

COURSE SYLLABUS

Occupational Therapy and Ageing from a Health Promoting Perspective, 7.5 credits

Arbeterapi och åldrande ur ett hälsofrämjande perspektiv, 7,5 högskolepoäng

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|---------------|------------------------------|----------------------|----------------------|
| Course Code: | HAHN13 | Education Cycle: | First-cycle level |
| Confirmed by: | Utbildningsrådet Oct 8, 2012 | Disciplinary domain: | Health sciences |
| Valid From: | Jan 21, 2013 | Subject group: | TR1 |
| Version: | 1 | Specialised in: | G2F |
| | | Main field of study: | Occupational Therapy |

Intended Learning Outcomes (ILO)

Upon completion of the course the student should have the

Knowledge and understanding

in order to

- describe and analyse environmental factors, based on the International Classification of Functioning, Disability and Health (ICF), that promote/limit health in the elderly
- describe and analyse personal factors (age, gender, ethnicity, socio-economic) that promote/limit health in the elderly
- identify and report the theoretical basis for participation as a means for social inclusion.

Skills and abilities

in order to

- independently identify and compile activity related health and risk factors within a defined group in society
- independently form a plan for a health promoting project based on occupational therapy theory and current research
- independently create conditions for the participation of the target group in identifying health and risk factors and the formation of health promoting interventions.

Judgement and approach

in order to

- reflect over his or her own attitudes in relation to the elderly, aging and activity
- reflect over the co-operation of the elderly in the formation of health promoting interventions.

Contents

- International Classification of Functioning, Disability and Health (ICF)
- photovoice
- social inclusion
- participation and influence
- activity related health and risk factors
- health promoting interventions

Type of instruction

The course is implemented as a distance course with an obligatory introduction day on campus. After that, the course is carried out with the support of the web platform Ping Pong and is composed of lectures, pair and individual assignments, seminars, field studies and project work.

The teaching is conducted in English.

Prerequisites

General entry requirements and completed courses in occupational therapy, 60 cr, including the Scientific course, introduction to research, 7.5 cr, Psychology, basic course, 7.5 cr, Ergonomics, 7.5 cr, Normalcy, Marginalization and Participation, 15 cr, Anatomy and Physiology for Students in the Programme of Occupational Therapy, 7.5 cr, Somatic disorders related to Occupational Therapists, 10.5 cr, and Gerontology, 4.5 cr or corresponding knowledge.

Examination and grades

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

The course has examinations through two turned in assignments that are done in pairs, active participation in seminars and an individual written report.

A university lecturer serves as the course examiner.

Registration of examination:

| Name of the Test | Value | Grading |
|------------------|-------------|----------------|
| Examination | 7.5 credits | A/B/C/D/E/FX/F |

Other information

Obligatory attendance at the course introduction on campus.

Course literature

Andonian, L., & MacRae, A. (2011). Well older adults within an urban context: strategies to create and maintain social participation. *British Journal of Occupational Therapy*, 74 (1), 2-11.

Letts, L. (2003). Enabling citizen participation of older adults. In L. Letts, P. Rigby & D. Stewart (Eds.), *Using environments to enable occupational performance* (pp. 71-80). Thorafare: SLACK Incorp.

Piskur, B. (2012). *Social participation: Redesign of research, education and practice in occupational therapy*, In 9th Cotec congress of occupational therapy 24-27 May 2012, Stockholm. [Downloaded 2012-08-27]. Keynote speaker's power point presentation <http://www.cotec2012.se/?id=89>.

Scaffa, M.E., Reitz, S.M., & Pizzi, M.A. (2010). *Occupational therapy in the promotion of health and wellness*. Philadelphia: F.A. Davis.

Statens Folkhälsoinstitut. *Var med och bestäm! Delaktighet och inflytande – en förutsättning för hälsosamt*

åldrande erfarenheter av hälsofrämjande arbete. Summary in English. [Downloaded 2012-08-27].
[http://www.fhi.se/PageFiles/3398/R200811_Aldres_delaktig_0805\(1\).pdf](http://www.fhi.se/PageFiles/3398/R200811_Aldres_delaktig_0805(1).pdf).

Wang, C., & Burris, M.A. (1997). Photovoice: concept, methodology, and user for participatory needs assessment. *Health Education & Behavior*, 24 (3), 369-387.

Wilcock, A. & Whiteford, G. (2003). Occupation, health promotion, and the environment. In L. Letts, P. Rigby & D. Stewart (Eds), *Using environments to enable occupational performance* (pp. 55-70). Thorofare: SLACK Incorp.

Wilcock, A. (2005). Older people and occupational justice. In A. McIntyre & A. Atwal (Eds), *Occupational therapy and Older People* (pp. 14-26). Malden, Mass.: Blackwell Publishing.

Wilcock, A. A. (2006). *An occupational perspective of health*. Thorofare: SLACK Incorporated.

World Health Organization, WHO. (2001). *International Classification of Functioning, Disability and Health (ICF)*. Geneva: World Health Organization.

The latest edition of the course literature will be used.

There may be additional reference literature.

Reference number

HHJ Reg.nr. 659/2012

Department of Rehabilitation