

COURSE OUTLINE OCCUPATIONAL THERAPY IN THE COMMUNITY – OCCUPATIONAL JUSTICE

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	
COURSE TITLE	Occupational Therapy in the Community-Occupational Justice		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>	TEACHING WEEKS	CREDITS	
THEORY	2	3	
LABORATORY	2		
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area		
PREREQUISITE COURSES:	Basic Principles of Occupational Therapy and Models and Frames of Reference in Occupational Therapy		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <p><i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></p> <p><i>Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></p> <p><i>Summary Guide to Writing Learning Outcomes</i></p>
<p>The course focuses on the place of Occupational Therapy in the community, including management and collaboration perspectives at an interdisciplinary/multidisciplinary level. The relevant legislation, and the practice of Occupational Therapy and the fairness of the project are also examined. The aim is to improve the health and well-being of citizens in the local community, the inclusion and participation of individuals and communities both</p>

in the local and international context.

Upon successful completion of the course, participants will be able to:

Understand the theoretical background of the Project in the community

They apply the therapeutic use of Occupation for people of different age groups and communities, within contemporary and future environments such as primary health care, schools, municipal services, local associations, homes, etc.

Assess environmental barriers to project execution

They develop interventions in collaboration with individuals and populations, state agencies, municipalities, non-governmental organizations and associations.

They develop critical and up-to-date knowledge of the philosophy of integration, participation and inclusion in community life.

To recognize and apply in their practice the framework of Diversity, Equality and Inclusion.

Evaluates and examines the contribution that occupational therapy can have to the provision of quality community service

Critically analyzes possible future developments in community services according to the needs of the local population

Recognizes fundamental elements needed to support communities in evaluating and identifying problems and needs, occupational performance, and proposes interventions that enhance participation in actions and promote occupational performance and active participation in the community regardless of age or other designation

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which / which of them is the course aimed at?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender

Teamwork

sensitivity

Working in a multidisciplinary environment

Criticism and self-criticism

Generating new research ideas

Promoting free, creative and inductive thinking

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Project planning and management

Respect for diversity and multiculturalism

Demonstrate social, professional and ethical responsibility and gender sensitivity

3. COURSE CONTENT

- 1) Introduction of the concept of 'work' in the Community
- 2) Application of knowledge about people as occupational-beings living in communities and involved in a variety of communication processes with communities to design, formulate and justify effective, collaborative, community services from the perspective of Occupational Therapy

- 3) Principles of Justice, obstruction and exclusion from the human occupation
- 4) Development of strategies for the restoration of inequalities in individuals, families and communities of Thrace.
- 5) The therapeutic effects of the project on health, well-being and quality of life.
- 6) Factors that affect the execution of the project in the community. Strategies for the Integration of Anti-Racist and Positive Action Approaches in the Practice of Occupational Therapy
- 7) Culturally appropriate occupational-centered action proposals to address an identified community need using the principles and processes of community-centric practice.
- 8) Occupational Therapy in Natural Disasters and the World Federation of Occupational Therapists
- 9) Exercise: Planning activities and collaborations with local communities and populations for occupational performance.

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE																
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Paper, Artistic Creation, etc.</i> <i>The student's study hours for each learning activity as well as the hours of non-guided study are indicated so that the total workload at semester level corresponds to ECTS standards</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">132</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Educational visits,</td> <td style="text-align: center;">6</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Literature study and analysis	132	Examination	3	Educational visits,	6					Total Course	180
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STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Conclusive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Paper, Report/Report, Oral Examination, Public Presentation, Laboratory</i>	Written exam 100%																

Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other

Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.

5. RECOMMENDED BIBLIOGRAPHY

Greek:

Creek, L. & Lougher (2014) *Occupational Therapy and Mental Health*. Beta Publications.

Foreign language:

• American Occupational Therapy Association (2008). *Occupational Therapy Practice Framework: Domain and Process (2nd ed)*. N.Y.: A.O.T.A

Maclean F, Dale-Risk K. What can human rights law do for occupational therapy? *British Journal of Occupational Therapy*. 2023; 86(5):333-334. doi:[10.1177/03080226221143878](https://doi.org/10.1177/03080226221143878)

Scaffa, M. E., & Reitz, S. M. (2020). *Occupational therapy in community and population health practice* (Third edition). F.A. Davis.

Hocking, C., Townsend, E. (Liz), & Mace, J. (2021). World Federation of Occupational Therapists position statement: Occupational Therapy and Human Rights (Revised 2019) – the backstory and future challenges.

World Federation of Occupational Therapists Bulletin, 78(2), 83–89.

<https://doi.org/10.1080/14473828.2021.1915608>

Morville, A. L., & Erlandsson, L. K. (2013). The Experience of Occupational Deprivation in an Asylum Centre: The Narratives of Three Men. *Journal of Occupational Science*, 20(3), 212–223.

<https://doi.org/10.1080/14427591.2013.808976>

Martin, M., Sadlo, G., & Stew, G. (2012). Rethinking Occupational Deprivation and Boredom. *Journal of Occupational Science*, 19(1), 54–61. <https://doi.org/10.1080/14427591.2011.640210>

Whiteford G. Occupational Deprivation: Global Challenge in the New Millennium. *British Journal of Occupational Therapy*. 2000; 63(5):200-204. doi:[10.1177/030802260006300503](https://doi.org/10.1177/030802260006300503)