OCC THER 732: LIVING WELL: DESIGNING OCCUPATION-BASED WELLNESS PROMOTION

In Workflow

1. OCC THER Subject Approver (gmdiffee@wisc.edu;%20lcappabianca@wisc.edu)
2. EDU School Approver (dhess@wisc.edu;%20bgerloff@wisc.edu;%20ejach@wisc.edu;%20ckelley@wisc.edu;%20sychta@wisc.edu)
3. UCC Approver (meyoung@wisc.edu;%20mrschultz3@wisc.edu)
4. UCC Agenda (mrschultz3@wisc.edu)
5. Registrar-Course data entry (sjgolueke@wisc.edu;%20jbrown42@wisc.edu)
6. PeopleSoft (wclipske@wisc.edu;%20sjgolueke@wisc.edu;%20mjevans@wisc.edu)

New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:30:51 GMT

Viewing: OCC THER 732 : Living well: Designing Occupation-based Wellness Promotion

Last edit: Mon, 25 Nov 2019 19:30:50 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

Trigsted, Stephanie M

E-mail

strigsted@wisc.edu

Phone

608/262-8730

Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Spring 2021 (1214)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

732

Is this course crosslisted?

No

Course Title

Living well: Designing Occupation-based Wellness Promotion

Transcript Title

Living Well: Occ Well Promo

Course Description

Gain a complex understanding of the form, function and meaning of daily occupations and the role they play in lifestyle change for wellness promotion. Learn the architecture of daily life including its biological and sociocultural foundations for patterning occupational rounds in order to promote and sustain motivation to change.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate program

Grading Basis

A/F

Component Type

Lecture section is scheduled

Credits

2

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to learn the architecture of daily life to promote and sustain motivation to change.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 732 Living well: Designing Occupation-based Wellness Promotion does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Describe the four occupation-based threshold concepts for lifestyle change.	Graduate
2	Articulate how the framework and core concepts of the Do/Live/Well framework as a theoretical foundation for wellness promotion	Graduate
3	Critically assess current theory and research examining occupational complexity	Graduate
4	Identify and explain the effectiveness of strategies for fostering and sustaining of lifestyle change for wellness promotion.	Graduate
5	Apply motivational interviewing skills to coach a peer in lifestyle change.	Graduate

Credit hour policy
This course has been designed to meet the credit hour policy.

Please upload a syllabus.
OT 732syllabusLivingWell.pdf

Key: 13244

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 732
Living well: Designing Occupation-based Wellness Promotion
Spring 1

2 Credit(s)
Course is 2 credit and requires 90/cr. hours of active learning. In this course students will engage in reading, lectures, learning activities, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/

Meeting Time and Location: TBD

Instructional Mode: Online

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Elizabeth Larson, PhD, OTR
Associate Professor
608-265-0520
Elizabeth.larson@wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

Gain a complex understanding of the form, function and meaning of daily occupations and the role they play in lifestyle change for wellness promotion. Learn the architecture

of daily life including its biological and sociocultural foundations for patterning occupational rounds in order to promote and sustain motivation to change.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Describe the four occupation-based threshold concepts for lifestyle change.*
2. *Articulate how the framework and core concepts of the Do/Live/Well framework as a theoretical foundation for wellness promotion*
3. *Critically assess current theory and research examining occupational complexity*
4. *Identify and explain the effectiveness of strategies for fostering and sustaining of lifestyle change for wellness promotion.*
5. *Apply motivational interviewing skills to coach a peer in lifestyle change.*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Current Evidence Analyses • Do-Live-Well evidence • Brief Motivational Interviewing evidence	 End Module 2 End of Module 14	 5% 5%
Motivational Interviewing Workbook Exercises	As assigned	15%
Coaching for lifestyle change • Occupational profile • SMART goal • Reflection on goal generation with MI & card sort • Occupational progress report	 End of Module 3 End of Module 6 End of Module 10 End of Module 14	35%
Evidence for Lifestyle Change Interventions analysis & group presentation	End of Module 12	25%
Discussions (online)	As assigned	15%
Total		**100%**

Group Discussion –

As an online course, discussions will occur primarily through asynchronous forums in the Canvas LMS, with periodic synchronous scheduled discussions with peers and the course instructor.

