

國立成功大學職能治療學系110學年度上學期 職能治療專題討論

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Credit: 2

Course Description:

This course provides an opportunity for OT students to review, study and organize basic knowledge and applied theories regarding occupational therapy profession. Each student is required to present a selected topic on various dimensions and write a synthesized paper on it. In-class participating discussion is also required for all students.

Objectives :

As a result of participating in this course, the student will be able to

1. effectively use the resources in the library and other institutions to collect proper references.
2. appropriately prepare and organize an oral presentation to the point.
3. clearly present and illustrate their opinions.
4. orderly and reasonably write a synthesized paper.
5. independently prepare themselves for advanced studies.

Regulations:

1. 本學年度的職能治療專題討論將於 **110年8月9~13日** 進行。
2. 專題題目必須與職能治療專業有關。建議針對特定族群之臨床推理與實證職能治療擬定專題，可依自己興趣並配合實習領域及實習經驗，再參考下列各指導老師的專長及題目，尋求老師指導擬定題目。
3. 因應教學負擔平均，今年每位老師可指導1~4位學生。請同學協調後於 **110年6月30日前**，將指導老師彙整名單交至系辦備查。
4. 每位同學就選定的專題定期與指導老師討論。請依Moodle所公佈之Seminar進度繳交相關進度，並將相關進度上傳至Moodle。
5. 報告當日作30分鐘口頭報告，並進行討論。書面報告須於一周內按格式繳交。
6. **所有報告內容(口頭或書面)若有抄襲或舞弊情事，視同論文抄襲與考試作弊。經指導老師確認屬實後，依校規送辦懲處，將影響學位取得。**

****因疫情狀況未明之故，本年度之職能治療專題討論課程之實施將可能採用線上課程方式，屆時俟實際狀況將於moodle上公告本課程將以實體課程或線上課程方式進行。***

Scoring :

A. Preparation (20%)

【評分重點】：1. 準時繳交指導老師名單**(6/30)**。2. 最晚於口頭報告前四周**(7/12~16)**和指導老師確定專題題目後，上傳至Moodle與系辦。3. 最晚於口頭報告前三周**(7/19~23)**與老師討論，並以書面型式確認大綱，並上傳大綱至Moodle。4. 定期與指導老師討論專題進度之次數。5. 依老師指導之要求，適時作內容調整與修正。

B. Course participation (20%)

【評分重點】：****實體上課之規範****：嚴禁上課中使用電子產品做他事或進食而影響整體課程進行。此部分評分包含出席、行為態度、參與討論、適切發問...等。全程參與者基本分數為12分。缺席1節扣課程總分1分，每節遲到15分鐘以內扣課程總分0.5分、遲到或中途離席15分鐘以上視同缺席。每次發問或討論視內容可加0.5分；課中睡覺、不聽講而做他事則扣0.5分。請假須依學校規定辦理，並向課程協調老師與當天指導老師事先說明取得同意。

除重大事件外不予准假，若程序不完備則視為缺席。另依請假實情須補交作業或酌予扣分。

****線上上課之規範****：同學必須將攝影鏡頭開啟，評分依據包含出席、參與討論、適切發問...等。全程參與者基本分數為12分。缺席1節扣課程總分1分，每節遲到15分鐘以內扣課程總分0.5分、遲到或中途離席15分鐘以上視同缺席。每次發問或討論視內容可加0.5分。

C. Oral presentation (30%)

【**評分重點**】：1.內容切題、組織、瞭解、深度、邏輯連慣性及分析整合的能力。2.報告呈現技巧（包含語言表達能力，如音量、速度及互動是否適切，口語能力是否清晰，及教具之使用能力，如投影片、實物等）。3.討論及回答問題的合理性及能力。4.時間控制之能力（如各綱目段落時間分配比例適中、是否準時結束）。**口報當日需準備一份PPT與參考文獻列表給指導老師。**

D. Written paper (30%)

【**評分重點**】：1.綱目層級條理之呈現。2.內容呈述（含引用適當之文獻及圖表等，文字流暢及段落整理之適切性）。3.符合APA報告格式（含報告內容之印製裝訂、摘要、目錄、圖表目錄、文章內容註明文獻出處及參考文獻格式等規定；**參考文獻總數至少要有12篇文獻**）。4.依據口頭報告討論後**作修正與補充**。**書面報告內容雙面列印，一面一頁，內文至少有20頁（不含目錄、圖表、文獻等）。**書面報告須於口頭報告結束後**一週內**一致的封面格式裝訂後（全班決定的書面報告封面的紙質、顏色、格式、膠裝），繳交**系辦**簽收。並**將電子檔上傳至Moodle（書面有準時交系辦，但遲交或未繳交電子檔者，將酌予扣分）**，每遲交一天扣總分1分。

指導老師題目方向:

張哲豪老師：jerhao@mail.ncku.edu.tw；分機5915

1. Hand function evaluation or training for ... (any diagnosis)
2. OT and health promotion for elders (or workers)
3. Splinting or assistive devices or environment modification for people with ...(any diagnosis)
4. OT for (any diagnosis or particular population) in Vocational Rehabilitation
5. Any specific diagnosis or innovated approach for physical dysfunction

