

REHA 4009 OCCUPATIONAL JUSTICE

Credit Points 10

Legacy Code 401123

Coordinator Caroline Mills ([https://directory.westernsydney.edu.au/search/name/Caroline Mills/](https://directory.westernsydney.edu.au/search/name/Caroline%20Mills/))

Description This unit critically examines practice in the community with a focus on social inclusion and occupational justice. Life perspectives of people experiencing occupational injustice are explored. Current and historical ideologies which underpin global and national legislation and policies on human rights are examined. The promotion of occupational participation through occupational therapy practice is outlined. This unit challenges popular myths and stereotypes of people with disabilities. Issues such as de-institutionalisation, duty of care, dignity of risk, choice-making, rights and negligence are critiqued against legal, ethical and personal perspectives. This unit assists students develop critical thinking and reflection skills for practice.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3020

Co-requisite(s) REHA 3022

Equivalent Subjects LGYA 7065 - Occupation and Social Participation

Incompatible Subjects REHA 7010 - Occupational Justice

Restrictions Students must be enrolled in 4711 - Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours). This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the occupational injustices experienced by individuals and/ or groups and hypothesise the potential impact on community membership and participation.
2. Describe past and present conceptual frameworks and ideologies which influence an individual's social and community inclusion
3. Reflect on personal and societal attitudes and beliefs about people who experience occupational injustice (eg disability, homelessness, refugees, Indigenous Australians)
4. Identify community inclusion opportunities and evaluate their potential to facilitate occupational engagement
5. Compare and contrast occupational therapy approaches used to facilitate occupational justice
6. Develop an occupational therapy strategy to enable occupational justice for a marginalised group within their local community or global context

Subject Content

- concepts and principles of occupational justice, community membership and participation
- Global and national Legislation and policies on human rights
- conceptual frameworks and ideologies which underpin service planning
- strategies to manage challenging behaviours to facilitate successful community inclusion
- concept of institutionalisation and its impact on occupational freedom
- approaches used to guide occupational therapy practice in The community
- community inclusion opportunities available in The community
- Issues relating to provision of service; duty of care versus dignity of risk, choice-making, advocacy and abuse and neglect

Special Requirements Legislative Prerequisites

Prior to enrolling in this unit, students must have submitted a Student Undertaking Form. Use the link to the Special Requirements webpage below for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)
If students are visiting a NSW Health facility they will need to comply with the occupational screening and immunisation policy of NSW Health.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	50	N	Individual
Presentation	15 minute	30	N	Group
Reflection	1000 words total (4x 250 words)	20	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Caroline Mills ([https://directory.westernsydney.edu.au/search/name/Caroline Mills/](https://directory.westernsydney.edu.au/search/name/Caroline%20Mills/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4009_22-SPR_CA_D#subjects)