All modules will include on-line discussion questions. Each student is required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post should reflect thoughtful reflection on the

discussion questions, incorporation of reading content or newly acquired knowledge and some level of synthesis. The deadlines for posting are in the course schedule section of the syllabus.

As well, it is required that each student make 2 other comments/reactions/questions regarding the posts of colleagues that contribute to an interactive dialogue and discussion.

The above represents the minimum amount of participation to earn the allotted points. You are encouraged to participate to a greater extent according to the complexity of the topic and your interest in your colleagues' thoughts.

Rubric for Asynchronous Discussions

6pts	**Initial Post** **6 pts**- Outstanding Contributor -posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. Introduces new content as applicable in addition to course content needed to support opinions and ideas presented. **4 pts** – Good Contributor - posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. **3 pts**- Adequate Contributor – Posted on time. Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. **1 pt** – Unsatisfactory Contributor – Posts reflect inadequate preparation. Ideas are seldom substantive and provide few insights. Comments do not encourage further response.
4pts	**Response Posts to peers (at least two)** **4 pts**- Outstanding Contributor -posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. Introduces new content as applicable in addition

	to course content needed to support opinions and ideas presented. **3 pts** – Good Contributor - posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. **2 pts**- Adequate Contributor – Posted on time. Contributions in class reflect satisfactory preparation.
	Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. **1 pt** – Unsatisfactory Contributor – Posts reflect inadequate preparation. Ideas are seldom substantive and provide few insights. Comments do not encourage further response.

Assignment One: Current Evidence Analyses

The purpose of these two evidence assignments is to familiarize students with the research supporting a theoretical model and a brief MI intervention introduced in this course. Student groups will assess the current available evidence for 1) Do-Live-Well model; and 2) Brief MI approach, and present this to classmates in discussion.
It is expected that students will use their skills for research and literature review to critically assess evidence for practice.

Assignment Two: Motivational Interviewing Workbook exercises

Students will complete 11 workbook exercises. Through these series of assignments, students will learn and apply the MI content to case studies, generate MI adherent phrases/language for working with clients, and complete knowledge checks. It is expected that students will learn MI key concepts, and develop a vocabulary of MI-adherent phrases and language for reflecting, asking open-ended questions, affirming and summarizing.

Major Course Project – Coaching for Lifestyle Change

Students will coach another student through lifestyle change over the course of the class, first using a non-MI and then an MI approach. Students will apply the course content on lifestyle change including MI skills with another student to develop a SMART

goal, and support wellness-promoting lifestyle change over several weeks. This assignment will include developing written documentation of the process as would be required in clinical practice: 1) an occupational profile, 2) SMART goal, and 3) a progress note.

Major Course Project – Evidence for Lifestyle Change Interventions: Disability/group Analysis & Presentation

Students groups will create an analysis of the literature on lifestyle change for a population served by occupational therapists (persons with spinal cord injuries, movement disorders, developmental disorders; displaced persons, caregivers of individuals with disabilities) or that could be served by OTs. For each of the features of the Do-Live-Well model, the group will compile research evidence that supports/refines /refutes the model for this population. This evidence will be compiled in a series of tables similar to the seminal article on this model. Students will present this analysis to the class.

Learning outcomes addressed in this assignment include utilizing research skills to identify key literature to be examined, evaluating the evidence systematically, synthesizing this evidence, evaluating how it relates to theory and preparing and giving a presentation of this analysis.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	**A**
90-93.99	**AB**
84-89.99	**B**
80-83.99	**BC**
70-79.99	**C**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Rosengren, D.B. (2018). *Building motivational interviewing skills: A practitioner workbook*, 2nd Edition. New York, Guildford Press.
- Williams, A-L. (2019). *Integrating health humanities, social science and clinical care: A guide to self-discovery, compassion and well-being* (p. 13-26). Routledge, New York

