



C O P I L O T 2 . 0

Cooperative Online Peer &
Intercultural Learning in
Occupational Therapy

Elisabeth Schwab

Institute Ergotherapie FH JOANNEUM BAD GLEICHENBERG

elisabeth.schwab3@fh-joanneum.at



Have a look on Erasmus+

FHJ TIMELINE

11/2018-07/2021

COPILOT project

"Cooperative Online Peer & Intercultural Learning
in Occupational Therapy"
funded bei Erasmus+ and MOVETIA;
headed by Elisabeth Fattinger,
FH JOANNEUM University of Applied Sciences

involved partner universities:
HOWEST, LTU, RUSE, ZHAW, ZUYD

since Spring 2022

BIP VULCANO 2023 & 2024 Planning and conducting

Blended intensive program "VULCANO"
focusing on vulnerable target groups, attendance week in March 2023/2024
at FH JOANNEUM University of Applied Sciences, Bad Gleichenberg

involved partner universities: HOWEST, LTU,
University Ramon Llull, Stradiņš-Universität Riga

since 2011

ICC@home

"International case comparison "
as the first collaborative online international
learning (COIL) at FH JOANNEUM

spring 2020 - now

COPILOT implementation

ongoing modules together with our partners with
different topics like "Am I an OT?", "Digitalization
and OT", "Family occupations through generations",
"Enabling occupation and participation in your
community"...

involved partner universities: BACAU, HAN, HANZE,
HOWEST, LTU, RUSE, SUPSI, UPEC, ZHAW, ZUYD

