

國立成功大學職能治療學系 114 學年度上學期 職能治療專題討論

Coordinators: 張哲豪老師

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預定將於 115 年 5 月 11-15 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 1~3 位學生。請同學協調後於 115 年 1 月 30 日前，將指導老師彙整名單 email 至張哲豪老師備查。
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。
7. 若使用任何生成式 AI 工具的內容必須宣告說明與揭露過程，並自負查證與引用之責任，避免遭受抄襲、剽竊、偽造、作弊...等指控。必須遵守本校相關之學術誠信指引(<https://oai.web2.ncku.edu.tw/p/406-1072-215366,r154.php?Lang=zh-tw>)。

Scoring:

A. Preparation (20%)

【評分重點】：1. (115/01/30)前：準時繳交指導老師名單並和指導老師確定專題題目後，上傳至 Moodle 與系辦。2. 每月與指導老師討論與回報準備進度，包括大綱擬定、文獻蒐集與解析、

報告內容初稿、並依指導老師之要求，適時作內容調整與修正。3. 口頭報告前 6 週(115/03/30)
上傳與老師討論後的大綱至 Moodle。4. 定期與指導老師討論專題進度之次數。

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，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、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 (含報告內容之排版、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。5. 書面報告內文至少有 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依一致的封面格式，將電子檔上傳至 Moodle，每遲交一天扣總分 1 分。6. 繳交書面報告時須一併繳交成大線上論文比對系統 Turnitin 之比對結果報告一份 (上傳之書面報告經排除參考文獻及引用資料後需低於 30%)。

指導老師題目方向:

張哲豪老師：jerhao@mail.ncku.edu.tw；分機 5912

1. OT for hand function of elders or people with any diagnosis
2. OT in Vocational Rehabilitation for the disabled or workers with occupational injury
3. Splinting or assistive devices, or environment modification for people with any diagnosis
4. OT in health promotion for workers or the fragile population
5. Any specific diagnosis (e.g., sarcopenia) or innovative approach (e.g., online game) for physical dysfunction

馬慧英老師：huingma@mail.ncku.edu.tw；分機 5905

1. Effectiveness of contemporary rehabilitation interventions for people with stroke (e.g., Graded Repetitive Arm Supplementary Program [GRASP], robot-assisted training, mirror therapy, etc.)
2. Dual-task training for the elderly/neurological disorders (e.g., stroke, Parkinson's disease)
3. LSVT-LOUD/BIG for people with Parkinson's disease
4. Lifestyle-integrated functional exercise for the elderly
5. Self-efficacy in stroke rehabilitation
6. Stigma in people with disabilities (or any specific disease/disorder)

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/失智者生活功能的成效
2. 健康管理 (Health Management, 如生活型態再造介入) 於健康促進的成效
3. 認知介入於改善認知功能或日常生活功能的成效
4. 職能治療或復健相關人員於日照中心的功能與角色

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. Motor coordination deficits in people with stroke
3. The impact of executive function on motor/balance/coordination (choose one) recovery in people with stroke
4. Assessing functional cognition of people with stroke/dementia (choose one)
5. The efficacy of contemporary interventions for cognitive/somatosensory (choose one domain) rehabilitation in OT practice.

黃雅淑老師：yshwang@mail.ncku.edu.tw；分機 5914

1. Handwriting interventions for kindergarteners or school-aged children
2. Handwriting problems, underlying factors, and intervention in children with developmental disabilities (ASD, ADHD, ID or DCD)
3. Developmental problems (e.g., motor, VMI, visual perception, sensory processing, attention, behavior) and intervention in clinical children (preterm children, DD, ADHD, etc.)
4. Any specific intervention programs for clinical children (preterm children, DD, ADHD, etc.)

林玲伊老師：lingyi@mail.ncku.edu.tw；分機 5917

1. Relationship between Sleep Disturbances and Sensory Processing in Children with Autism Spectrum Disorder
2. Motor Skills, Visual Perception, and Visual-Motor Integration in Children with Autism Spectrum Disorder

3. The Role of Augmented Reality Technology or Social Robot in Pediatric Rehabilitation

陳官琳老師：klchen@mail.ncku.edu.tw；分機 5906

1. Executive functions and their relationship with social interaction in children with ADHD
2. Executive functions and their relationship with social interaction in children with ASD
3. Social and emotional development in children
4. Executive functions and their relationship with emotional regulation in children with ADHD
5. Executive functions and their relationship with emotional regulation in children with ASD
6. Multitasking in children with ADHD
7. Any contemporary interventions and their efficacy for children with ASD or ADHD

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

1. 川流模式之臨床應用
2. 網癮之成癮歷程與介入
3. 思覺失調症/精神疾患者 有氧運動之介入與成效
4. 靈性與靈性照護相關議題

張雁晴老師：ychang@mail.ncku.edu.tw；分機 5904

1. ADL training for people with mental illness
2. Sleep interventions for people with mental illness
3. Peer support programs for people with mental illness
4. Other topics related to people with mental illness

黃意婷老師：ithwang@gs.ncku.edu.tw；分機 5922

1. Evidence-based strategies to support families of children with disabilities to transition from early intervention to schools
2. Evidence-based strategies to improve the mental health of parents of children who receive early intervention services
3. Mental health interventions for parents of children with intellectual and developmental disabilities (IDD)
4. The role of occupational therapy in suicide prevention

許嘉芬老師：chiafen@gs.ncku.edu.tw；分機 5913

1. Social cognition deficits and interventions in children with ADHD
2. The impact of boredom among adults with mental illnesses
3. The impact of boredom among children with neurodevelopmental disorders
4. Prevalence and risk factors of Postpartum Post-traumatic stress disorder (PTSD)
5. Postpartum Post-traumatic stress disorder (PTSD) in women with preterm labor: detection and interventions