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules Objectives	Readings	Activities
Module 1: **Do-Live-Well Framework & core concepts** • **Describe the process through which Do-Live-Well model was generated** • **Articulate the evidence that supports the experience and patterns components** • **Articulate the forces that affect activity engagement** • **Describe how health and well-being outcomes are defined in this model**	E-articles (posted in Canvas): • Moll, S.E., Gewurtz, R.E., Krupa, T.M., Law, M.C. Lariviere, N., & Levasseur, M. (2015). ''Do-Live-Well'': A Canadian framework for promoting occupation, health, and well-being. *Canadian Journal of Occupational Therapy, 82*, 9-23. DOI: 10.1177/0008417414545981 Discussion Prep: • Present an update on the current evidence for the dimensions and activity patterns of this model. How does the current evidence support/refine/refute the model?	• Read assigned articles • Assess your own flourishing, health, circadian patterns, sleep completing the assessments/surveys posted on the website • Visit the D-L-W website and view the four videos: one each component http://dolivewell.ca/what-is-dlw/#sthash.iYXPHla9.dpbs • Further evidence: with your group examine current evidence, published in the last five years, on at least one dimension of experience or activity pattern as assigned
Module 2: **Threshold concepts for lifestyle change** • **Describe four proposed threshold concepts for lifestyle change for wellness promotion** • **Describe the evidence supporting these concepts as illustrated via research on college students' well-being** **Understand occupational complexity** • **Articulate the form, function and meaning of occupations intersect in social/cultural contexts**	E-articles (posted in Canvas): • Larson, E.A. (in press). Threshold occupational science concepts for lifestyle change: "Doing" wellness in a course for college students. Occupational Science. DOI: 10.3109/11038128.2011.596219 • Clark, F., & Larson, E.A. (1993). Developing an academic discipline: The Science of Occupation. In H. Hopkins, & H. Smith, (Eds.) *Willard and Spackman's Occupational Therapy*. Philadelphia, Pa: Lippincott. Class Prep: • Bring your occupational profiles to class and prepare to discuss the form, function and meaning of your interviewee's desired wellness/lifestyle change, and the facilitators and barriers that currently exist.	• Read assigned articles • Interview a peer about a lifestyle change she/he tried/wished/would like to do (follow the assignment guide). • Write up the information gained into an occupational profile format.
Module 3: **Understanding occupational Complexity** • **Describe at least three approaches used to understanding occupational or lifestyle balance** • **Describe how circadian rhythms influence or support daily life routines (energy**	E-articles (posted in Canvas): • Matuska, K. (2012). Validity evidence of a model and measure of life balance. OTJR: Occupation, Participation and Health, 32, 229-237. doi: 10.3928/15394492-20110610-02 • Sheldon, K.M., Cummins, R., Kamble, S. (2010). Life balance and well-being: Testing a novel conceptual and measurement approach. *Journal of Personality, 78,*	• Read assigned articles • Take Matuska's Life Balance Inventory http://minerva.stkate.edu/lbi.nsf • Create an infographic describing three approaches to occupational balance including multiple levels

