

Subject Code	RS4280
Subject Title	ENABLING OCCUPATION: HOME AND COMMUNITY PRACTICE
Credit Value	3
Level	4, Year 4 – Semester 1-2
Pre-requisite	Nil
Objectives	By completing this subject, the students will be able to develop the essential knowledge and skill needed for practice in home and community occupational therapy. This subject also prepared the students to develop a positive attitude and the efficacy to provide service to a wide variety of clients in home and community practice.
Intended Learning Outcomes	<p><i>Upon completion of the subject, students will be able to:</i></p> <p><u>Professional/academic knowledge and skills</u></p> <ol style="list-style-type: none"> a. design and provide intervention to enable occupation in home and community through a service project b. demonstrate skills in service or programme development, implementation, and evaluation c. develop partnership and work closely with health and human service professionals in home and community practice d. apply the OT academic knowledge and professional skills they have acquired to deal with the clients' need in local NGO setting e. demonstrate and evaluate the contribution of the profession to a diverse group of stakeholders, partners, clients in community settings f. plan and implement service projects that will reflect on the role and responsibilities of occupational therapists working in home and community settings. <p><u>Attributes for all-roundedness</u></p> <p>develop the following core skills that contribute to success in community practice:</p> <ol style="list-style-type: none"> g. demonstrate critical and creative thinking h. demonstrate lifelong learning skills and self-directed learning ability i. demonstrate effective communication, teamwork, and leadership skills j. be sensitive to cultural diversity and ethical issues k. demonstrate empathy for people in need and contribute to the well-being of those in need l. demonstrate a strong sense of civic responsibility.

<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Essential practice, case management, service development skills for home and community occupational therapy in local practice 2. Effective team work and problem solving skills in service-learning projects 3. Existing NGO community and home rehabilitation (Occupational therapy) services in Hong Kong 4. The work environment for occupational therapists in the healthcare, social welfare and education systems in Hong Kong 5. Roles and functions of occupational therapy in a community health care or social service team, or in educational settings. 6. Formulation of OT interventions in home and community practice 7. The OT service/intervention should encounter the societal needs/community needs 8. Cultural relevant and ethical considerations to the project 9. Evaluation of service outcome and presentation to stakeholders of partnership.
<p>Teaching/Learning Methodology</p>	<p><u>Lectures and Tutorials</u></p> <p>Students will learn the core knowledge in this subject in a short series of lectures, tutorials, and online resources. The lecture and tutorials will provide the essential skills and knowledge, and help students to understand the practice environment in community OT. The knowledge will be consolidated through service learning.</p> <p><u>Service Learning Project</u></p> <p>Students will work in groups in the service learning project. Each group will deliver the service to one client group at one community site. The service may include development of training protocol for specific client's group, environmental assessment to enhance safety for workers and clients and providing treatment activity to various clients groups.</p> <p>Students are required to provide at least 40 hours of service. The service activities will emphasize direct interactions with clients which will enhance the students' ability to interact with community clients and understand their needs. The project will be supervised by NGO colleagues and faculty staff to ensure the context is professional related activity and also assist our students to apply those knowledge and skills through the service or project. Grading of each student based on active participation during the service or project.</p> <p><u>Reflection</u></p> <p>Students are required to keep a reflective journal throughout the course. Before the service, they will reflect on their expectations of what they can learn about community OT through the service-learning experience. During the service-provision period, they will reflect on their reaction to the experience. After they have completed the service, they will reflect on what they have learned with respect to civic responsibility and professional knowledge in OT.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed											
			a	b	c	d	e	f	g	h	i	j	k	l
	Participation in service	20	✓	✓	✓	✓	✓				✓	✓		
	Reflective Journal	40	✓	✓	✓	✓	✓	✓	✓	✓				
	Peer assessment	10							✓	✓	✓	✓	✓	✓
	Written project report and Presentation (group)	30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Total	100%												
<p>Independent learning in the context of project work group is the primary mode of learning. Students will form groups and undertake a service learning project under the guidance of a supervisor. The guidance may take the form of regular meetings, tutorials, on site supervision, and consultations.</p> <p>Student performance is assessed through continuous assessment on an individual (70%) and group basis (30%)</p> <ol style="list-style-type: none"> 1. Participation in service: each student should met the hours required for preparation and implementation of their service. Indicate clearly their role and duties in the service, and supervisors would give this participation based on their observation. 2. Reflective journals (Individual assignment): each student are required to reflect on their experience and learning in the project. They need to write on how they see the contribution of and barrier to OT practice in community and home settings, and how their own personal qualities, values, and attitude may contribute to community service and professional practice. 3. Peer assessment and viva: group members in the same project group would give ratings to each other on their participation and contribution to the project. 4. Written project report: the service project group would submit a report which describe the planning, organization, implementation and evaluation of the project. 5. Presentation: the project groups would present their projects to supervisors, as well as other stakeholders (e.g. collaborative partners, client interest groups), and it would be jointly graded by the audience. 														
Student Study Effort Expected	<i>Class contact:</i>											<i>(54 Hrs.)</i>		
	▪ Lecture											8 Hrs.		
	▪ Tutorial & Seminar Presentation											6 Hrs.		
	▪ Fieldwork (Community service)											40 Hrs.		
	<i>Other student study effort:</i>											<i>(80 Hrs.)</i>		
	▪ Self study											20 Hrs.		
	▪ Preparation of reflective journal											20 Hrs.		

