



## COURSE SYLLABUS

# Occupational Balance from various Perspectives, 1.5 credits

*Aktivitetsbalans ur olika perspektiv, 1,5 högskolepoäng*

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<b>Course Code:</b> HAON10	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Utbildningsrådet Jan 25, 2021	<b>Disciplinary domain:</b> Health sciences
<b>Revised by:</b> Utbildningsrådet Apr 21, 2020	<b>Subject group:</b> TR1
<b>Valid From:</b> Jan 25, 2021	<b>Specialised in:</b> G2F
<b>Version:</b> 4	<b>Main field of study:</b> Occupational Therapy
<b>Reg number:</b> Avdelningen för rehabilitering	

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### Intended Learning Outcomes (ILO)

Upon completion of the course students should have the ability to:

Knowledge and understanding

- describe occupational balance from various perspectives
- describe how occupational balance can be measured from various perspectives.

Skills and abilities

- identify one's own occupational balance from various perspectives.

### Contents

- concepts related to occupational balance

### Type of instruction

The course is implemented through a web-based distance course in the form of lectures and self-education.

The teaching is normally conducted in Swedish, but can occasionally be in English.

### Prerequisites

General entry requirements and completion of the course Occupational therapy in profession and research, 30 credits, and 30 credits from the courses Activity and development throughout life, 30 credits and Occupational Therapy for Activity Limitations in Disability and Disease, 30 credits (or the equivalent).

### Examination and grades

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

Examination will be based upon an individual written assignment.

A university lecturer serves as examiner for the course.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment	1.5 credits	A/B/C/D/E/FX/F

### Course literature

Anaby, D., Backman, C. L., & Jarus, T. (2010). Measuring occupational balance: A theoretical exploration of two approaches. *Canadian Journal of Occupational Therapy*, 77(5), 280-288. doi:10.2182/cjot.2010.77.5.4

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Dür, M., Steiner, G., Fialka-Moser, V., Kautzky-Willer, A., Dejaco, C., Prodingner, B., ... Stamm, T. (2014). Development of a new occupational balance-questionnaire: incorporating the perspectives of patients and healthy people in the design of a self-reported occupational balance outcome instrument. *Health and Quality of Life Outcomes*, 12. doi:10.1186/1477-7525-12-45

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Eklund, M., & Argentzell, E. (2016). Perception of occupational balance by people with mental illness: A new methodology. *Scandinavian Journal of Occupational Therapy*, 23(4), 304-313. doi:10.3109/11038128.2016.1143529

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Jonsson, H., & Persson, D. (2006). Towards an experiential model of occupational balance: An alternative perspective on flow theory analysis. *Journal of Occupational Science*, 13(1), 62-73.

Matuska, K. (2012). Validity evidence of a model and measure of life balance. *OTJR: Occupation, Participation and Health*, 32(1), 229-237.

Wada, M., Backman, C. L., & Forwell, S. J. (2010). Theoretical perspectives of balance and the influence of gender ideologies. *Journal of Occupational Science*, 17(2), 92-103.

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Wagman, P., & Håkansson, C. (2014). Introducing the Occupational Balance Questionnaire (OBQ). *Scandinavian Journal of Occupational Therapy*, 21, 227-231.

doi:10.3109/11038128.2014.900571

Wagman, P., & Håkansson, C. (2019). Occupational balance from the interpersonal perspective: A scoping review. *Journal of Occupational Science*, 26(4), 537-545.

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Wagman, P., Håkansson, C., & Björklund, A. (2012). Occupational balance as used in occupational therapy: A concept analysis. *Scandinavian Journal of Occupational Therapy*, 19(4), 322-327. doi:10.3109/11038128.2011.596219

Wagman, P., Håkansson, C., & Jonsson, H. (2015). Occupational balance – current research and identified knowledge gaps: A scoping study. *Journal of Occupational Science*, 22(2), 160-169.

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