

**OCCTH 520**  
**Theory, Evidence and Skills in Practice: Integration**  
**\*1 (0-1-0)**

Instructor: Anita Hamilton  
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Office hours: Mondays 2:30 – 4:00 {*Or by appointment*}

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Classroom: 2-39                                      Class time: Mondays: 2:30 – 3:20

**Course Description:**

The OCCTH 510/20/30/40 stream is designed to give students the opportunity to apply information from other courses in real-life or scenario situations.

**Student Time Commitment:**

Class contact (including presentations): 13 hours  
Self Directed learning: 26 hours

**Links to Other Courses:**

This course integrates information from other courses.

**Prerequisites:** All first year, first term courses.

**Co-requisites:** All first year, second term courses.

**Goal Statement:**

Key learning goals of second term, first year include understanding clinical research, understanding of human structure and function, fabrication of prostheses and furthering knowledge of mental health. Therefore this course provides students with the opportunity to apply knowledge from all courses in an applied project where students work in groups to create an assistive technology device. The concepts from all second term courses need to be demonstrated in OCCTH 520.

**Student Learning Objectives:**

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

1. Identify an occupational performance issue that could be solved using assistive technology
2. Research potential solutions and outline the process using concept mapping for the issue identified in Learning Objective 1.
3. Design and develop assistive technology as a potential solution to the occupational performance issue (Learning Objective 1) and:
  - a. Demonstrate an understanding of the interaction with human systems
  - b. Demonstrate an understanding of the mental health benefits and risks of adopting assistive technology
  - c. Demonstrate an understanding of the importance of client-centred approaches design and development
  - d. Articulate the clinical reasoning behind each stage of the process and linking with an appropriate model (for example the Human-Activity-Assistive Technology (HAAT) Model).
  - e. Identify the role of other professionals in design, development & provision of assistive technology in practice
4. To teach others about the conceptualisation of the issue and your assistive technology solution.

**Teaching/Learning Strategies:**

The approach to curriculum design and teaching in OCCTH 520 is to guide you towards learning through problem solving, mentoring and experimentation. Therefore this course requires use of a real-life situation, as this provides the opportunity for an authentic learning experience.

In order to understand the process, from problem identification to problem solving through the design and fabrication of an assistive technology device, the course will be taught in three distinct phases with one lecture for each phase. Lectures will be brief and used to outline the key concepts. You will do most of the work for this course in your groups and through mentoring by faculty outside of the direct contact lectures.

**Required Textbooks/Materials**

There are no required texts and all the basic readings for this course will be available in eClass.

**Course Schedule:**

Date	Outline
Monday 11 <sup>th</sup> January 2:30 - 3:20	Identification of occupational performance (OP) issues where assistive technology appears to offer a solution
Monday 22 <sup>nd</sup> February 2:30 - 3:20	Research and concept mapping around assistive technology design
Monday 8 <sup>th</sup> March 2:30 - 3:20	Clinical reasoning around assistive technology design, development and customization

**Assessment Schedule:**

Monday 15 <sup>th</sup> March 3:00pm	Part 1: Concept map of the problem identification and research process (submit to OT office)
Friday 9 <sup>th</sup> April 12:00 – 4:00	Part 2: Submission of assistive technology and presentation (book in a time to bring presentation to Anita's office and upload to PC or Mac laptop)
Tuesday 13 <sup>th</sup> April 11:00 – 3:00	Part 3: In-class presentations groups 1-8 (All students must attend both days)
Wednesday 14 <sup>th</sup> April 10:00 – 3:00	Part 3: In-class presentations groups 9-18 (All students must attend both days)

**Completion of this course requires applied knowledge from other courses, and your own research. Therefore professors from the courses taught in Term 2 have been invited to attend the final presentations and are likely to ask questions related to the content of their course as it relates to the assistive technology design and development assignment.**

<b>Assessment Outline &amp; Marking Criteria Form</b>	<b>OCCTH 520</b>		<b>Group:</b>
	<b>Due date:</b>	Part 1: Monday 15 <sup>th</sup> March by 3:00pm Part 2: Friday 9 <sup>th</sup> April 2010 by 3:00pm Part 3: Tuesday 13 <sup>th</sup> and Wednesday 14 <sup>th</sup> April	
	<b>Weighting:</b>	Part 1: 25% Part 2: 25% Part 3: 50%	
	<b>Requirements:</b>	<p><u>Part 1: Concept map of the problem identification and research process</u></p> <ul style="list-style-type: none"> <li>▪ Identify a person who has an occupational performance issue that is inadequately met (could be from fieldwork, a family member, a friend or a neighbor).</li> <li>▪ Meet with that person to identify the occupational performance issues (suggestion: use the Canadian Process Practice Framework)</li> <li>▪ Research issue, potential options and document process in a concept map</li> <li>▪ Submit concept map Monday 15<sup>th</sup> March by 3:00pm</li> </ul> <p><u>Part 2: Design and Development of Assistive Technology</u></p> <ul style="list-style-type: none"> <li>▪ Select a model to guide the design and development process (e.g. HAAT)</li> <li>▪ Design and fabricate a piece of assistive technology with consideration of bio-mechanic, psychological and social impact on user</li> <li>▪ Use client-centred practice approaches</li> <li>▪ Develop the assistive technology</li> <li>▪ Trial the assistive technology</li> <li>▪ Identify the strengths and limitations and what you would change if you went through this process again</li> <li>▪ Prepare a twelve (12) minute presentation to inform colleagues of the process and outcome of this task</li> <li>▪ Submit assistive technology and presentation Friday 9<sup>th</sup> April 2010 by 3:00pm to Anita</li> </ul> <p><u>Part 3: Presentation to class</u></p> <ul style="list-style-type: none"> <li>▪ Present the assistive technology to the class (12 minutes) going through the steps outlined in the development of the assistive technology</li> <li>▪ Answer questions from peers, faculty and the “expert panel” (3 minutes)</li> <li>▪ Ensure sound clinical reasoning is evident</li> </ul>	

