

## OCC THY 543

### Emerging Technology in Occupational Therapy Practice: Return to Work

Course Credits:

\*1 (1-0-0)

#### COURSE OUTLINE

Instructor: Anita Hamilton  
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Classroom: 2-07 Corbett Hall  
Class time: See timetabling below

#### Course Description:

In this module students will consider the application of technology in occupational therapy. Using scenario-based learning students will learn about the use of technology by occupational therapists use when working with a person who is transitioning from an acute care facility, back to the community and home, and then into paid work.

#### Timetabling:

Monday	28 April	2008	1:00pm – 4:00pm	Computer Laboratory (CH 2-11)
Monday	5 May	2008	1:00pm – 5:00pm	Site visits (TBA)
Wednesday	7 May	2008	1:00pm – 4:00pm	Computer Laboratory (CH 2-11)
Monday	12 May	2008	1:00pm – 4:00pm	Computer Laboratory (CH 2-11)

#### Student Time Commitment:

Computer-Lab workshops: 9 hours  
Site visit(s): 4 hours  
Independent study: 20 hours

#### Attendance in Modules (OCC THY 543):

All modules are designed to be intensive and interactive. It is imperative that registered students attend all listed hours of instruction, either in person or online. Students with unexplained absences will receive a grade of NC (failure, no grade point value assigned). As this is predominantly an online module (except for site visit and in-class presentation) students are able to negotiate completion of some tasks online.

#### Links to Other Courses:

These modules have overlapping areas of interest with this module; however the content for each module has a unique focus

- Assistive Technology (AT) in Occupational Therapy: Principles of AT Selection & Ensuring an Accurate Match
- Understanding Assistive Technology Devices from an Occupational Therapy Perspective

**Prerequisite:**

Nil

**Co-requisite:**

Nil

**Goal Statement:**

In this module we will explore the use of computer technology in occupational therapy practice with a particular focus on computer technology for the workplace. Students will utilize Web 2.0 technology to research and disseminate information. Using a case study scenario, students will research and then develop an online resources for case study client(s). Students will be required to maintain a reflective Blog, contribute to a group Wiki and present a discussion on the clinical reasoning behind their recommendations in the online resource. Each student will also be required to give objective feedback about each person's contribution to the resource and their ability to work in teams.

**Student Learning Objectives:**

At the end of the course students will demonstrate the ability to:

1. Work quickly and effectively in a self-directed manner as an individual.
2. Negotiate with team members to agree on contribution to team activity.
3. Quickly research new information.
4. Collaborate with the team in the online environment.
5. Use Web 2.0 technology to research and disseminate information (minimum requirement for this project is to develop a Blog and contribute to a Wiki, however students may incorporate other Web 2.0 tools such as YouTube and podcasts etc).
6. Apply new knowledge and skills in the creation of an online resource that addresses the needs of the client(s) in the case study scenarios.

**Occupational Therapy Outcomes:**

At the end of the course occupational therapy students will:

1. Have a clearer understanding of the role of occupational therapy from return home to return to work.
2. Have an understanding of the rapid growth in the area of computer technology across occupational therapy practice.
3. Be able to consider the needs of the client(s) presented in the case study scenario(s), research options and make recommendations demonstrating sound clinical reasoning.
4. Demonstrate development in the areas identified in the CAOT profile (200&)

**Transferable Skills:**

1. Knowledge of and skills in using Web 2.0 technology for knowledge transmission.
2. Practise articulating clinical reasoning.
3. Network quickly and effectively with agencies, services, businesses, experts (etc).

## **Pedagogical principles' underpinning curriculum and assessment design**

Students bring to the classroom different life experiences, a range of learning styles and a range of reasons for choosing to study occupational therapy. This course is designed using the following pedagogical principles; constructivist<sup>1</sup>, transformative<sup>2</sup> and reflective<sup>3</sup> learning.

Constructivist learning means that the curriculum and assessment has clear content and structure. Students can see that the new knowledge will apply in practice with the instructor modeling this process. The instructor creates a scaffolding of learning using approaches such as pre-readings, lectures or seminars, and structured assessment tasks that strategically facilitate students to build foundations for applying new knowledge. In this course we will build a scaffolding of learning through creation of online learning resources for our case study client(s).

