

CURRICULUM VITAE

1. Personal Details

Sivan Regev
23.5.1983 Jerusalem
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2. Education

B.OT. - 2004-2008, Tel Aviv University, Occupational Therapy Department, Sackler Faculty of Medicine.

M.Sc.OT - 2011-2013, Tel Aviv University, Occupational Therapy Department, Sackler Faculty of Medicine.

Name of advisor: Dr. Naomi Hadas-Lidor, Dr. Limor Rosenberg, Prof. Avi Weizman
Title of thesis: "Validation of the Internet and Computer User Profile: A Questionnaire for Setting Intervention Targets in Occupational Therapy at Mental Health Occupational Centers"

Ph.D. - 2017-2021, University of Haifa, Faculty of Social Welfare & Health Sciences, Department of Occupational Therapy

Name of advisor: Prof. Naomi Josman, Dr. Avi Mendelsohn
Title of thesis: "The Observational and Behavioral Evaluation of Executive Functions among Severe Mental Illness (SMI) Clients while Performing a Shopping Task"

Postdoctoral Research 2021-2022

University of Haifa, Faculty of Social Welfare & Health Sciences, Department of Occupational Therapy

Name of advisor: Prof. Sara Rosenblum

Title of thesis: "The emotional cost of daily time-organization as part of a system of functional skills of adults with neurodevelopmental disorders: a structural equation model"

Postdoctoral Research – 2022-present

Ben-Gurion University of the Negev, Department of Health Policy and Management, Israel Implementation Science and Policy Engagement Centre (IS-PEC), Guilford Glazer Faculty of Business and Management

Name of advisor: Prof. Moriah Ellen

Title of thesis: "What is the prevalence and utilization of visual tools in facilitating knowledge transfer for health promotion to local government policy makers?"

3. Employment History

2024–present | Lecturer and Head of Fieldwork Unit, Department of Occupational Therapy, Ben-Gurion University of the Negev

2019–present Professional Consultant, Ministry of Health Community Mental Health Services Committee

2023–present Director of Partnerships and Digital Communications, Nefashot – a cultural initiative promoting mental health awareness in Israel

2021–2022 Dissemination Executive, Laboratory for the Study of Complex Human Activity and Participation, University of Haifa

2017–2022 Lecturer (Bachelor's level required introduction course), Mivchar Bnai-Brak campus, University of Haifa

2010–2020 Fieldwork Supervisor, Occupational Therapy Programs at the Hebrew University of Jerusalem, Tel Aviv University, University of Haifa, Ono Academic College, and the Mivchar Bnai-Brak campus

2008–2020 Occupational Therapist and Case Manager, Vocational Centers and Hostel for People Dealing with Mental Health Issues in the Community

2011, 2008 Occupational Therapist; Cognitive and Vocational Eevaluator in Private Institutions

4. Professional Activities (IN REVERSE CHRONOLOGICAL ORDER, NEW TO OLD. The intent here is to activities for which no proper salary is paid)

(a) Positions in academic administration

2018-2022, Head of mental health area of studies, Mivchar Bnai-Brak campus, University of Haifa

2022 Member of students' admission committee for the undergraduate program, Mivchar Bnai-Brak campus, University of Haifa

(b) Professional functions outside universities/institutions (inter-university, national, international)

2021, 2022, Executive Producer conference, Israeli Society of Occupational Therapy

(c) Significant professional consulting

2016–2018, Professional consulting for a regional health promotion project in the Jerusalem District, a joint initiative of the Regional Health Bureau and the District Mental Health Division

(d) Editor or member of editorial board of scientific or professional journal

2024 – present, Editor-in-chief, the Israeli Journal of Occupational Therapy

2022-2024, Associate Editor, the Israeli Journal of Occupational Therapy

2020 – 2024, Editor of the Technology Section, the Israeli Journal of Occupational Therapy

(e) Ad-hoc reviewer for journals

Frontiers in Public Health - occasional

BMC Psychology - occasional

Psychiatry research - occasional

Israeli Journal of Occupational Therapy - frequent

(f) Membership in professional/scientific societies

2006-present, The Israeli Society of Occupational Therapy

5. Educational activities

(a) Courses taught

Planned Courses (2025–2026):

1. Mental Health Interventions in Occupational Therapy – B.A., 3rd year, Department of Occupational Therapy, Ben-Gurion University