starting in March 2025

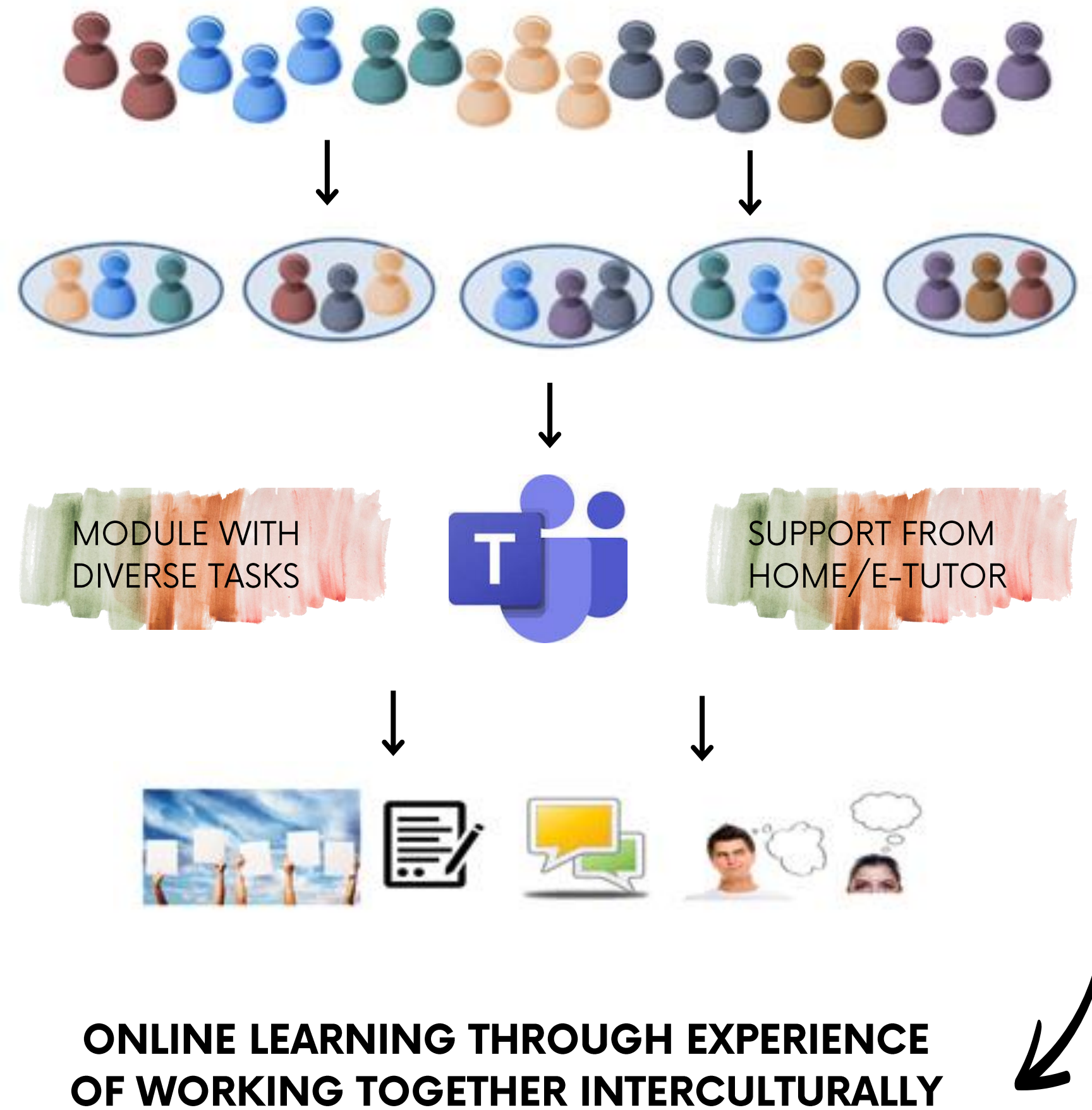
BIP VULCANO 2025

ongoing Blended intensive program for spring 2025

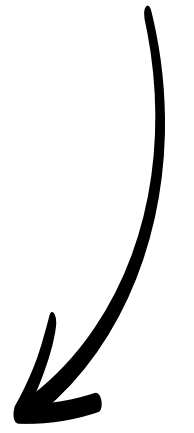



COPILOT DESIGN


Students from partner universities assigned to mixed teams
A subject-specific, collaborative assignment with in one semester, replacing (a part of) a regular class
Resources for students: <ul style="list-style-type: none"> • Study guide (e-tivities) • E-learning platform via MS Teams • Conferencing tools, social media • One e-tutor (teacher) per group
Blended learning: asynchronous but regular real-time interactions within each group
Learning products available to all participants (if students allow)





ONLINE LEARNING THROUGH EXPERIENCE OF WORKING TOGETHER INTERCULTURALLY




PROFESSIONAL IDENTITIES: Am I an OT?	
<p>Am I an OT?</p>  <p>Workload of 25 – 30 hours</p>	<p>Content: This module encourages students to share and reflect on elements that have contributed to the development of their professional identity up to the present points of their training.</p> <p>Background: In Occupational Therapy degree programs, the first semesters often focus on theoretical foundations, leaving students limited opportunities to develop their individual visions of their future profession. Discussions on the emerging OT paradigm (Ikiugu, Rosso, 2003) and the context in which it develops (Boehm et al., 2015) can motivate and support students in the process of constructing their professional identities.</p> <p>Activities: Students first explore the concept of professional identity through literature and a video introduction. Next, each student defines four factors that have influenced her/his professional identity and takes these into the next group meetings, in which students discuss and compare similarities and differences. Finally, the group chooses a creative format to present their findings and thoughts on professional identity (presentation/ comic strip/ digital cartoon, or in any other creative format). Each student also writes an individual report, reflecting on the experiences and challenges of working in an international online group, and stating 1-3 take-home messages related to the steps in this module.</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> • demonstrate their understanding of factors influencing their professional identity as an OT. • identify at least 4 influencing factors, including personal experiences • reflect on their professional identity as an OT student, based on literature in the study guide • as a group create an online presentation summarizing the similarities and differences in their individual findings in an intelligible way and pleasant quality. • demonstrate selfdirected learning in managing their contents and schedule for this activity • demonstrate computing skills in a varied use: virtual meetings, platform and e-tools

GOING PUBLIC	
<p>OT goes public 1: Spreading OT in Europe</p>  <p>Workload: 25-30 hours (or 1 ECTS)</p>	<p>Content: The aim of this assignment is to develop (inter)national strategies for spreading OT in Europe focusing on a specific target group (client group).</p> <p>Background: Occupational therapists (OTs) in many countries are used to spending their professional lives within the medical paradigm. This situation is advantageous in some ways but limits the possibilities to address the needs of diverse target groups within and outside of the healthcare system. For presenting the profession's ideas both to existing and new client groups within a society, Occupational Therapists need to be informed about marketing strategies, know the strengths and weaknesses of their respective health care systems with regard to OT services, and have a clear understanding of the concerns and needs of potential new target groups (vulnerable groups).</p> <p>Activities: Students first collect information on the situation of Occupational Therapy within their countries. Within their groups, they compare their findings and perform a SWOT analysis (strengths, weaknesses, opportunities, threats). Next, they study and discuss sources on basic marketing strategies and how to use SWOT analyses to identify suitable marketing tools. After deciding on one specific group of vulnerable clients, the group discusses which marketing strategies could be used for that group. In each country, students contact and meet at least two members of that target group to evaluate their marketing choices. Results are then shared within the group and students are asked to find and present their consensus on the two most effective strategies for spreading OT in Europe</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> • Understand the meaning of micro-, meso- and macro-level in relation to public health • present information about different European healthcare systems in connection with OT • Realize the strengths and weaknesses of their profession on a European level • develop and adapt information strategies for specific client groups • Have identified emerging fields of practice and potential client groups • Know and apply marketing strategies to spread their professional services

