

**OCCTH 543**  
**Online technology for occupational therapy**

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 learn about a growing number of online technologies and programs that can be utilized in occupational therapy practice. Through in-class activities and by undertaking a personal project, students will learn how to use these technologies for information management and knowledge transfer in occupational therapy practice with clients, for professional development and networking, and as a key way to advance our profession.

**Timetabling:**

Monday	9 May	2:00pm – 5:00pm
Friday	13 May	2:00pm – 5:00pm
Monday	16 May	2:00pm – 5:00pm
Friday	20 May	2:00pm – 5:00pm

**Student Time Commitment:**

Computer-Lab workshops: 13 hours  
Independent study: 26 hours

**Attendance in Modules (OCCTH 543):**

All modules are designed to be intensive and interactive. It is imperative that registered students attend all listed hours of instruction, whether these hours are in person or online (as agreed to with the course instructor). Students with unexplained absences will receive a grade of NC (failure, no grade point value assigned).

**Links to Other Courses:**

Using online technology in occupational therapy practice is still a new and developing area. You will notice that the information we cover in this module will be able to be applied in your other occupational therapy courses, fieldwork and as a graduate therapist.

**Prerequisite/Co-requisite:**

Nil

**Goal Statement:**

In this module we will explore the use of online computer technology in occupational therapy for information management and knowledge transfer.

**Student Learning Objectives:**

Students will learn how to use online technology to retrieve, organize and store information and to generate and share knowledge for practice. The classes will be hands-on and we will use tools such as twitter, wikis, blogs, podcasts, videocasts, photo-essays, and discussion forums.

Student will work individually or in a pair on one main project that may incorporate:

- using the online environment to systematically retrieve, store and share information;
- creating an online community of practice or network of excellence for networking with colleagues;
- creating an online discussion forum for client opinion/ideas;
- developing a wiki with occupational therapy specific information for clients;
- using an online tool in a therapeutic intervention;
- developing a teaching resource for a specific client group wanting to use online technology (e.g. persons with mental illness, persons with ABI, ageing, CALD immigrants)

**Occupational Therapy Outcomes:**

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

1. Self-reflect through the lens of the CAOT profile
2. Quickly research new information
3. Work quickly and effectively in a self-directed manner as an individual
4. Negotiate with team members to agree on contribution to team activity (as applicable)
5. Use online technology to research and disseminate information
6. Apply new knowledge and skills in the creation of an online resource/project

**Transferable Skills:**

1. Knowledge of and skills in using online technology for knowledge transfer.
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 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 readings.

*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” what they understand. Transformation is more obvious in hands-on courses and in fieldwork.

*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. 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 design curriculum using their own and others' up to date evidence; using approaches to teaching and learning (including assessment) that suit the course timelines and learning objectives; and importantly, instructors will form learning relationships with the students.

The role of student is to bring a positive approach to the learning environment and assume responsibility for learning. It is hoped that students will integrate other life and educational experiences in their new learning and collaborate with the instructors and peers, being patient with the learning process of the whole group.

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

- 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*)
- Discussion (*where we will have opportunity to discuss and share knowledge and resources in a synchronous environment*)
- Independent project work (*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*)

## Course Content:

### Before coming to our first class please complete the online survey

Follow this link to complete the survey: <http://www.surveymonkey.com/s/OT4OTmodule>

#### Session 1

- 📖 Introduction: The need for online technology in occupational therapy
- 📖 What's expected in this course?
- 📖 Assessment tasks (reflection, personal project and presentation)
- 📖 Information management (seek, organize, store)
  - Personalized homepages/Portals
  - Managing RSS feeds: Google Reader
  - Scholarly databases (with push notifications)
  - Social bookmarking: Delicious
  - Reference management systems
- 📖 Project selection

#### Session 2

- 📖 Information management (seek, organize, store)
  - Online Surveys
  - Discussion forums
  - Social Networking: Facebook/ LinkedIn
  - Reflection tools (blogs, online journals)
- 📖 Continue projects

#### Session 3

- 📖 Knowledge transfer (translate, apply, create)
  - Twitter
  - Blogs
  - Wikis
  - Podcasts/Videocasts
  - VOIP
  - Virtual worlds
  - Collaborative writing
- 📖 Continue projects

#### Session 4

- 📖 Project presentations
- 📖 Post-course survey & Course evaluations
- 📖 Summary and Close

*The instructor reserves the right to change topic order.*

**Required Textbooks/Materials:**

There is no text for this module.

**Student Required Resources:**

Access to a computer and Internet.

**Reference Material:**

- All resources will be available through the wiki.

**Assignments:**

**Personal project (50%)**

- In pairs or as an individual you will develop a project that incorporates online technology:
  - Evidence-based practice resource (e.g. a community of practice/professional development resource, resource for clients)
  - Promotional or educational tool about occupational therapy (e.g. wiki or blog, YouTube video or combination of several approaches)
  - An app for an iPod/iPhone/iPad relevant to OT
  - Therapeutic intervention for delivery online (e.g. an educational program)
  - Therapeutic activity conducted using online technology (e.g. photo-essay)
  - Teaching program about an online tech tool for person's with impairment (e.g. development of a program for Edmonton Brain Injury Relearning Society)
  - Professional development activity (e.g. Participation in the development and running of World OT Day, 27 October 2011)
  - Asynchronous professional networking (e.g. Development of a LinkedIn or Facebook group, or a professional forum)

**Presentations (30%)**

- In our final session each individual/pair will present their online resource.
  - Students will present the goal of their project, how they obtained information, what information they included/did not include, and any gaps in knowledge and where they see the project going next (e.g. how to disseminate this project)
  - Students will also be asked to provide feedback on each group member's assessment tasks
- All presentations are to be linked to the OT4OT wiki as an example of using online technology in OT practice so that it can be shared with the wider online OT community

**Individual reflection (20%)**

- Using online technology (e.g. a blog or online journal) each student will create a reflection looking at the learning process and indicate how this will inform future practice (see outline and example in the wiki)

## **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)

## **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)

Refer to Appendix A of the University Calendar

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## **If applicable:**

Group work- is an essential part of the 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 evaluation 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. DO NOT wait until an assignment is due to take action as outlined in the policy. DO contact your course instructor about concerns as soon as possible.

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

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

## **Student Accommodation/Inness:**

Any request for accommodation must be submitted in writing at the beginning of the course with a letter from Specialized Support and Disability Services (SSDS) that identifies the student’s specific accommodation needs. This information should address how this disability or need impacts the student’s ability to participate in the normal requirements of the course. Where a student is not yet registered with SSDS, medical or other documentation must be provided at the beginning of the course. Students will be referred to SSDS by the course instructor for the necessary registration. Refer to the Faculty of

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.