Course Description

1. This course will introduce students to the basic principles of occupational analysis based on their understandings of occupational science (OS) and Occupational Therapy Practice Frameworks (OTPF). Students will learn general skills of how to attain an occupational profile and how to do an occupational analysis of various age groups in the community. Acquisition of skills in analyzing activities and application of the knowledge and skills to understand the occupational patterns of people in the community will be stressed.

2. This course emphasizes the importance of active learning in classroom. Multiple learning strategies will be used to facilitate students’ learning and participation in classrooms.
   A. Moodle: Students need to be familiar with Moodle. Required readings and assignments will be given or submitted via Moodle. Students are encouraged to use Moodle as a discussion forum.
   B. PBL-oriented discussions: PBL-oriented discussions are heavily used in class to facilitate active learning. For example, for class on 9/22, students need to review the assigned readings prior to class, complete a one-page summary, and will be asked to present their summary in small-group discussion in class. The instructors will facilitate the discussion with PBL questions.
   C. Weekly assignments: The assignments are designed to help students apply the knowledge learned in class to real-life situations. The students will be first asked to complete self analysis of specific occupational topics following relevant classes and, next, to conduct the analysis on a person in the community. Students will periodically be asked to share their analysis in small-group discussions.

Course objectives:
The student will demonstrate knowledge and skills of
1. the applications of OS and OTPF to occupational analysis of people in the community
2. understanding of occupation and the interactions of different domains and occupational performance
3. the general principles and framework of an occupational analysis
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecturer</th>
<th>Topics</th>
<th>Readings (R) &amp; Assignments (A)</th>
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<tbody>
<tr>
<td>100/9/15</td>
<td>Chang</td>
<td>Course Orientation</td>
<td>R: W &amp; S: Ch 1</td>
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<tr>
<td>100/9/22</td>
<td>Chang</td>
<td>Occupational Science</td>
<td>R: W &amp; S: Ch 1</td>
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<td></td>
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<td>A: an occupational diary</td>
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<tr>
<td>100/10/6</td>
<td>Chang</td>
<td>Concept of occupation</td>
<td>R: W &amp; S: Ch 2</td>
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<td>100/10/13</td>
<td>Chang</td>
<td>Occupational analysis</td>
<td>R: W &amp; S: Ch 35</td>
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<tr>
<td>100/10/20</td>
<td>Chang</td>
<td>Occupational Profile</td>
<td>R: W &amp; S: Ch 34, p. 342-350</td>
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<td>A: A one-page occupational profile of self</td>
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<tr>
<td>100/10/27</td>
<td>Lin</td>
<td>Activity analysis (I): Activity awareness and identification</td>
<td>R: Hersch et al: Unit 3</td>
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<td>A: activity analysis worksheet</td>
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<td>100/11/3</td>
<td>Lin</td>
<td>Activity analysis (II): activity summary and areas of occupational performance</td>
<td>R: Hersch et al: Unit 4</td>
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<td>100/11/10</td>
<td>Chang &amp; Lin</td>
<td>Midterm: check up on occupational portfolio</td>
<td>R: Hersch et al: Unit 4</td>
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<td>100/11/17</td>
<td>Lin</td>
<td>Activity analysis (III): areas of occupational performance (cont.)</td>
<td>R: Hersch et al: Unit 4</td>
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<tr>
<td>100/11/24</td>
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<td>Activity analysis (V): analyzing performance skills and client factors</td>
<td>R: Hersch et al: Unit 4</td>
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<tr>
<td>100/12/1</td>
<td>Lin</td>
<td>Activity analysis (VI): analyzing performance skills and client factors (cont.)</td>
<td>R. 1. Hersch et al: Unit 4; 2. W &amp; S: Ch 9</td>
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<td>100/12/8</td>
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<td>Activity analysis (VII): Analyzing performance patterns and orchestration of occupation</td>
<td>R. W &amp; S: Ch 5</td>
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<td>100/12/15</td>
<td>Chang</td>
<td>Activity analysis (VIII): analyzing contexts of occupational engagement</td>
<td>R. W &amp; S: Ch 6</td>
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<td>A: activity analysis worksheet</td>
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<td>100/12/22</td>
<td>Chang &amp; Lin</td>
<td>Student Presentation: occupational portfolio (older adults)</td>
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<td>100/12/29</td>
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<td>Student Presentation: occupational portfolio (adults)</td>
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<td>100/01/5</td>
<td>Chang &amp; Lin</td>
<td>Student Presentation: occupational portfolio (adolescents and children)</td>
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<tr>
<td>100/01/12</td>
<td>Chang</td>
<td>assignments due and class feedback</td>
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Texts

Grading
Class participation: 10 %
Occupational portfolio: 50 %
   Oral presentation: 25 %
   Written report: 25 %
Assignments: 40 %