Transformative learning means that curriculum is developed to expose students to new ways of thinking, seeing and doing. Students often refer to transformative moments as “aha” moments as they literally “transform” the way they now understand. Transformation often occurs in hands-on courses and in fieldwork. This is a new course, so I hope to hear from you during the course if/when you feel we have achieved some transformative moments such as seeing the application of a piece of technology and how this enables participation or re-engagement in chosen activities.

Reflective learning is intrinsically linked with transformative learning. Reflective learning encourages and challenges you to think more critically, creatively, deeply; and in this course reflection has been designed into the course through your development of an online reflective blog and again while you critically reflect on your recommendations for technology adoption by our case study client. It is expected that reflective practice will become a habit, part of your cycle of lifelong learning.

Instructors bring three key qualities to the learning environment, subject expertise, skills in learning and teaching methods and emotional intelligence<sup>4</sup>. This means that instructors will design curriculum using their own and others' up to date evidence; use approaches to teaching and learning (including assessment) that suit the course timelines and learning objectives; and importantly, instructors will form learning relationships with students through regular contact, understanding the range of student perspectives and through timely and constructive feedback.

The role of student is to bring a positive approach to the learning environment and assume responsibility for learning. Students are expected to come motivated to learn, ready to be engaged, ready to collaborate with the instructors and peers, ready to take risks in learning and also be resilient while also being creative. This is a blue-print for lifelong learning.

In this course you can expect to have the following types of activities incorporated into the curriculum:

- Online-lectures (*to create structure and “scaffolding” for the course content*)
- Readings (*this creates a structure or a scaffolding for our learning, you are expected to read what is set and to also take your reading beyond this in your independent study*)
- Team work (*contribute individually and collaborate in a team project, thereby discovering new ways of thinking which will enhance outcomes in learning*)
- Face-to-face discussion groups (*where we will have opportunity to discuss and share knowledge and resources in a synchronous environment*)
- Independent study (*where you take your own learning experience in the direction you choose to meet both the requirements of the course but also examine issues outside the course content*)

Relationship between this course & Profile of Occupational Therapy Practice in Canada (2007)

Expert in enabling occupation	
1.1.2	Demonstrate insight into personal limitations and expertise.
1.3.4	Identify the client's strengths and resources.
1.3.7	Seek out and synthesize relevant information from other sources, such as family, caregivers, and other professionals.
1.5.4	Analyze physical, cultural, social, and institution environmental impact on occupational performance issues.
1.6.3	Propose physical design options to increase inclusion.
Communicator	
2.1.3	Use plain language that is understandable.
2.1.7	Adapt communication approach to ensure that barriers to communication (e.g., language, hearing loss, vision loss, inability to communicate verbally, cognitive loss) do not impact the client's ability to direct their own care process.
Collaborator	
3.1.5	Work with team members using shared decision- making to meet the needs of the client.
3.2.1	Respect differences, misunderstandings, and limitations among team members.
3.2.3	Manage differences and conflicts to ensure an ongoing team focus on the client's values, goals, and objectives.
Practice Manager	
4.1.4	Balance work activities, outside activities, and personal priorities.
Change Agent	
5.3.2	Act on identified opportunities to communicate the role and benefits of occupational therapy in occupational performance and occupational engagement.
Scholarly Practitioner	
6.1.4	Integrate new learning and evidence into practice.
6.2.1	Critically appraise best evidence in order to address client, service, or practice questions.
6.3.1	Identify the learning needs and desired learning outcomes of learners.
7.1.6	Maintain appropriate relationships and boundaries with clients.
Professional	
7.3.1	Demonstrate awareness of professional privilege and sensitivity to client issues related to professional privilege and client power.

For a copy of the full document please go to: <http://www.caot.ca/pdfs/otprofile.pdf>

## Course Content:

### Independent learning activities (prior to first session)

Online survey: "How techno-savvy are you?" (follow this link to survey  
[http://www.surveymonkey.com/s.aspx?sm=v1sug9ldV746\\_2bC1\\_2bSLodGw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=v1sug9ldV746_2bC1_2bSLodGw_3d_3d))

Reading: de Jonge, D. (2007). Technology at Work. In D. de Jonge, M. J. Scherer & S. Rodger (Eds.), *Assistive Technology in the Workplace* (pp. 1-15). St Louis: Mosby Elsevier.

### Session 1 - Monday 28 April

- 📖 What's expected in this course?
- 📖 How are OT's using computer technology in practice?
- 📖 Social software in OT practice.
- 📖 "Meet" the client and negotiate individual contribution to assessment task with peers.