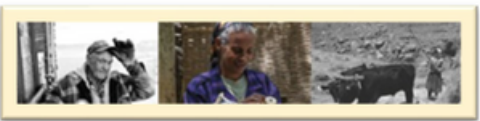
<p>OT Professional Profiles across Europe</p>  <p>Workload: about 25-30 hours</p>	<p>Content: Students explore and compare professional profiles and identities of OTs across Europe.</p> <p>Background: Allied Health Professions have a different history, standing, and professional profile in each European country. Gaining an insight into the practice, education, research and professional trends of their future profession in other countries supports students in developing a European outlook of their profession, but also has the potential to promote and develop the delivery of occupational therapy services in Europe through exchange of good practice and inspiring innovation.</p> <p>Activities: Through "sparks" such as videos ("testimonials") as well as based on various texts and their own understanding, students discuss what all belongs to a "professional profile and identity" within their field. Based on this discussion, they determine which aspects interest them most, formulate related research questions and develop a simple, semi-structured interview guide for an "expert" interview with a practising OT in each of their countries. They conduct the interviews in their home countries and afterwards structure, discuss and analyse their results. They sum up and comment on their results in voice-over powerpoint slides or other digital presentation tools. Each group gets to view and react to other groups' products.</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> - communicate and meet online - create an interview guide based on a research question - perform an interview in an international setting - analyze an interview - create new knowledge by analyzing the results of several interviews
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DIGITALIZATION	
<p>Digitalization and OT</p>  <p>Workload: 25-35 working hours</p>	<p>Content: This module provides students with a general insight into five topics in the digital health- and OT world: 1. E-health, 2. Robotics, 3. Gamification, 4. 3D printing and 5. VR/AR, from an international, comparative perspective. Based on the students' choices, one of these topics is investigated in detail, and its usability for a specific client group discussed and presented.</p> <p>Background: Digitalisation has transformed all areas of life and society. In the Allied Health Professions, it has opened doors to new forms of diagnosis, treatment, intervention methods and devices, and pointed to new ways of reaching out to and working with clients. In Occupational Therapy, digitalisation affects the core paradigm of the profession, with digital competence having become a key skill for living an active independent life. For all Allied Health Professionals, it is important to know the field and be able to use, integrate, and explain how to work with assistive technology.</p> <p>Activities: Each group of students chooses one of the five topics mentioned above. With the help of guiding questions, students explore the newest existing digital tools in use in their different countries, as well as related attitudes or issues. After developing a sound insight into the topic, students will create (within their international group) a product or intervention plan for a specific client group which makes use of a digital tool connected to their chosen area of digitalization. The result is a possible digital solution usable in their profession</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> - have insight into and knowledge of possible digital solutions in their field - have in-depth knowledge of one of the digital tools used - produce a digital solution intervention plan for a client group (using a digital tool) and thereby reach occupational goals with a digital tool

