

22:30,10.7.2022

Syllabus - ASSISTIVE TECHNOLOGY IN OCCUPATIONAL THERAPY (99153) -  
ongo

האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM

# Syllabus ASSISTIVE TECHNOLOGY IN OCCUPATIONAL THERAPY - 99153

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Last update 25-08-2021

HU Credits: 2

**Degree/Cycle: 1st degree (Bachelor)**

**Responsible Department: Occupational Therapy**

**Semester: 2nd Semester**

**Teaching Languages: Hebrew**

**Campus: Mt. Scopus**

**Course/Module Coordinator:** Dr. Lori Rosenberg

**Coordinator Email:** [laura.rosenberg@mail.huji.ac.il](mailto:laura.rosenberg@mail.huji.ac.il)

**Coordinator Office Hours:** Tuesday 8:00-12:30

**Teaching Staff:**

**Ms. Osnat Arbel,**

**Dr. Laura Rosenberg,**

**Dr. Lena Lipskaya-Velikovsky**

**Course/Module description:** In this course the students will acquire understanding about a broad array of assistive

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technology including computer and tablet adaptations, driving, seating and mobility.

**Course/Module aims:**

**Provide theoretical and practical knowledge in the field of assistive technology and adaptations for clients with a broad array of populations.**

**Learning outcomes - On successful completion of this module, students should be**

able to:

- **demonstrate the complexities of selecting assistive technology**
- define principles of adaptations of computer **hard and software**
- understand the options of modifying computers, tablets and cellular phones for different populations.**
- **analyse seating and suggest solutions - assess aspects of wheelchairs in terms of seating and daily function -be cable of performing basic wheelchair skills and teach them**
- suggest principles of safety in transport
- understand the factors that can cause pressure ulcers and choose appropriate wheelchair cushions for a person's needs**
- understand the complexities of adapting driving .

**Attendance requirements(%):**

100%

**Teaching arrangement and method of instruction:** Participation in lectures or Zoom live,

**with breakout into rooms with active learning independent on-line non-synchronicity learning with small test for self-learning. Case studies Visit Alyn hospital**

**hands-on power and manual mobility experience**

Application of theoretic knowledge through **case studies or live patient demonstrations**, in small groups

Readings

**Course/Module Content:**

- Introduction to **assistive technology**, matching the technology to the user, **switches and AAC**
- Computer and tablet input methods: adapting **keyboards, switches and computer devices**.
- Computer and tablet **software** for occupational therapy including **assistive** programs, analyzing programs demands, using presentations and more - using and adapting **tablets and assistive technology** in the mental health population analyzing driving and its **adaptations**

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- Healthy sitting and adapted seating- the principles and **models used in seating**.
- Mobility and wheelchair adaptations -manual wheelchair skills - **pressure ulcers** and choosing an appropriate cushions
- powered mobility:the importance, the **parts of a powered wheelchair** and choosing the right **match**.
- safe transportation**- for children and people **with special needs** **Hands on workshop on wheelchair mobility and seating evaluation**

**Required Reading:** 2013),.y, 17 ,200, 710012 ,.V Thu, 2n, 187 ,Unatha ,x non ,. 072 , 0").

תפקיד הריפוי בעיסוק בתחום הנהיגה: אבחון, שיקום, התאמות וחלופות לניידות בקהילה- נייר  
עמדה . כתב עת

710'ya 1995 nu' H154-H162 22(3)

Devlin, H., Nolan, C., & Turner, N. (2019). Assistive technology and schizophrenia. *Irish Journal of Occupational Therapy*. Ledger, L., Worsley, P., Hope, J., & Schoonhoven, L. (2020). Patient involvement in **pressure ulcer prevention and adherence to prevention strategies: An**

**integrative review**. *International journal of nursing studies*, 101, 103449.

**Khasnabis, C. & Mines, K. (Eds.) (2012). Wheelchair Service Training Package: Reference manual for participants. Basic level. Geneva, Switzerland: World Health Organization. Pp. 9**

29, 33-36, 44-45.

[http://apps.who.int/iris/bitstream/10665/78236/1/9789241503471\\_reference\\_manual\\_eng.pdf?](http://apps.who.int/iris/bitstream/10665/78236/1/9789241503471_reference_manual_eng.pdf?ua&eq;1)

[ua&eq;1](http://apps.who.int/iris/bitstream/10665/78236/1/9789241503471_reference_manual_eng.pdf?ua&eq;1)

Pituch, E., Rushton, P. W., Ngo, M., Heales, J., & Poulin Arguin, A. (2019). Powerful or

**Powerless? Children's, Parents', and Occupational Therapists' Perceptions of Powered Mobility**. *Physical & occupational therapy in pediatrics*, 39(3), 276-291.

**Additional Reading Material: See syllabus in the course website**

**Course/Module evaluation:**

End of year written/oral examination 80 %

**Presentation 0%**

Participation in Tutorials 0 %

Project work 10%

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**Assignments 5%**

Reports 0 %

**Research project 0% Quizzes 5%**

**Other 0 %**

**Additional information:**

Students are required to attend the day at Alyn hospital

**Students needing academic accommodations based on a disability should contact the Center for Diagnosis and Support of Students with Learning Disabilities, or the Office for Students with Disabilities, as early as possible, to discuss and coordinate accommodations, based on relevant documentation. For further information, please visit the site of the Dean of Students Office.**

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