### Independent learning activities (prior to second session)

Blog: Develop your Blog: Visit OT and related Blogs (e.g.: <http://technots.blogspot.com/>)

Reading: de Jonge, D. (2007). Consumer-Centered Process for Technology Acquisition and Use. In D. de Jonge, M. J. Scherer & S. Rodger (Eds.), *Assistive Technology in the Workplace* (pp. 52-81). St Louis: Mosby Elsevier.

### Session 2 - Monday 5 May

- 📖 What's happening in the "real world": Site visit(s)

### Independent learning activities: (prior to third session)

Blog: Keep developing Blog, include CAOT profile document in your reflections

Reading: de Jonge, D. (2007). Acquiring Technology for Work. In D. de Jonge, M. J. Scherer & S. Rodger (Eds.), *Assistive Technology in the Workplace* (pp. 111-123). St Louis: Mosby Elsevier.

### Session 3 - Wednesday 7 May

- 📖 Researching resources & networking
- 📖 Questions to Guide Identifying Potential Technologies
- 📖 Critiquing resources
- 📖 Putting content into our Wiki

### Independent learning activities: (prior to fourth session)

Blog: Keep going on your Blog.

Wiki: Continue working on the online resource for the client and prepare to present your contribution to the Wiki, including what you chose NOT to include (ie: demonstrate clinical reasoning)

### Session 4 - Monday 12 May

- 📖 Evaluating the Effectiveness of Technology in the Workplace (de Jonge, 2007)
- 📖 Presenting your Blog and presenting your part of the Wiki
- 📖 Peer evaluation

### **Required Textbooks/Materials:**

de Jonge, D., Scherer, M. J., & Rodger, S. (2007). *Assistive technology in the workplace*. St. Louis, Mo.: Elsevier Mosby.

### **Student Required Resources:**

Access to a computer and internet.

### **Reference Material:**

Electronic resources will be available on WebCT and hard copy resources will be available in the first class as a hand-out.

### **Assignments:**

#### **Online reflective learning Blog (20%)**

- In session one each student will create their own Blog using freely available software from the world wide web (examples include: Blogger and WordPress.org)
- As a minimum standard it is expected that in your blog you will reflect on how this course contributes to your development in the components of the CAOT profile identified by instructor and listed in this course guide (page 4).

#### **Online resource for case study client (60%)**

- You will contribute as an individual to a collaboratively developed online resource for your case study client, family, employer and colleagues.
- In the first class you will discuss and agree what your contribution will be.
- This online resource will assist the case study client and others listed above to understand what is available in the area of computer technology in aiding return to home, community and work *and* how to access it.
- This resource will be available to them by computer.
- The online resource will represent involvement by OT involvement in facilitating re-connection with family/home, leisure/community and colleagues/work.
- This assignment it is NOT intended as an opportunity to 'dump' a range of online resources into an online repository for the client and his family to sort through.
- You are expected to carefully consider what you will recommend and why.
- It will also be important to keep a record of the resources you decided NOT to include and why so that you can present this in the final session. This will help you to demonstrate "clinical reasoning".
- Each student will work towards and contribute to a component part of the online learning resource. Students will agree on their contribution by the end of the first class.

#### **In-class summary (20%)**

- In our final session each student will present their component of the online resource.
- Students will present the goal of their component of the resource, how they obtained their information, what information they did not include, and any gaps in knowledge.
- Students will be asked to contribute to the assessment of each other's contribution to the resource as a whole.

### **Grading:**

This module is a credit/non credit course

Please note: a minimum grade of 70% must be achieved for credit to be given.

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are urged to familiarize themselves particularly with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

The instructor reserves the right to change topics due to availability of speakers.

### References for pedagogical principles

1. Abdal-Haqq, I. (1998). *Constructivism in teacher education: Considerations for those who would link practice to theory*. ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education: Washington, DC.
2. Mezirow, J. (2000). *Learning as transformation : critical perspectives on a theory in progress* (1st ed.). San Francisco: Jossey-Bass.
3. Kinsella, E. A. (2001). Reflections on reflective practice. *Canadian Journal of Occupational Therapy*, 68(3), 195-198.
4. Mortiboys, A. (2005). *Teaching with emotional intelligence : a step by step guide for higher and further education professionals*. Milton Park, Abingdon, Oxon ; New York, NY: Routledge.