Marking criteria for all three stages of the assessment task								
Criteria		Weight	5	4	3	2	1	
Planning	Concept map clearly identifies occupational performance (OP) issue	2						/10
	Concept map outlines <i>potential</i> solutions	1						/5
	Research into OP issue and <i>potential</i> solutions is evident	2						/10
Design and Development	AT item developed is original and cannot be found commercially	1						/5
	Quality of design/manufacture AT item (appearance, construction, ease to maintain)	3						/15
	AT item is appropriate for client's needs	1						/5
Presentation	Articulates the occupational performance goals of the AT item	1						/5
	Demonstrates understanding of model that informed process	2						/10
	Outlines the process involved in working with the client	2						/10
	Discusses the strengths and limitations of the AT item	2						/10
	Presentation style is informative, within time limits, answers questions well	3						/15
Attendance will be recorded								
Any student absent from presentations on either day will be deducted 5 percent from their total grade								

## eClass

### Instructions:

- To access eClass go to <http://www.elearning.ualberta.ca/eClass/over.php>. Click “Log in to the eClass system and get started”, enter your CCID (UserID) and Password, and then choose OCCTH 504 (or Click on Course listing, search for Faculty of Rehabilitation Medicine, then choose OCCTH 504).

### Assistance:

- eClass HelpDesk: 780-492-9400 or [http://www.elearning.ualberta.ca/eClass/stu\\_help.php](http://www.elearning.ualberta.ca/eClass/stu_help.php)

### Resources:

- Course guide, assessment tasks, discussions and information on required readings are housed within the eClass site.

### Discussion:

- This course will use eClass discussion as a means to promote learning and further understanding of the concepts introduced in each topic. Postings are intended to clarify concepts, educate on specific topics, and constructively critique responses for the purpose of furthering one’s own learning as well as that of fellow classmates.
- To access the discussion page click on the “Discussion” toolbar located on the top part of the course homepage when you are in the course website.

### Online code of conduct (netiquette):

- Use “threads” so that all discussion relating to a particular question is in one place. This means “replying” to the first person who posts on any given question.
- Clearly identify which question you are responding to in the subject line.
- Keep to the timetable. If there is an expectation that work will be completed by a set date then be considerate to your discussion group and keep the flow of the responses and discussions on track.
- Be considerate and professional when responding to individual postings.
- All postings should be clear, concise and original, avoiding repetition of the content in other students’ responses, cite resources used where relevant.
- Always be objective and careful in your comments as online communication can be easily misinterpreted as we don’t have body language and voice tone.
  - e.g.: Avoid using capital lettering as this is interpreted online as SHOUTING!

### It is important for students to note that:

Learning is a partnership between the student and the facilitator (professor, instructor, teaching assistant, preceptor, personal advisor, etc). Learning opportunities have been designed and resource materials have been identified to help you achieve the course objectives and outcomes.

Not all material will be covered in class. Reading, exercises, and other forms of directed and self-directed study will be required to achieve depth of learning. **It is the student’s responsibility to use these opportunities and material and ensure that (s)he can achieve the stated objectives and specific occupational therapy outcomes.** This is an essential component of the accountability that is associated with becoming a professional.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003)

“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 particularly urged to familiarize themselves 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)

### Group Work:

You will work in groups for the whole term. Group work is an essential part of this course and students are expected to fully participate in each group activity. How you participate is one indicator of your professional conduct and therefore assignments requiring group work incorporate peer evaluations and academic consequences for not participating fully as outlined in the **group work policy** at <http://www.rehabmed.ualberta.ca/ot/Handbook/policies.htm>. Please read carefully. As outlined in the policy, DO NOT wait until an assignment is due to take required action. DO contact your professor about concerns as soon as possible.

### Grading:

The following grade conversion scale was approved by Occupational Therapy Committee and was effective September 2006

#### **MScOT (Course-based) Conversion Scale**

A+	95-100
A	87-94
A-	81-86
B +	76-80
B	71-75
B -	65-70
<b>C+ Minimal Pass</b>	<b>60-64 Minimal pass</b>
C	57-59
C -	54-56
D +	52-53
D	50-51
F	0 - 49

This course is a Credit/No Credit course; therefore students need to achieve **60 or more** to achieve a credit for this course.