2. The Patient's Family – B.A., 3rd year, Department of Occupational Therapy, Ben-Gurion University

3. Clinical Internship – B.A., 3rd year, Department of Occupational Therapy, Ben-Gurion University
4. Fieldwork Supervision Seminar – B.A., 3rd year, Department of Occupational Therapy, Ben-Gurion University
5. From Student to Professional: Transition into Practice – B.A., 4th year, Department of Occupational Therapy, Ben-Gurion University
6. Clinical Internship – B.A., 4th year, Department of Occupational Therapy, Ben-Gurion University
7. Fieldwork Supervision Seminar – B.A., 4th year, Department of Occupational Therapy, Ben-Gurion University

Current Courses (2024–2025):

8. Clinical Internship – B.A., 2nd year, Department of Occupational Therapy, Ben-Gurion University
9. Basics in Fieldwork Advising – B.A., 2nd year, Department of Occupational Therapy, Ben-Gurion University
10. Rehabilitation and Community Integration in Mental Health – B.A., 2nd year, Department of Occupational Therapy, Ben-Gurion University

Past Courses

11. Remote Intervention in Mental Health Perspective – University of Haifa (2022)
12. Psychosocial Aspects of Disability and Illness – University of Haifa, Mivchar Bnai-Brak campus (2022-2023)
13. “Problem-Based Learning (PBT)” – Tel Aviv University (2015, 2016, 2019)
14. “Mental Health: Principles of Therapy and Rehabilitation” – University of Haifa, Mivchar Bnai-Brak campus (2017-2023)
15. “Recovery, Rehabilitation, and Inclusion” (Introductory course lecture and workshop for professional workers) – The Rehabilitation School, Ono Academic College, for Elwyn professional workers (2016)
16. Training for Nonprofessional Workers in Community Mental Health Units (Lecture and workshop) – The Rehabilitation School, Ono Academic College (2015)
17. “Recovery, Rehabilitation, and Inclusion” (Introductory course lecture and workshop for occupational therapists) – The Rehabilitation School, Ono Academic College, for Clalit Health Services (2013)

- (b) Research students
N/A

6. Awards, Citations, Honors, Fellowships

(a) Honors, Citation Awards

- 2019 National Insurance Institute of Israel grant for PhD students 30,000 NIS
2012 Steyer Excellence Scholarship 10,000 NIS

(b) Fellowships

2024–2026 (2.5 years) The George Pinto Academic Leadership Program, The Jerusalem Foundation, \$66,600 (total for 2.5 years), Participation in the George Pinto Academic Leadership Program alongside other fellows, combined with work in a social organization in Jerusalem as part of the "Nefashot" initiative.

7. Scientific Publications

- a) H-index: 2
- b) Total number of citations of all articles: 38
- c) total number of citations without self-citations: 33

1. Zlotnik^{PI}, S., Regev^{PI}, S., & Weiss^{PI}, P. L. (2025). Metacognitive intervention facilitating a growth mindset for youth at risk: The contribution of occupational therapy practitioners to

- the educational team. *American Journal of Occupational Therapy*, 79(1), 7901205050. <https://doi.org/10.5014/ajot.2025.050568>. (Citations: 1; IF: 1.9 (2023); REHABILITATION: 28/75, Q2)
2. Rosenblum^{PI}, S., Sharfi^C, K., Elimelech^C, O. C., **Regev^{PD}, S.**, & Grinblat^C, N. (2024). Predicting emotional consequences of disorganization among adults with neurodevelopmental disorders: A structural equation model. *Disability and Rehabilitation*, Advance online publication. <https://doi.org/10.1080/09638288.2024.2385733>. (IF: 2.1 (2023); REHABILITATION: 40/70, Q1)
 3. **Regev^S, S.**, Mendelsohn^{PI}, A., & Josman^{PI}, N. (2023). Looking beyond the laboratory: Exploring behavioral and eye-fixation patterns in individuals with severe mental illness during a real-life supermarket task. *Science Progress*, 106(1), 1-15. <https://doi.org/10.1177/00368504231160415>. (IF: 2.6 (2023); MULTIDISCIPLINARY SCIENCES: 41/134, Q2)
 4. **Regev^S, S.**, & Josman^{PI}, N. (2020). Evaluation of executive functions and everyday life for people with severe mental illness: A systematic review. *Schizophrenia Research: Cognition*, 21, 100178. <https://doi.org/10.1016/j.scog.2020.100178>. (Citations: 18; IF: 1.047 (2020); PSYCHIATRY AND MENTAL HEALTH: 145/571, Q2; COGNITIVE NEUROSCIENCE: 43/123, Q2)
 5. **Regev^{PI}, S.**, & Man^C, A. (2016). The multicultural narrative: Multiculturalism as a significant component in the occupational therapy intervention. *Israeli Journal of Occupational Therapy*, 25, H155–H165. [Hebrew]
 6. **Regev^S, S.**, Hadas-Lidor^{PI}, N., & Rosenberg^{PI}, L. (2014). The Internet and Computer User Profile: A questionnaire for determining intervention targets in occupational therapy at mental health vocational centers. *Disability and Rehabilitation: Assistive Technology*, 1–9. <https://doi.org/10.3109/17483107.2014.986225>. (Citations: 2; IF: 1.804 (2016); REHABILITATION: 41/82, Q2).
 7. Diler^C, R., **Regev^{PI}, S.**, Kastner^C, L., & Stoler^C, M. (2012). Supervision for occupational therapy students in the 21st century: Correspondence via electronic mail as a supplementary means for fieldwork education. *Israeli Journal of Occupational Therapy*, 21, H171–H184. [Hebrew].

(a) Authored books

N/A

(b) Editorship of collective volumes

N/A

(c) Refereed chapters in collective volumes, Conference proceedings, Festschrifts, etc.

Josman^{PI}, N., & **Regev^S, S.** (2021). The use of virtual reality in occupational therapy. In A. Martini (Ed.), *Evidence-based occupational therapy: Assessment and intervention methods in neuropsychiatry and mental health* (pp. 378-392). Manole. [Portuguese]

Josman^{PI}, N., & **Regev^S, S.** (2018). Dynamic interactional model in severe mental illness: A metacognitive and strategy-based intervention. In N. Katz & J. Toglia (Eds.), *Cognition, occupation and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy* (pp. 387-403). American Occupational Therapy

(d) Refereed articles and refereed letters in scientific journals, running numbers(e) Published scientific reports and technical papers (internally refereed publications)

Gat^{PI}, S., Shafak-Kogan^{PI}, S., Olinki^C, N., Golos^C, A., Fox-Anidjar^C, **S., Regev^C, S.**, Shtanger^C, A., & Sharfi^C, K. (November 2024). Position paper: Occupational therapy interventions for communities. *The Israeli Journal of Occupational Therapy*, 33(3), H199–H215. <https://doi.org/10.55134/YPG7bVX2> [Hebrew].

Boni^C, O., Tzur^C, A., Amar^C, E., Alush^C, D., Weissbrem Padan^C, D., Speier Keisar^C, V., Cohen^C, C., Bar Yosef^C, Y., Velder Shukron^C, Y., Shidlovsky Peres^C, Y., Peleg^C, L., Gafni-Lachter^{PI}, L., Rosenberg^C, L., Lipskaya-Velikovsky^C, L., Shaham Levy^C, M., Orpaz Tsipris^C, M., Tal Saban^C, M., Gelis^C, M., Ratzon^C, N., **Regev^{PI}, S.**, T. (2023). Position paper on the role of occupational therapists in deployment and response to emergency and disaster situations. *The Israeli Journal of Occupational Therapy*. 32(3), H129–H135. <https://doi.org/10.55134/y1hz9vqp> [Hebrew].

(f) Unrefereed professional articles and publications
N/A

(g) Classified articles and reports
Zlotnik^{PI}, S., **Regev^C, S.**, & Weiss^{PI}, P. L. (2022). "Journeys": A pedagogical method of encouraging a growth mindset and a sense of belonging for youth at-risk [Research summary report [Hebrew](#) and [English](#)].

8. Lectures and Presentations at Meetings and Invited Seminars (IN CHRONOLOGICAL ORDER, OLD TO NEW)

(a) Invited plenary lectures at conferences/meetings - (running numbers)
N/A

- (b) Presentation of papers at conferences/meetings (oral or poster)
1. Kheir, S., & **Regev, S.** (2026). Expanding Impact: Occupational Therapy's Transition to Key Roles in Mental Health Rehabilitation. Oral presentation at the World Federation of Occupational Therapists (WFOT) Congress, Bangkok, Thailand.
 2. **Regev, S.**, Diller, R., & Gailis, V. (2026). Nomadic Souls: Exploring the Mental Health Journey of Migrants through Art. Poster presentation at the World Federation of Occupational Therapists (WFOT) Congress, Bangkok, Thailand.
 3. **Regev, S.**, Gafni-Lachter, L., Livneh, R., & Lev-On, S. (2026). Community-Based Occupational Therapy in Times of Crisis: Lessons from Israel's Emergency Response Network. Poster presentation at the World Federation of Occupational Therapists (WFOT) Congress, Bangkok, Thailand.
 4. **Regev, S.**, Hoter Ishay, G., & Grinblat, N. (2026). From the Research Space to Clinical Practice: Using Artificial Intelligence Tools for Research Search, Article Analysis, and Professional Writing to Strengthen Evidence-Based Practice. Workshop presented at the 29th Annual Conference of the Israeli Society of Occupational Therapy, Ramat Gan, Israel.
 5. **Regev, S.**, Gailis, V., & Smoliarova, A. (2025). Nomadic Souls: Exploring the Mental Health Journey of Migrants through Art. Poster presentation at the 33rd European Congress of Psychiatry (EPA), Madrid, Spain.
 6. Sharfi, K., **Regev, S.**, Cohen Elimelech, O., Grinblat, N., & Rosenblum, S. (2025). Relationships Between Sensory Processing, Motor Coordination, Executive Functions, Sleep Quality, and Time Organization in Adults with Neurodevelopmental Disorders. Poster presentation at the 33rd European Congress of Psychiatry (EPA), Madrid, Spain.
 7. **Regev, S.**, & Diller, R. (2024). The Nefashot Initiative's Journey: Transforming from Local Activism into a Diverse Community Promoting Mental Health through Arts and Culture. E-poster presentation at the 32nd European Congress of Psychiatry (EPA), Budapest, Hungary.
 8. Zlotnik, S., Weiss, T., & **Regev, S.** (2023). Growth Mindset and Awareness of Performance Following Participation in "Journeys"- A Metacognitive Intervention of Youth

At-Risk. Oral presentation at the American Occupational Therapy Association (AOTA) Annual Conference, Kansas, USA.

9. **Regev, S.**, & Josman, N. (2022). Expanding the perspective of executive function evaluation: The role of context on task performance. Oral presentation at the 18th World Federation of Occupational Therapists Congress (WFOT), Paris, France.
10. Eckstein Robinson, S., Josman, N., & **Regev, S.** (2022). Comparison of social cognition and executive function among people with and without severe mental illness on a shopping task. E-poster presentation at the 24th Annual Cognitive Remediation in Psychiatry Conference, Columbia University, New York (online).
11. **Regev, S.**, Mendelsohn, A., & Josman, N. (2022). (1) The path to function: Using eye-tracking in a real-world task to understand the performance gap for people with severe mental illness. Poster viewing at the 30th European Congress of Psychiatry (EPA), Budapest, Hungary (online).
12. **Regev, S.**, Cohen Elimelech, O., & Rosenblum, S. (2022). (2) Dissemination project: Linking Clinical Practice and Research towards daily function and Mental Health prevention. Poster viewing at the 30th European Congress of Psychiatry (EPA), Budapest, Hungary (online).
13. Ríos Mandel, C., Diller, R., & **Regev, S.** (2022). (3) Let the soul speak: Promoting mental health awareness through arts and culture. Poster presentation at the 30th European Congress of Psychiatry (EPA), Budapest, Hungary (online).
14. **Regev, S.**, Josman, N. (2021). With both eyes open: Translational research using eye-tracker together with performance-based evaluation of instrumental activities of daily living amongst people living with severe mental illness and a matched control group. Oral presentation at the 7th Asia Pacific Occupational Therapy Congress, Manila, Philippines (online).
15. Mendelsohn, A., Josman, N., & **Regev, S.** (2021). With both eyes open: Translational research using eye-tracking combined with performance-based evaluation among people with severe mental illness. Oral presentation at the 29th European Congress of Psychiatry (EPA), Florence, Italy (online).
16. Biran-Ovadia, A., **Regev, S.** (2020). (1) The meaning-to-participation continuum: Meaning in occupations as a motivation to participation. Symposium presentation at the 25th National Conference of the Israeli Society of Occupational Therapy, Israel (virtual conference).
17. Romema, O., Oununu, N., & **Regev, S.** (2020). (2) Stay in touch: A project involving the residents of Kotev Hostel to evaluate and intervene in their use of smartphones in case of lockdown or quarantine. E-poster presentation at the 25th National Conference of the Israeli Society of Occupational Therapy, Israel (virtual conference).
18. Josman, N., Mendelsohn, A., & **Regev, S.** (2020). Insight into sight on site grocery shopping tasks performed by people living with severe mental illness: Eye tracker & performance-based evaluation. Webinar session at the American Occupational Therapy Association Annual Conference, Boston, United States (online).
19. Dagan, T., **Regev, S.** (2019). (1) Who Moved My Cheese? To make a change and make the most of it. Symposium presentation at the 24th National Conference of the Israeli Society of Occupational Therapy, University of Haifa, Israel.
20. Josman, N., **Regev, S.** (2019). (2) How are executive functions measured in daily activities for people with mental illness? Findings of a systematic review. Poster + short presentation at the 24th National Conference of the Israeli Society of Occupational Therapy, University of Haifa, Israel.
21. Josman, N., Mendelsohn, A., & **Regev, S.** (2017). To see beyond the horizon: Measuring vision for people with severe mental illness while grocery shopping. Oral presentation at the To feel, to function, to live: The meaning of sensory processing for the mind, body, and human in daily life function conference, Occupational Therapy Department, University of Haifa, Israel.

