ANNOUNCEMENT
FELLOWSHIP OF THE ACADEMIC COUNCIL OF OCCUPATIONAL THERAPY

Applications are invited by the Dean Academic Council of Occupational Therapy on prescribed format, for Award of the Fellowship of the Academic Council of Occupational Therapy. It should include up-to-date Bio data and the copies of the Papers/Books published.

The Following are guidelines for the Award of A.C.O.T. Fellowship:

Eligibility: The applicant must fulfill the criteria as below to apply.

1. Should be a member of AIOTA for not less than 20 years.
2. Should be Master in Occupational Therapy.
3. Should have at least five publications related to the field of occupational Therapy: as an author/contributing author in text book and/or principal author in Indexed journals.
4. Exemplary scientific contribution to the profession by doing research in basic and/or related subjects to Occupational Therapy other than retrospective clinical studies will be considered as priority criteria.
5. Only those members can apply whose Membership has not been withheld/suspended, and there have been no disciplinary proceedings against the member due to any reason.

The Academic Council of Occupational Therapy reserves the right to reject any application and decision of the ACOT must be accepted as final. For more information contact:

Dr. Mrs. Jyothika Bijlani
Dean ACOT,
21, Kalpataru Harmony
Next to Sion Telephone Exchange, Sion (E),
Mumbai-400022 (MS)
M: 9820964567
E-mail: jyothikabijlani@yahoo.co.in

LETTER:
Humour as Teaching Strategy in OT Education

The use of humour in education has been studied in the fields such as psychology and nursing. Humour can gain attention, facilitate creative thinking and memory, motivate students to attend class and promote learning outcomes.

Humour and fun, however, are two ingredients that produce a number of beneficial effects in the teacher and the learner. Affect is considered an important domain of learning (Bloom 1974) and humour is one tool that teachers can engage and motivate learners, which relates to learning outcomes.

Southam defines humour as “any communication that leads to an emotional experience of amusement, pleasure and/or mirth. It usually involves an element of surprise and results in smiling and laughter”

Just as occupational therapy has been described as an art and a science, so has teaching. The “science” of teaching refers to the rigorous organization of curriculum and delivery of accurate and timely information. The “art” involves the instructor’s passion for the content and his or her ability to convey this passion through teaching. Master teachers are able to bring both the science and the art to the instructional setting in a way that produces relaxation and openness, enhances creativity and problem solving and encourages interaction between students and the instructor (Allen 1993: Hillman 1995)

Cognitive characteristics expected of health care professional include creative thinking. To be a creative thinker requires more than knowledge, it requires an attitude or outlook that encourages manipulation of information for new possibilities. The use of humour and laughter in group brainstorming, which is part of collaborative and problem based learning, allows participants to try various ideas, see new patterns and connections and possibly to come up with something unique.(von Oech, 1983; Warnock,1989)

By using humour as teaching strategy OT educators can increase their own enjoyment of teaching as well as promote learning outcomes for students. For humour to be effective, it must be used in moderation, be appropriate to the adult learner and be relevant and integrated to the topic. Student gender must also be taken into account, anecdotal and personal stories may be preferred to outcomes for students. For humour to be effective, it must be used in moderation, be appropriate to the adult learner and be relevant and integrated to the topic. Student gender must also be taken into account, anecdotal and personal stories may be preferred to

A future challenge for the OT educators is to study empirical evidence regarding the benefits and values of humour as a practice and educational tool

Dr O.M. Gomes
Prof & Head OT
TNMC & BYL Nair Ch Hospital
email: odette.gomes@gmail.com
tel: 9820831323
The mission of the MGH Institute's Occupational Therapy program is to educate doctorally prepared practitioners who shape the future of occupational therapy practice and contribute to the health and wellness of society through leadership in interprofessional education, scholarship, and community engagement. Open CTA. rgb(0, 118, 128). Active Learning Curriculum. https://www.mghihp.edu/academics-academic-programs-occupational-therapy/active-l Active case-based learning in state-of-the-art classrooms and labs. Online occupational therapy (OT) degrees and certificate programs prepare students to assist patients with a variety of physical rehabilitation needs. Some of the required courses include an introduction to occupational therapy, introduction to medical terminology, adaptive equipment, and therapeutic treatments. The school also offers assistance for students who are seeking work experience as part of their education program. View Certificate Programs View Certificate Programs. The Importance of Accreditation for Occupational Therapy Degree Programs. For students who are considering becoming a professional OT or OT assistant, accreditation is critical. Occupational Therapy Council (Australia and New Zealand). Occupational Therapy Australia (OTA) is the professional association for occupational therapists. The program is accredited by the Occupational Therapy Council of Australia and New Zealand and also complies with the accreditation standards approved by the World Federation of Occupational Therapists. Academic requirements for program completion. Total units required. 320 units. The program is available in full-time mode only. Except with the permission of the Pro Vice-Chancellor, a candidate shall complete the program within six years of study from the date of commencement.