	<ul style="list-style-type: none"> ▪ Group work: preparation of project, assignments, and presentation 	40 Hrs.
	Total student study effort	<u>134 Hrs.</u>
	The service will be started at 1 st semester of Year 4. The length, frequency and location of the service will be dependent on the needs of the service sites.	
Reading List and References	<p><u>Required text:</u></p> <p>Horowitz, Bp; Wong, SD (2011). Service Learning: PROMOTES OCCUPATIONAL THERAPY GERONTOLOGY EDUCATION AND PRACTICE. Gerontologist, 2011 Nov, Vol.51 Supp 2, pp.478-478</p> <p>Janse van Rensburg, Elize (2018). A framework for occupational enablement to facilitate social change in community practice. Canadian Journal of Occupational Therapy, October 2018, Vol.85(4), pp.318-329</p> <p>Mackenzie, L. (2011). Occupation analysis and the home and community environment. In L. Mackenzie & G. O'Toole (Eds.), Occupation analysis in practice (pp. 81-98). Chichester: Blackwell Pub.</p> <p>Maloney, S. Margaret ; Griffith, Kristen (2013.) Occupational Therapy Students' Development of Therapeutic Communication Skills During a Service-Learning Experience Occupational Therapy in Mental Health, 2013, Vol.29(1), p.10-26</p> <p>Meyers, S. K. (2010). The beginning of community-based occupational therapy Community practice in occupational therapy : a guide to serving the community (pp. 3-13). Sudbury, Mass.: Jones and Bartlett Publishers.</p> <p>Parmenter, Vanessa ; Thomas, Holly (2015) WOW! Occupational therapy education and experiential service learning through community volunteering. The British journal of occupational therapy, 2015-04, Vol.78 (4), p.241-252.</p> <p>Milton, Lauren E ; Otty, Robyn (2018) Innovations in Occupational Therapy Education: The Centralized Service Learning Model. Journal of occupational therapy education, 2018-01-01, Vol.2 (1).</p> <p>McCarthy, Karen ; McCarthy, Marian (2019) Elevating Student Understanding: Irish Occupational Therapy Students' Experience of a Service Learning Project. Journal of occupational therapy education, 2019-01-01, Vol.3 (3).</p> <p>Janse van Rensburg, Elize ; van der Merwe, Tania Rauch ; Erasmus, Mabel A (2019) Community outcomes of occupational therapy service learning engagements: perceptions of community representatives. South African Journal of Occupational Therapy, 2019-04-01, Vol.49 (1), p.12-18.</p> <p><u>Recommended texts:</u></p> <p>Bazyk, S. (Ed.). (2011). Mental health promotion, prevention , and intervention with children and youth. Bethesda, MD: American Occupational Therapy Association.</p> <p>Crepeau, E. B., Cohn, E. S., & Schell, B. A. B. (2009). Willard & Spackman's occupational therapy (11th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.</p>	

Curtin, M. Molineux, M. & J. Supyk-Mellson, J. (2010), Occupational therapy and physical dysfunction: enabling occupation (6th ed.). Edinburgh: Churchill Livingstone/Elsevier.

Duncan, E. A. S. (2008). Skills for practice in occupational therapy. Edinburgh ; New York: Elsevier.

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Marjorie E Scaffa Maggie Reitz;; ebrary, Inc. (2013) Occupational therapy in community-based practice settingsPhiladelphia, Pa. : F.A. Davis Company 2013 2nd ed..

Meyers, S.K. (2010). Community Practice in occupational therapy: A guide to serving the community. Sudbury, MA: Jones and Bartlett Publishers.

Sladyk, K. Jacobs, K. & MacRae, N. (2010), Occupational therapy essentials for clinical competence. Thorofare, NJ: SLACK Inc.

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