COPILOT MODULES

EUROPEAN PERSPECTIVES	
<p>International case comparison@home (ICC@home)</p>  <p>Workload: 25-30 hours</p>	<p>Contents: Students from different countries explore and compare the typical occupational therapy treatment in their countries for a client group of their choice, from a broad, international perspective.</p> <p>Background: Despite evidence-based practice, professional approaches can vary considerably between individual countries – and even if they are similar, the national contexts in which they are embedded shape and influence professional practice in different ways. Students are naturally curious to learn about “other” approaches, and any in-depth comparison has the potential to foster critical analysis, exchange of good practice and encourage innovative thinking.</p> <p>Activities: After stating three priority practice areas of interest (e.g. children, elderly, inclusion, psychiatry, ...), students are assigned to an international group of 4-5 students who expressed similar interests. Within their groups, students decide on a specific client group and define a research question for their case comparison. Then they investigate, compare and analyze the quality of OT services for this specific client group in different European countries from two perspectives: The professional perspective (methods and techniques, attitude and organizational structures), and the sociocultural perspective (health care system aspects such as insurance issues, service institutions, organizational structures, policies, cultural attitudes). They summarize their findings in a joint “Case comparison” report. For two weeks, students also engage in an online discussion on client diversity within the whole cohort of participating students (across groups).</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> ➢ have gathered, interpreted, compared and critically summarized relevant data ➢ have experienced and reflected on intercultural differences on individual and professional levels ➢ have successfully used English and IT skills to communicate and collaborate online ➢ have worked successfully in internationally mixed teams

COMMUNITY PERSPECTIVES	
<p>Enabling Occupation and Participation in Your Community</p>  <p>Workload: 30-45 hours</p>	<p>Content: Students apply Universal Designs principles as well as national and local policy guidelines to a specific, shared environment in their communities and develop recommendations for stakeholders how to improve accessibility to vulnerable groups.</p> <p>Background: Staying within the medical system limits the services that some Allied Health professions can provide for society. Community-based health promotion is considered an essential approach for improving public health in the present and future. It opens doors for the profession of Occupational Therapy to promote well-being and occupation in its natural settings.</p> <p>Activities: Students explore common public places in their communities in order to find good and not so good examples of accessible and usable environments. Within their internationally mixed groups, they choose one type of public place (religious buildings, public transport, etc.) and possibly a specific target group and then document and examine how accessible and usable the chosen place is. The students are also to familiarise themselves with Universal Designs 7 principles as well as laws and policies that governs accessibility in their country. For their final presentation of results, they are asked to recommend ways of improving accessibility / usability for that public environment to a (fictitious or real) group of stakeholders within their communities.</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> • have practiced discussing and presenting both theoretical concepts and practical aspects of their future job as OT's • can apply theory to real-life situations • can collect and analyze relevant information and recognize stakeholders for a partnership community project • have gained insight and knowledge about the importance of the physical environment's impact on participation • have reflected on how Occupational therapists can work on a societal level and promote occupational justice

<p>Family Occupations Through Generations</p>  <p>Workload: approx. 30 hours (1 ECTS)</p>	<p>Content: Students explore and analyze— by means of conducting interviews and ensuing discussions – the ways in which patterns of work and leisure change throughout generations in one family.</p> <p>Background: As future occupational therapists, students need to understand and appreciate the fact that values, beliefs and practices regarding occupation have roots in different historical periods, and reflect specific cultural challenges and characteristics. Investigating these connections has become even more important in present-day European societies, with their decrease in intergenerational exchange and increase in cross-cultural encounters.</p> <p>Activities: Students select a family they know and to which they have access, with several generations. They decide on interview questions and conduct interviews with family members, exploring the characteristics and the evolution of occupations through generations, and the attitudes related to them. Drawing on similarities and differences students draw conclusions about cultural and historical influences on occupations, and in the end choose creative and innovative ways to present their outcomes.</p> <p>Learning outcomes: Students</p> <ul style="list-style-type: none"> • Develop, plan and manage the tasks within the timeframe • demonstrate understanding of occupation • describe the evolution of occupation in several generations of a family • identify, discuss and analyze factors influencing patterns of work and leisure • identify and apply internet tools for virtual meetings and a creative presentation of results • reflect on the process and quality of their own and their peers' participation
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VISION OF THE FUTURE	
<p>Vision of the future</p>  <p>Workload: 30 hours (or 1 ECTS)</p>	<p>Content: In this module the purpose is to focus or reflect on the future of Occupational Therapy. The topic of the assignment can be based on future health issues or other predictions for the future, such as climate change or migration. The specific subject that students work on can be chosen freely but has to be argued and framed on information (literature) about the future of occupational therapy. The form of the task is free and innovative initiatives are encouraged.</p> <p>Background: As Occupational therapists, we need to have a vision for healthy and inclusive populations, with all the changes that are influencing us locally, nationally and globally in the future. The students are to plan for the future with imagination and a creative approach and to see far ahead to the year 2050 based on present knowledge and experience.</p> <p>Activities: In the module, the student are asked to do online research (links and sources provided) on future health issues or other predictions for the future, such as digitalisation, smart homes, climate change or migration. Each internationally mixed group of students then decides on one future challenge, one specific scenario (client group, context) and devises and presents a fictitious intervention plan for that scenario.</p> <p>Learning outcomes: Students have added to their so-called 21st century skills by</p> <ul style="list-style-type: none"> - using creative and new methods to present OT challenges and solutions - planning and managing international collaboration - practising a global perspective and preparing for an uncertain future.



