



The Hebrew University of Jerusalem

Syllabus

Adaptation to the academy for occupational therapy students whose mother tongue is not Hebrew - 99183

Last update 24-09-2024

HU Credits: 0

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Occupational Therapy

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr.Ornella Dakwar-Kawar

Coordinator Email: ornella.dakwar@mail.huji.ac.il

Coordinator Office Hours: Sunday: 9:00-13:00

Teaching Staff:

Ms. Ornella Dakwar Kawar

Course/Module description:

The course will provide knowledge, tools, learning and organizational strategies, along with support for integrating into academic learning processes

Course/Module aims:

To facilitate optimal integration into academic studies for students whose native language is not Hebrew

Learning outcomes - On successful completion of this module, students should be able to:

Upon successful completion of the course, the students will be able to:

1. Identify difficulties and challenges during their first year in an academic setting.
2. Adapt and develop effective strategies for ongoing learning, course management, and exam preparation.
3. Recognize and efficiently utilize the resources available to them at the university

Attendance requirements(%):

Attendance is mandatory

Teaching arrangement and method of instruction:

Course/Module Content:

Course Topics:

1. Organization during the first semester: mapping needs and challenges.
2. Exposure to strategies that enhance readiness for academic studies, including time management, problem-solving, scientific reading and writing, and interactions with academic and administrative staff.
3. Deepening understanding of the requirements for various courses, with a focus on preparing for intensive courses.
4. Familiarization with university procedures, including maximizing rights and accessing student support units.
5. Continuous learning strategies throughout the year, along with exposure to helpful apps and technologies.
6. Planning and preparation for exams.

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7. The importance of active participation in class, along with practice and simulations on the topic.
 8. Clinician–Patient dynamics: intercultural encounters.
 9. From student to therapist: developing a professional identity.
 10. Studying in light of security and political circumstances.
 11. Balancing social-emotional engagement with academic demands, emphasizing enjoyment and professional growth during studies through the creation of a support network and resource sharing.

Required Reading:

1. M. Theobald. Self-regulated learning training programs enhance university students' academic performance, self-regulated learning strategies, and motivation: A meta-analysis *Contemporary Educational Psychology*, 66 (2021), Article 101976, 10.1016/j.cedpsych.2021.101976
2. Hogh A, Müller-Hilke B. Learning strategies and their correlation with academic success in biology and physiology examinations during the preclinical years of medical school. *PLoS One*. 2021 Jan 22;16(1):e0245851. doi: 10.1371/journal.pone.0245851. PMID: 33481952; PMCID: PMC7822504.

Additional Reading Material:

Grading Scheme:

Attendance / Participation in Field Excursion 100 %

Additional information: