



COURSE SYLLABUS

Occupational Therapy and Occupational Limitations when in Ill Health and vulnerable Life Situations, 9 credits

*Arbetsterapi och aktivitetsproblem vid ohälsa och utsatta livssituationer, 9
högskolepoäng*

Course Code:	HALN10	Education Cycle:	First-cycle level
Confirmed by:	Utbildningsrådet Apr 3, 2018	Disciplinary domain:	Health sciences
Revised by:	Utbildningsrådet Mar 9, 2021	Subject group:	TR1
Valid From:	Apr 19, 2021	Specialised in:	G2F
Version:	3	Main field of study:	Occupational Therapy
Reg number:	Avdelningen för rehabilitering/Department of Rehabilitation		

Intended Learning Outcomes (ILO)

Upon completion of the course students should have the ability to:

Knowledge and understanding

- provide examples of vulnerable life situations at the individual, group and societal level, locally and globally, and describe their relationship to health and illness
- identify structures for exclusion and inclusion at the individual, group and societal level
- identify and describe how illness and/or vulnerable life situations can affect participation in occupation
- describe justice from an occupational perspective on illness and/or vulnerable life situations at an individual, group and societal level, locally and globally
- describe the value of occupations in relation to norms and laws in society, locally and globally
- explain the significance of power relations to occupation and participation
- describe occupational therapy measures for individuals and groups that experience illness and/or are in vulnerable life situations.

Skills and abilities

- problematise the concept of occupation related to norms and laws in society
- discuss and relate constructive and destructive occupations to exclusion versus inclusion and health
- discuss the individual's opportunities to manoeuvre in relation to illness and living conditions/situations
- choose, apply and adapt the various steps in an occupational therapy process for people who experience illness and/or are in a vulnerable life situation
- plan and discuss measures in cooperation with people who experience illness and/or are in a vulnerable life situation.

Judgement and approach

- reflect on your own personal treatment, ethical approach and power relation in the interaction with people who experience illness and/or are in a vulnerable life situation.

Contents

- occupational therapy in illness and/or vulnerable life situations
- local society-based work
- empowerment
- living conditions and socioeconomic factors in society and their relationship to health
- power relationships
- justice from an occupational perspective
- participatory occupational justice framework

Type of instruction

The course is implemented through lectures, workshops, project work and seminars. Some parts of the course may be web based.

The teaching is conducted in English.

Prerequisites

General entry requirements and completion of the course Occupational therapy in profession and research, 30 credits, and 30 credits from the courses Activity and development throughout life, 30 credits and Occupational Therapy for Activity Limitations in Disability and Disease, 30 credits (or the equivalent).

Examination and grades

The course is graded A, B, C, D, E, FX or F.

Examination will be based upon an individual written assignment. In addition, participation in seminars and implementation of reflection tasks are required.

A university lecturer serves as examiner for the course.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignments	7 credits	A/B/C/D/E/FX/F
Reflection assignments and seminars	2 credits	U/G

Course literature

Christiansen, C.H., & Townsend, E.A. (2014). *Introduction to Occupation. The Art and Science of Living*. Pearson.

Hammell, K. (2019). Building globally relevant occupational therapy from the strength of our diversity. *WFOT Bulletin*, 75(1), 13–26. Available via

<http://www.tandfonline.com/doi/full/10.1080/14473828.2018.1529480>

Hocking, C. (2012). Working for citizenship: The dangers of occupational deprivation. *Work-a Journal of Prevention Assessment & Rehabilitation*, 41, (4), 391-395. Available via pubmed.ncbi.nlm.nih.gov/22495409/

Hocking, C. (2017). Occupational justice as social justice: The moral claim for inclusion. *Journal of Occupational Science*, 24, (1), 29-42.

Pereira, R. B., & Whiteford, G. (2012). Understanding social inclusion as an international discourse: implications for enabling participation. *British Journal of Occupational Therapy*, 76, (2), 112-115.

Sakellariou, D. & Pollard, N. (Eds.). (2017). *Occupational therapies without borders: integrating justice with practice*. Elsevier.

Stadnyk, R., Townsend, E., & Wilcock, A. (2010). Occupational justice. In C. Christiansen & E. Townsend (Eds.), *Introduction to occupation: The art and science of living* (2 ed., pp. 329-358). Pearson Education.

Twinley, R. (2020). *Illuminating The Dark Side of Occupation: International Perspectives from Occupational Therapy and Occupational Science*. In *Illuminating The Dark Side of Occupation*. Taylor and Francis.

WFOT. (2006). *Position Statement Human Rights*. World Federation of Occupational Therapists.

Scientific articles and other study materials will be added.

The latest edition of the course literature shall be used.