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**Seeing is believing: facilitating the acquisition of skills/practical knowledge through Ergonet.**

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This presentation explores a project that emerged as a response to both occupational injustice and specific learning needs. Students from Gaza were accepted to study occupational therapy at Bethlehem University but were repeatedly denied the requisite permits to leave Gaza. Initially, the program was delivered to the students in Gaza using local resources and foreign therapists. A deteriorating political situation made this difficult. A number of distance learning methods were used to deliver theoretical content. These were not adequate to address an essential part of Occupational Therapy education, the development of practical knowledge and skills. Limited face to face contact with teachers, lack of role models, a learning style reliant on rote learning and a lack of critical reflection exacerbated the problem.

To address all these needs, the teachers developed Ergonet with the objective of facilitating the development of practical knowledge and skills. Ergonet is an Internet software program, structured in video sequences, analysed and integrated with a intercultural knowledgebase. It emphasises application of occupational therapy to Palestinian culture. The process of clinical reasoning and critical self reflection in occupational therapy is highlighted. It provides role models and encourages students to question and critique and apply this process to their own experiences working with clients. Action research was used to evaluate the impact of this form of flexible learning on students' self reflection, critical thinking and practical skills. Qualitative mixed methods such as fieldwork, individual and group interviews, e-mails and the text and videos in Ergonet were used to collect data among the 3 teachers involved.

The results indicate how rote-learning and lack of reflective and critical thinking, have been challenged and changed by the didactic way Ergonet has been used. This presentation describes the circumstances that provided the impetus for the development of Ergonet. It gives examples of video analysis demonstrating clinical reasoning and critical thinking in occupational therapy and summarises the results of the action research evaluating the impact of Ergonet on students. Implications for occupational therapy education will be discussed.