available or cognitive skills) • **Articulate how regularity in daily rhythms is linked to health outcomes**	1093-1132. • Wagman, P., Hakansson, C., & Bjorklund, A. (2012). Occupational balance as used in occupational therapy: A concept analysis. Scandinavian Journal of Occupational Therapy, 19, 322-327. Discussion Prep: • Review and critique Figure 1 of the Life Balance Model in Matuska (2012); consider what evidence this provides in understanding the balance of occupational demands and desires; also consider the gaps in its explanatory power.	
Module 4: **Designing interventions tailored to work within individuals'/family's lifestyles & daily rounds** • **Understand evidence-based strategies for inserting interventions into the daily rounds including identifying ecological slots within daily routines** • **Analyze how these strategies may vary across the lifespan or for individuals with different physical or mental disabilities**	Textbooks: • *Building MI Skills Workbook*, Chapter 2: What is MI and why use it? E-articles (posted in Canvas): • Bernheimer, L.P., Weisner, T.S. (2007). "Let me just tell you what I do all day. . . ": The family story at the center of intervention research and practice. *Infants & Young Children, 20,* 192-201. • Eklund, M., et al., (2017). The linkages between patterns of daily occupations and occupational balance: Applications within occupational science and occupational therapy practice. *Scandinavian Journal of Occupational Science, 24,* 41-56. • Miller, W.R. (2000). Rediscovering fire: Small interventions, large effects. *Psychology of Addictive Behavior, 14*, 6-18. • Woodbridge, R., et al., (2018). Use of the physical environment to support everyday activities for people with dementia: A systematic review. *Dementia, 17*, 533-572. Discussion Prep: • Complete MI readings & exercises in preparation for "Not an MI conversation" in-class experiences	• Read assigned articles & text • Watch this video on the righting reflex (Start at 8:20-11:18) https://www.youtube.com/watch?v=ZxKZaKFzgF8 • Complete exercise 2.5 in the *Building MI Skills Workbook*
Module 5: **Chronobiological influences on occupational participation** • **Illustrate how occupations can be effectively synchronized with individuals circadian patterns** • **Examine the usefulness of assessments to examine circadian patterns to guide**	E-articles (posted in Canvas): • Carney, C.E., Edinger, J.D., Meyer, B., Lindman, L. & Isfre, T. (2006). Daily activities and sleep quality in college students. Chronobiology International, 23, 623-637. • Haynes, P., Gengler, D., Kelly, M. (2016). Social rhythm therapies for mood disorders: An update. *Current Psychiatric Reports, 18.*	• Read assigned articles • Review "When" from OT 731 • Complete the *Social Rhythm Metric* • Complete *Morningness-Eveningness Questionnaire (MEQ)*

interventions for daily activities and sleep	• Larson, E.A. & Zemke, R. (2003). Shaping the temporal patterns of our lives: The social dance. *Journal of Occupational Science, 10*, 80-89. • Quanta, M., et al. (2019). Zeitgebers and their association with rest-activity patterns. *Chronobiology International, 36,* 203-213. Discussion Prep: • Identify tools or assessments that can be used to assess circadian patterns; Compare and contrast how the *SRM* and *MEQ* assess circadian patterns in relation to occupation • Identify areas of practice where interventions addressing circadian rhythms are useful	
Module 6: **Evidence-based lifestyle changes to promote health and well-being: Small & SMART goals** • **Understand evidence-based strategies for inserting interventions into the daily rounds including using small goals/changes, specifying the goal/outcome of change, and using habit as engines of change**	E-articles (posted in Canvas): • Review habit content from OT 731 (Aubrey, 2018, Gardener, Phillippa & Wardie (2012), & Fritz & Cutchin (2016) and Segar's approach to lifestyle change (2015) • Bowman, J., Mogensen, L., Marsland, E., & Lanin, N. (2015). The development, content validity and inter-rater reliability of the SMART-Goal evaluation method: A standardized method for evaluating clinical goals. Australian Occupational Therapy Journal, 62:420-427. • Cairns, A.J., Kavanagh, D.J., Dark, F., & McPhail, S.M. (2019). Goal setting improves retention in youth mental health: A cross-sectional analysis. Child and Adolescent Psychiatry and Mental Health, 13:31. • Discussion Prep: Consider the ethics and quandaries of generating goals when there are different perspectives in the family group or that conflict with social norms.	• Read assigned articles • Identify and create a list of habit-based strategies or processes to support lifestyle change that can be used with clients or groups • Write a SMART goal with/for your assigned partner • Analyze the SMART goals provided by the standardized in Bowman's article
Module 7: **Sustaining lifestyle change: Meaning and experiential reinforcement** • **Critically examine the ways meaning can be constructed by individuals, families, and groups to drive participation in occupation** • **Compare and contrast the ways meaning has been conceptualized in research on occupation** • **Explain how the levels of meaning that**	E-articles (posted in Canvas): • Brown, K.W. (2015). Mindfulness training to enhance positive functioning. In (p. 311-321). In Brown, K.W, Cresswell, D., & Ryan, R.M.,(Eds.), Handbook of Mindfulness. Guilford, NY. • Ikiugu, M., et al. (2018). Guidelines for Occupational Therapy interventions based on meaningful and psychologically rewarding occupations. *Journal of Happiness Studies, 20,* 2027-2053. • Lyubomirsky, S. & Layous, K. (2013). How do simple positive activities increase well-being? Current Directions in Psychological Science, 22, 57-62.	• Read assigned articles • Review "No Sweat" reading, OT 731 • Watch these videoscribes on Flow: https://spiral.ac/sharing/jqgvvfq/flow-the-psychology-of-optimal-experience-by-mihaly-csikszentmihalyi-animated-book-summary https://www.youtube.com/watch?v=DXD8QjpQrFc • Complete a mindfulness podcast daily this week or participate in one