22. Katz, N., **Regev, S.** (2017). OTcoffe: Toward a community of occupational therapists. Oral presentation at the 23rd National Conference of the Israeli Society of Occupational Therapy, Ono Academic College, Israel.
23. Diler, R., Stoler, M., & **Regev, S.** (2016). Open spaces: Promoting visibility and involvement of participants in vocational centers. Oral presentation at the 22nd National Conference of the Israeli Society of Occupational Therapy, Tel-Aviv University, Israel.
24. **Regev, S.** (2015). "Time for Numbers!": Sudoku as an occupation and tool for improving thinking skills. Poster presentation at the 21st National Conference of the Israeli Society of Occupational Therapy, Jerusalem, Israel.
25. **Regev, S.** (2013). Validation of the Internet and Computer User Profile: A questionnaire for determining intervention targets in occupational therapy at mental health vocational centers. Poster presentation at the 20th National Conference of the Israeli Society of Occupational Therapy, Haifa, Israel.
26. Shtosel, L., **Regev, S.** (2013). "Group journey as a bridge to the virtual world": The internet as a means and an enabling environment for group participation. Oral presentation at Israeli Society of Occupational Therapy, in cooperation with the Israel Association of Group Psychotherapy, Tel Aviv University, Israel.
27. Kastner, L., **Regev, S.** (2010). "From using a mouse to building a site": Using the computer as a tool for improving daily functions and changing the stigma of participants in the vocational center in the community. Oral presentation at the 18th National Conference of Israeli Society of Occupational Therapy, Convention Center Avenue, Israel.

(c) Presentations at informal international seminars and workshops - (running numbers)
N/A

(d) Seminar presentations at universities and institutions - (running numbers)

Regev, S. (2017). Department of Occupational Therapy, University of Haifa. "Seeing far, seeing clear: Measuring vision during supermarket shopping among individuals with mental illness." Presented on December 6, 2017. Supervisors: Prof. Naomi Josman and Dr. Avi Mendelsohn.

9. Patents

N/A

10. Research Grants

a. Competitive Research Grants (Vatat -the committee for budget and planning-Israel):
N/A

b. Competitive Research Grants:
N/A

c. Other Grants:
N/A

11. Present Academic Activities

Research in progress

How does context effect evaluation of executive functions and strategy use? (Regev, Mendelsohn, & Josman; in progress)

What is the prevalence and utilization of visual tools in facilitating knowledge transfer for health promotion to local government policy makers? (Regev, Unger & Ellen)

Books and articles to be published

N/A

12. Additional Information

I am a highly motivated occupational therapist, with a deep commitment to integrating research, clinical practice, and social activism. My Ph.D., earned through publication in 2021, explored the impact of executive dysfunction on occupational participation for individuals with mental illnesses. Over the years, I have authored numerous publications, including systematic review and studies examining correlations between observation and behavioral data during tasks. My research has been presented at both national and international conferences, further establishing my expertise in the field.

Beyond research, I have practiced occupational therapy in various settings, including vocational centers and hostels, where I work primarily with individuals facing mental health challenges. I currently serve as a consultant to the Ministry of Health's Community Mental Health Committee, enabling me to maintain regular contact with the field and service users.

I have supervised occupational therapy students for twelve years and contributed to teaching courses in occupational therapy and mental health programs. Notably, I was involved in the Mivchar ultra-orthodox program at the University of Haifa. Currently, I manage the Fieldwork Unit in the Occupational Therapy Department at Ben-Gurion University. In this role, I oversee the unit's operations and collaborate with occupational therapy services across the southern region. I believe that maintaining strong ties between academic work and field-based practice contributes meaningfully to both research and the continued evolution of the occupational therapy profession.