馬慧英老師：huingma@mail.ncku.edu.tw；分機5905

1. Life-integrated functional exercise for the elderly
2. Self-management for chronic illness
3. Self-efficacy in stroke rehabilitation
4. Stigma in people with disabilities (or Parkinson's disease)
5. Effect of trunk-restraint training (or bilateral arm training, mirror therapy, robot-assisted training, etc.) for people with stroke

郭立杰老師：jkkuo@mail.ncku.edu.tw；分機5908

Biomechanics theories and applications; Hand problems; Human movement sciences; Medical devices

1. Smart technologies (AI/IoT)/Novel technologies (Robot, VR, AR, MR...) for OT practices
2. OT in Musculoskeletal or Neuromuscular Problems
3. Biofeedback applications in Occupational Therapy
4. Biomechanics- or Ergonomics-related issues in OT practice
5. Topics related to Human Movement Sciences in OT practice

張玲慧老師：lhchang@mail.ncku.edu.tw；分機5907

1. 居家復能（Reablement）訓練於改善失能者生活功能的成效
2. 生活型態再造介入於健康促進的成效
3. 認知策略介入於改善認知損傷者日常生活功能的成效
4. 職能治療失智居家介入之成效

古佳苓老師：clkoh@gs.ncku.edu.tw；分機5916

1. The recovery of upper extremity movement in people with stroke (time course, proportional recovery, neuroimaging biomarkers, etc)
2. The contemporary interventions and effectivity for cognitive or sensory rehabilitation in OT practice
3. The associations between motor and cognitive function in elderly or in people with stroke
4. The role of corpus callosum/ cerebellum/ parietal lobe in perception or cognitive function
5. Factors for community reintegration in people with stroke

黃雅淑老師：yshwang@mail.ncku.edu.tw；分機5914

1. 兒童中文寫字問題和介入。
2. 臨床兒童族群（可選一種或多種障礙類別做介紹）的寫字能力缺失和介入
3. 早產兒童發展和功能預後探討。
4. 早療計畫（特定某一種或多種的早療介入計畫）對早產兒療效之探討。
5. 特殊或發展障礙兒童（preterm, ADHD, ID, DCD）的感覺處理問題、影響及介入（可選一種或多種障礙類別做介紹）。
6. 親子活動（如按摩、共讀等）對正常和各種發展障礙兒童（preterm, ADHD, ASD, ID, DCD）的影響。
7. 臨床兒童（DD, DCD, ID, ADHD、CP）發展議題和治療療效實證。

林玲伊老師：lingyi@mail.ncku.edu.tw；分機5917

1. Treatment on Play Skills, Adaptive Functions, or Behaviors Problems of Children with Autism Spectrum Disorder
2. Effects of Social Skills Training for Children/Adolescents/Adults with Autism Spectrum Disorder
3. The Role of Augmented Reality Technology, iPad Applications, or Social Robot in Pediatric Rehabilitation
4. Effects of Sensory Integration Therapy, Physical Activity, or Developmental/Relational Approach for Children with Autism Spectrum Disorder

陳官琳老師：klchen@mail.ncku.edu.tw；分機 5906

1. Executive function to explain the social deficits in individuals with ASD
2. Cognitive flexibility in children with ASD
3. Executive function to explain the social deficits in individuals with ADHD
4. Social interaction skills interventions for children with ASD
5. Child development of visual information processing

汪翠滢老師：michwang@mail.ncku.edu.tw；分機5903

1. 心流理論 (flow theory) 於職能治療應用
2. 運動遊戲與功能促進
3. 動機晤談法於職能治療應用
4. 精神科職能評估與工具現況

以上可自行限定病人診斷族群

黃百川老師：paichuan@mail.ncku.edu.tw；分機5913

1. Effectiveness of social skills training in mental illness 社交技巧訓練於精神疾患之成效
2. Sensorimotor deficits in schizophrenia 思覺失調症之感覺動作功能缺損
3. Application / Effectiveness of art as a therapeutic medium for people with dementia 以藝術為治療性媒介於失智症之應用/成效
4. Features of (color) painting works in individuals dementia 失智症個案的繪畫 (or 著色畫) 作品特徵
5. Effectiveness / experience of reablement service under the long-term care system 長期照護系統下的復能服務成效/經驗
6. Effectiveness of contemporary intervention strategies in stroke rehabilitation (Mirror, robot-assisted, or hybrid therapies) 中風復健當代介入策略之療效(可針對鏡像，機械輔助，或複合式療法)

張雁晴老師：ychang@mail.ncku.edu.tw；分機5904

1. Recovery programs for people with mental illness
2. Sleep interventions for people with mental illness
3. Cognitive rehabilitation for people with mental illness
4. Vocational rehabilitation for people with mental illness
5. Peer support programs for people with mental illness
6. Anti-stigma programs for people with mental illness