should be considered in designing interventions (in-the-moment experience, personal, familial, cultural and social)	• Roberts, A.E.K., & Bannigan, K. (2018). Dimensions of personal meaning from engagement in occupations: A metasynthesis. Canadian Journal of Occupational Therapy, 85, 386-396. • Spijkerman, M.P.J., Pots ,W.T.M., Bohlmeijer, E.T. (2016). Effectiveness of online mindfulness-based interventions in mental health: A review and meta-analysis. *Clinical Psychology Review, 45*, 102-114. Discussion Prep: • Complete the worksheet considering the multiple "levels" of meaning in three of your own daily occupations (in-the-moment experience, personal, familial, cultural and social)	occupation mindfully
Module 8: **Addressing inertia/motivation to change balance: Foundations of MI** • **Understand the client's perspective and central role in creating lifestyle change** • **Use reflective listening to support an individual's deeper understanding of a lifestyle issue**	Textbooks: • Patient as storyteller: Determinants of health In Williams, A-L. (2019). Integrating health humanities, social science and clinical care: A guide to self-discovery, compassion and well-being (p. 13-26). Routledge, New York. • Building MI Skills Workbook, Chapter 4: The use of OARS: Reflective listening E-articles (posted in Canvas): • Miller, R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37,* 129-140. Discussion Prep: • Reflect on the MI workbook exercises, and the perspective of the individual in the illness narrative which you read, create an MI conversation on a potential lifestyle change from this information using the assignment guide prompts.	• Read assigned chapters and articles • Complete Concept quiz, Exercise 4.3-4.5 in the Building MI Skills workbook • Review Immunity to Change readings/video • Read one of the assigned "illness" narratives • Read two peers MI conversations narratives
Module 9: **Addressing inertia/motivation to change balance: OARS** • **Use open-ended questions, affirmations and summaries in an MI conversation** • **Understand the usefulness of OARS in evoking client's needs, desires and hopes** • **Describe the evidence supporting the use of MI for health promotion**	Textbooks: • Building MI Skills Workbook, Chapter 5: The use of OARS: Open-ended question, affirmations & summaries E-articles (posted in Canvas): • Martins, R.K., & McNeil, D.W. (2009). Review of motivational interviewing in promoting health behaviors. *Clinical Psychology Review, 29*, 283-293. • Van Buskirk, K.A.; Wetherell, J. (2014). Motivational interviewing with primary care populations: a systematic review & meta-analysis. *Journal of Behavioral Medicine, 37*, 768-780.	• Read assigned articles • Complete chapter 5 concept quiz, In practice, exercise 5.1, 5.3 & 5.6 • Complete MI readings and exercises; apply this knowledge in a consultation with your peer in class