BIP DESIGN

Students from partner universities assigned to mixed teams

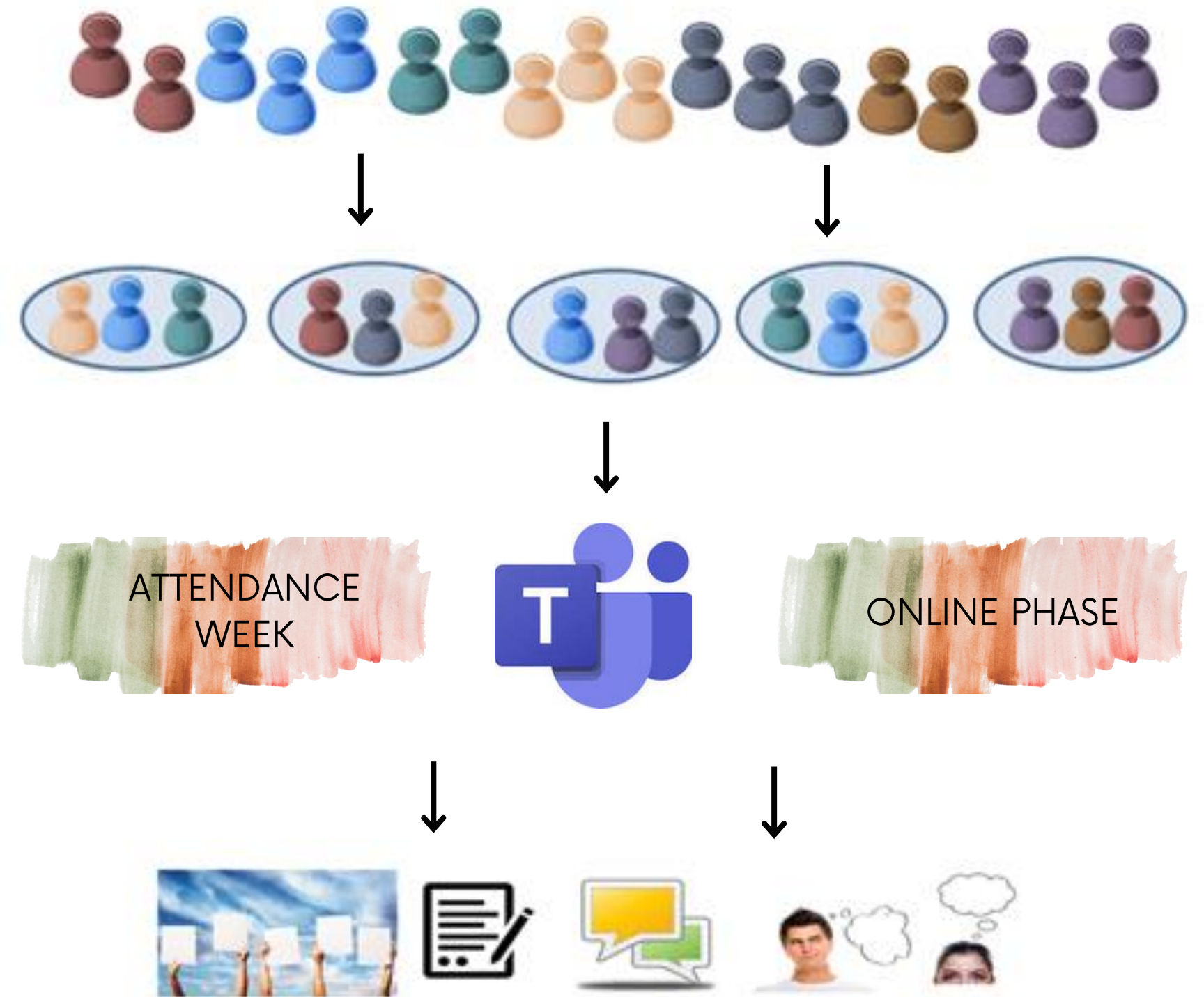
A subject-specific, collaborative project within one semester of min. 3 EDTS replacing (a part of) a regular class

