

Integration Of Social Media In Occupational Therapy Education

Tara Casimano PhD, OT/L
Touro College New York
WFOT 2018

Learning Objectives:

1. Discuss the plausibility of social media in Occupational Therapy education.
2. Identify the benefits and challenges of using social media in Occupational Therapy education.
3. Discuss learning activities that are enhanced by the application of social media.

The use of technology is an integral feature of flexible learning.



**WHERE, WHEN, AND HOW
LEARNING OCCURS**

**TEACHING
AND
LEARNING**



We need to embrace technology and teach via the best platform for learning.

Success



Success

LIFE LONG LEARNERS

COMPETENT

PRACTITIONERS

Can we integrate Social Media within Occupational Therapy curriculum ?

- Social media technology is growing and transforming how students learn and how educators teach. YES!



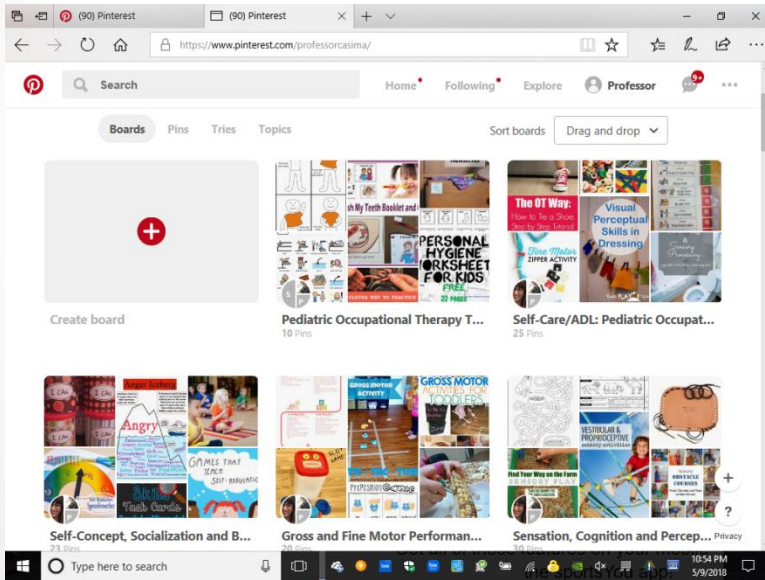
Pinterest : Pin What ?

A virtual pin board site that allows you to create boards of (pins) images, links websites, videos that can be used to search for treatment ideas, resource guides, and connect to other clinicians.

Pinterest was used as Virtual Resource Notebook in a pediatric OT class.



Pinterest



Download app or Join at
Pinterest.com

Complete profile

Search for boards of interest

Create on **Boards**

Search for **Pins** to add to
boards

Pinterest Example: pediatric self care

The screenshot shows a Pinterest browser window with the URL <https://www.pinterest.com/professorcasima/wfot-example-of-pediatric-self-care-ideas/?eq=>. The board is titled "WFOT example of pediatric self-care ideas" and contains several pins:

- 20+ Tips to Teach Kids to Tie Their Shoes Before School Starts!**: A pin with a collage of images showing children learning to tie shoes. Text: "20+ Tips for Teaching Kids How to Tie Their Shoes..."
- Visual Perceptual Skills in**: A pin with a circular graphic containing the text "Visual Perceptual Skills in".
- WFOT example of pediatric...**: A pin showing a visual schedule with tasks: "6:40 am Get Dressed", "7:00 am Take Medication", and "7:10-7:20 am Get on Bus". Text: "Our autism consultant made this visual schedule..."
- 75+ FEEDING THERAPY TIPS & STRATEGIES**: A pin featuring a child eating. Text: "For any therapist seeking to specialize in..."
- Toileting & Sensory Processing**: A pin with a dark background and white text. Text: "Tips and Tricks from a Pediatric O.T."
- Teaching Kids How to Dress Themselves**: A pin showing a young child in a striped tank top and yellow pants.
- Visual Cue Cards for Getting Dressed**: A pin with two cartoon children. Text: "Free Printable - For Boys & Girls www.GrowingHandsOnKids.com".
- Improving Following Directions with Getting...**: A pin showing a child's legs and feet being put into shoes.

The Windows taskbar at the bottom shows the search bar with "Type here to search", the system clock at 10:12 PM on 5/9/2018, and various application icons.

Implications

- Accessible through **Mobile** Device
- **Bridge the gap** between traditional didactic learning and clinical environment
- **Creative tools** that can enhance critical thinking - treatment ideas
- Explore activities that are **meaningful to clients** – facilitate client collaboration

Challenges

- Privacy Settings - personal and professional social media
- Validity of the information - still need to utilize clinical reasoning to determine best application of information
- Start organized to stay organized - make sure the pins are on the correct board

What did the students think ?



- **97%** found the Pinterest assignment to be fun
- **93 %** found it useful during clinical fieldwork
- **91 %** prefer to use Pinterest as compared to traditional methods
- **82%** stated they will continue to use Pinterest in their OT education

Social media can enhance education, improve practice, and enable creativity



Having convenient access to resources through social media sites like Pinterest enables occupational therapy students learning and clinical practice.

References

- Cao, Y., Ajjan, H., & Hong, P. (2013). Using social media applications for educational outcomes in college teaching: A structural equation analysis. *British Journal of Educational Technology*, 44(2) 581-593. Doi:10.1111/bjet.12066
- Hills, C., Ryan, S., Warren-Forward, H., & Smith, D. R. (2013). Managing 'generation Y' occupational therapists: Optimising their potential. *Australian Occupational Therapy Journal*, 60(4), 267-275. doi:10.1111/1440-1630.12043
- Joosten, T., Pasquini, L., & Harness, L. (2013). Guiding social media at our institutions. *Planning for Higher Education*, 41(2), 125-135. Retrieved from <http://search.proquest.com/docview/1519961340?accountid=14375>
- Neier, S. & Zayer, L. (2015). Students' Perceptions and Experiences of Social Media in Higher Education. *Journal of Marketing Education*, 37(3), 133-143. <http://dx.doi.org/10.1177/0273475315583748>
- Ricoy, M. C., & Feliz, T. (2016). Twitter as a Learning Community in Higher Education. *Educational Technology & Society*, 19 (1), 237–248.

Thank you!
Tara Casimano PhD, OT/L
Tara.Casimano@touro.edu