Through my work with *Nefashot*, I actively contribute to social change in the field of mental health, engaging regularly with public discourse around emotional distress. This includes encounters with individuals with lived experience and their families, as well as with society at large through collaborations with cultural institutions and community organizations. This work led to my selection as a fellow in *Kayma*, a prestigious academic leadership program of the Jerusalem Foundation, which aims to integrate scholars into Jerusalem's civic and social fabric.

I continue to expand my knowledge of research methods as a post-doc student at the Department of Health Policy and Management's Israel Implementation Science and Policy Engagement Centre (IS-PEC) at Ben-Gurion University, contributing my existing expertise while furthering my academic and research capabilities.

13. Synopsis of research

My research focuses on executive functioning and the use of cognitive and metacognitive strategies, particularly in the context of mental health. This thematic core has guided my academic work from my doctoral dissertation—exploring the relationship between executive functions and instrumental activities of daily living among individuals coping with severe mental illness—to collaborative research on adolescents' strategy use in managing executive demands.

These interests extend into my work in occupational therapy education, where I examine how students develop strategic thinking and reflective skills during their clinical placements. I am particularly interested in how supervisory processes can support the integration of theoretical knowledge and practical competence through intentional modeling and strategy use.

More recently, I have expanded this focus through the lens of knowledge translation (KT) investigating how knowledge is communicated and applied both in policy contexts and public engagement. My postdoctoral research explores KT tools for local policymakers, particularly visual and participatory methods to support evidence-informed decision-making in public health. In parallel, I engage in public-oriented KT through *Nefashot*, a cultural initiative promoting mental health awareness. This project translates complex emotional and social issues into accessible public discourse via art, storytelling, and civic collaboration, reaching both target populations and decision-makers in the cultural and social policy fields.

14. Teaching Statement

My teaching focuses on mental health, clinical fieldwork education, and the development of professional identity, with an emphasis on reflective practice and strategic thinking in occupational therapy. My teaching philosophy is grounded in the belief that education should empower students not only with essential knowledge but also with the tools and skills to become lifelong learners. I am deeply committed to equipping students with the ability to acquire knowledge independently, fostering critical thinking, communication skills, and the ability to navigate complex situations. These principles guide my approach to teaching across various settings.

a) Goals for student learning

The primary goal of my teaching is to help students build a deep and comprehensive understanding of the subject matter while also equipping them with the skills to apply their knowledge in real-world contexts. I aim to encourage students to develop a growth mindset and an appreciation for the lifelong nature of learning. Key objectives include:

- Fostering self-awareness and reflection in students helps them understand how their experiences shape their professional identity.
- Equipping students with critical thinking, problem-solving, and communication skills, allowing them to excel in both academic and professional environments.
- Encouraging students to integrate theory with practical application, fostering competence and confidence in their future careers.

b) Methods and strategies to achieve those goals.

To achieve these learning goals, I use experiential teaching methods that incorporate discussions, learning from the life experiences of others, and self-reflection. I believe in active learning where students are exposed to real-life situations, developing their professional skills and applying theoretical knowledge to concrete scenarios. Throughout this process, I ensure that I provide constructive feedback that supports continuous learning and development, fostering an ongoing process of improvement and self-growth.

c) Assessing and evaluating student engagement and comprehension.

Student engagement and comprehension are evaluated through a variety of formative and summative assessments, designed to measure both theoretical understanding and practical skills.

Formative Assessments: I use quizzes, reflective journaling, and peer feedback to estimate ongoing comprehension and encourage active participation.

Summative Assessments: Final exams, projects, and presentations allow me to assess students' ability to integrate and apply their learning.

Continuous Feedback: I make a point of providing regular feedback on assignments and activities, addressing individual challenges, and offering guidance for improvement.

Student Reflection: I also encourage students to engage in self-assessment and reflect on their learning process, which further enhances their critical thinking skills and self-awareness.

d) Future directions and improvements.

As I continue to refine my teaching practices, I aim to deepen student engagement through purposeful integration of digital tools and collaborative learning platforms. These

technologies will support inclusive and accessible learning environments, while fostering autonomy and critical thinking.

In parallel, I plan to expand experiential and interdisciplinary learning opportunities, enabling students to apply occupational therapy concepts in broader health, educational, and social contexts.

A central pedagogical goal of mine is to cultivate self-awareness and strategic thinking as core professional capacities. I will continue to develop learning environments that are dynamic, reflective, and responsive spaces where students are challenged, supported, and prepared for the complex realities of practice.