Resources for students:

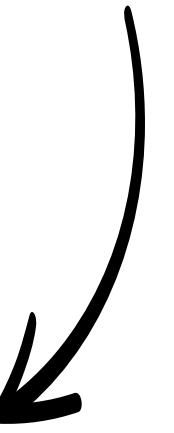
- Lectures and group tasks
- Study guide (activities and e-tivities)
- E-learning platform via MS Teams
- Conferencing tools, social media
- One e-tutor (teacher) per group

Blended learning: working in presence and asynchronous online meetings within each group

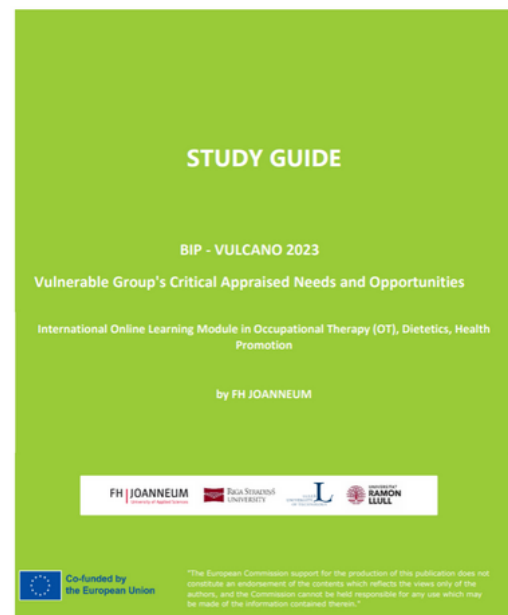
Learning products available to all participants at the final presentation



ONLINE LEARNING THROUGH EXPERIENCE OF WORKING TOGETHER INTERCULTURALLY



BIP VULCANO



BIP - VULCANO 2023

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4. "[E-] ACTIVITIES" IN THIS MODULE				
ATTENDANCE WEEK: Activities*				
	Individual/Group	Date	Phase	Description/Title
Activity 0		27.1.-1.1.2023	Preparation	Personal preparation Thoughts on vulnerable groups in the respective country and personal introduction
Activity 1		6.8.2023	Start of module	Getting ready to start! Warm welcome with international colleagues Getting to know each other (interprofessional and intercultural insights)
Activity 2		7.8.2023	Running module	Meet your peers and gain knowledge about vulnerable target groups Getting to know each other by discussing interprofessional and intercultural insights with its questions and differences Lectures about vulnerable target groups
Activity 3		8.8.2023	Running module	Research and information exchange Individual research about vulnerable target groups in home countries Exchange and discussion regarding vulnerable target groups
Activity 4		8.8.2023	Running module	Definition of a research question and rough planning of a product Exchange the results in the interprofessional team, giving the product function the agreements in the group about the entire phase
Activity 5		10.8.2023	Running module	Planning the entire phase with its final product Further development of the product (AG) (Working with MS Teams)

