign up via OWL). Groups will create a 5 minute online presentation in video format and saved as an MP4 file and uploaded to OWL where students can discuss the meaning of them and discuss how it relates to their health and wellbeing. They will also discuss facilitators and barriers to engaging in that occupation examining personal, environmental, and occupational factors.

### **Prerequisites**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may not enroll in this course.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures.

## **Students seeking academic consideration**

- { Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- { Are encouraged to make appropriate decisions, based on their specific circ