Module 10: **Recognizing and addressing change talk in lifestyle change** • **Develop strategies to address client's ambivalence** • **Use MI strategies to evoke change talk in an MI conversation** • **Practice MI skills**	Textbooks: • Building MI Skills Workbook, Evoking (p. 255-2640, Chapter 9: Recognizing change and sustain talk. E-articles (posted in Canvas): • Elwyn, G., Dehlendorf, C.; Epstein, R., Marrin, K., White, J., & Frosch, D. (2014). Shared Decision making & motivational interviewing: Achieving patient-centered care across the spectrum of health care problems. *Annals of Family Medicine, 12,* 270-275. • Rosengren, D. (2009). Working with ambivalence. In Building Motivational Interviewing Skills (p. 197-206). Discussion Prep: • Be prepared to compare and contrast how the MI approach and a non-MI approach elicited goals with your peer in terms of process and goals selected.	• Read assigned articles • Complete exercises 9.2, 9.3 & 9.6 • Use an MI/Card sort protocol to elicit lifestyle goals with your partner in class. • Use the MI process to design a lifestyle change with a peer in class using OARS. Write a reflection describing this process.
Module 11 & 12: **OT designed lifestyle interventions** • **Evaluate the quality OT lifestyle interventions** • **Identify "active" ingredients as presented in this course & elements not proposed in this course** • **Practice MI skills**	E-articles (posted in Canvas): • Levasseur, M., et al. (2019). Influence of lifestyle redesign on social participation, leisure and mobility of older French-Canadians. *American Journal of Occupational Therapy, 73*, 18 pages. • Eklund, M., Tjornstrand, C., Sandlund, M., & Argentzell, E. (2017). Effectiveness of balancing everyday life (BEL) versus standardized occupational therapy for activity engagement and functioning among people with mental illness—a cluster RCT. *BMC Psychiatry, 17,* 363. • Pytak, E., et al. (2018). Occupational therapy intervention improves glycemic control and quality of life among young adults with diabetes: the Resilient, Empowered, Active Living with Diabetes (REAL Diabetes) randomized control trial. *Diabetes Care, 201*, 696-704. • Van Rensburg, E.J. (2018). A framework for occupational enablement to facilitate social change in community practice. *Canadian Journal of Occupational Therapy, 85*, 318-329. Discussion Prep: • Review the AOTA Vision 2025, how does the research in this module adhere to this vision? • Present your group analysis to peers.	• Read assigned articles • With your group, find and analyze the available lifestyle interventions (in OT and interdisciplinary interventions) for your assigned population. Critique these studies. Consider which elements of the Live-Do-Well model are supported by this evidence. Prepare a class presentation and identify the strength of the studies, their support/refutation of the L-D-W model, and common elements/ targets of intervention/strategies used in the interventions. • Check-in/coach your assigned peer on their lifestyle change goal

Module 13: **Addressing inertia/motivation to change balance: Brief MI** • **Use Brief MI skills for consultation with clients** • **Evaluate the evidence supporting Brief MI applications** • **Practice MI skills**	Textbooks: • Recognizing our interdependence & Uncertainty and decision-making. In Williams, A-L. (2019). Integrating health humanities, social science and clinical care: A guide to self-discovery, compassion and well-being (p. 93-105 & 127-143). Routledge, New York. E-articles (posted in Canvas): • Gutnick, D., Reims, K., Davis, C., Gainforth, H., Jay, M., & Cole, S. (2014). Brief action planning to facilitate behavior change and support patient self-management. JCOM, 21, 17-29. • Reims, K., Gutnick, D., Davis, C., & Cole, S. (2013). Brief Action Planning: A white paper. Center for Comprehensive Motivational Interventions. Discussion Prep: • Be prepared to discuss the current evidence on Brief MI and your experiences using this format of MI.	• Review current evidence on Brief MI • Use the Brief approach with two volunteers • Check-in/coach your assigned peer on their lifestyle change goal
Module 14: **Cultural humility and unconscious bias** • **Understand the conceptualizations of cultural humility and its application to practice** • **Describe the ways in which unconscious bias may emerge in practice and ways to address it**	Textbooks: • Unconscious bias. In Williams, A-L. (2019). Integrating health humanities, social science and clinical care: A guide to self-discovery, compassion and well-being (p. 27-40). Routledge, New York. E-articles (posted in Canvas): • Foronda, C., Baptiste, D.L., Reinholdt, M.M., Ousman, K. (2016). Cultural humility: A concept analysis. *Journal of Transcultural Nursing, 27,* 210-217. • Miller, S. (2009). Cultural Humility is the First Step to Becoming Global Care Providers. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 38, 92-93. • Ruud, M. (2018). Cultural humility in the care of individuals who are lesbian, gay, bisexual, transgender or queer. *Nursing Women's Health, 22*, 255-263. Discussion Prep: • Present your learning experiences from both the client and coaching perspective over the course of the semester. • Describe a time when someone had a bias against you. Feel free to write fiction.	• Complete a closing interview with your assigned peer on their lifestyle change goal • Prepare a progress report using the posted format on your partner's progress to achieving their lifestyle goal