BIP - VULCANO 2023

2



Planning

using the COPILOT studyguide structure

Attendance week

containing lectures, group work and fun activities



BIP VULCANO

**The strength of the team
is each individual member.
The strength of each member
is the team.**

Phil Jackson



Online phase

working on the group's projects and present them

Final presentation

working on the group's projects and present them

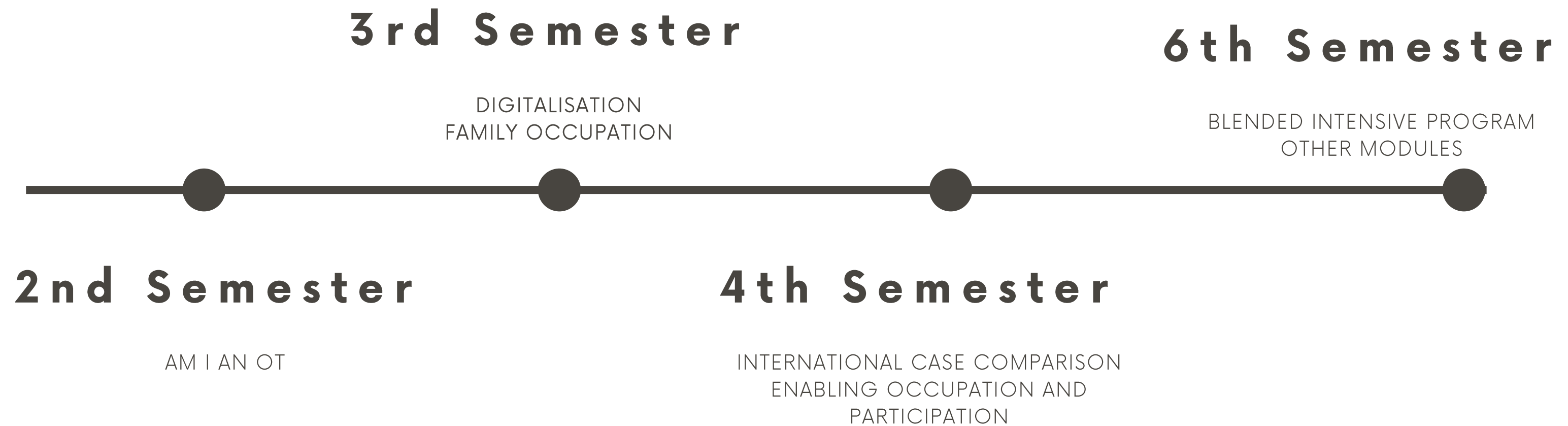
QUOTATIONS

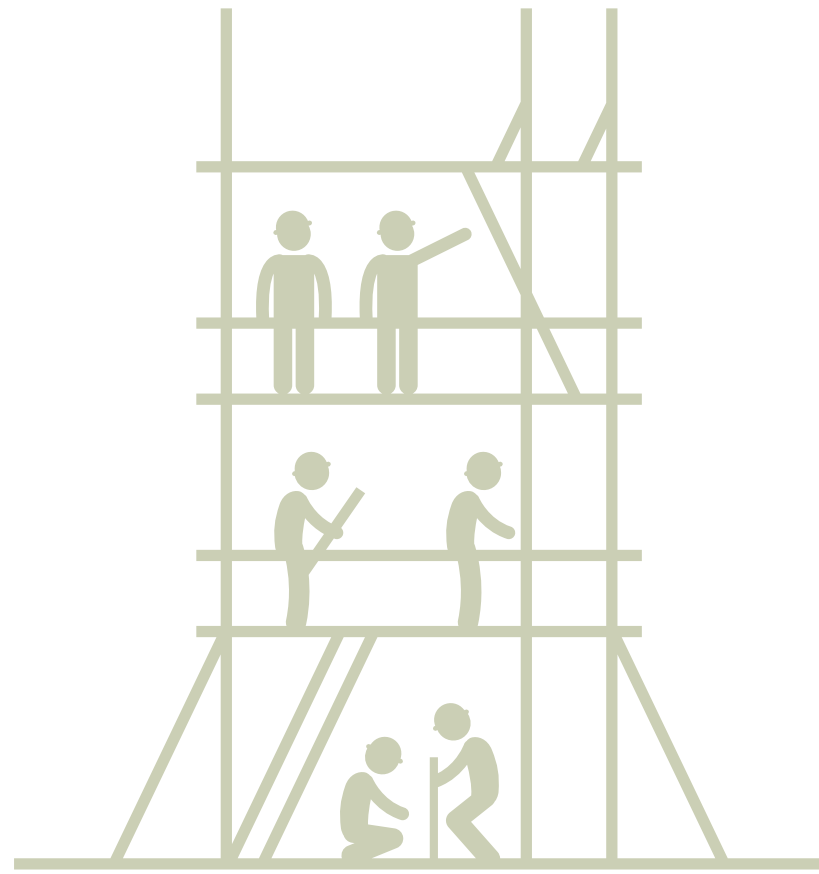
**“very educational,
interesting to listening to teachers from
different professions and to hear their
perspective regarding the different
vulnerable groups”**

**“I really liked the city tour, morning hike
and all the discussions
and interesting conversations taking
place during the week.
I feel so enriched! ”**



EMBEDDED





LESSONS LEARNED

1. get in touch with students **early**
2. **break the ice** in the beginning
3. **structure** is key- for everyone
4. stick to **one platform**
5. **co-construct** and **empower**, be the guide on their side



VULCANO 2025

Already planning the next one

THANK YOU FOR YOUR ATTENTION

FH JOANNEUM University of Applied Sciences

elisabeth.schwab3@fh-joaanneum.at
katrin.pechstaedt@fh-joaanneum.at