



## Postgraduate Study in Occupational Therapy

### Client Education

The nature of occupational therapy practice results in education being frequently identified as an intervention strategy to assist clients to make changes to their daily involvement in occupations. This occurs in a variety of contexts and may involve both teaching individuals and/or groups. Consistent with current thinking (Bellamy, 2004) all health professionals need the skills to ensure that their clients are well informed. This course will enable occupational therapists (who work with adolescents and adults) to evaluate their current teaching practice and to propose changes that are consistent with current educational theory.

#### LEARNING OUTCOMES

At the completion of this course, students will be able to:

- Discuss key principles and theories underlying adult learning
- Critically review selected teaching methods
- Describe barriers to client learning
- Evaluate the effectiveness of client education
- Critically evaluate their own use of teaching methods and propose changes that are consistent with education theory

#### CONTENT AND PROCESS

- Approaches to client education: This will review education theories. Students will be introduced to approaches to education that are evident in contemporary literature.
- Issues in application: This will review barriers to client education and provide an overview of issues such as transferability of learning; reading levels; cognitive demand; learning styles; readiness to learn.
- Models of educational delivery: A number of teaching methods will be addressed such as the use of learning packages; e-learning opportunities.
- Teaching strategies: There are a number of different strategies that the therapist can use to structure the teaching plan and/or deliver the teaching session to meet the specific needs of the client group.

#### ASSESSMENT

- Summative assessment — There are two assessments for this course: Essay which compares two models of education – worth 50% Critique of current practice with recommendations for change – worth 50%.
- Formative assessment — Ongoing discussion with lecturer related to topics selected for the assignments.

**SEMESTER DATES:** 25 July—18 November 2011

**TENTATIVE FEE:** \$1094.70

#### LECTURER PROFILE

DR LINDA ROBERTSON (NZROT, BA, MEd, PhD education)



I have had a great passion for the general topic of education for many years. How people learn is not only central to my task as an educator but also a vital aspect of occupational therapy practice. Both my Masters and PhD were gained in education and have provided me with a depth of knowledge in the topic.

Novice- expert differences in clinical reasoning (one of my passions!) draws on how students learn and I am particularly interested in the various teaching / learning methods that can be used to involve the learner in their own processes.

\* Course offered subject to minimum enrolments

#### Who do I contact for more information and an enrolment pack?

Penelope Kinney  
Postgraduate Programme Coordinator  
Email Penelope.Kinney@op.ac.nz  
Free Phone 0800 762 786

or

Debbie Davie  
Postgraduate Programme Administrator  
Email Debbie.Davie@op.ac.nz  
Free Phone 0800 762 786