

## Course Syllabus

1	<b>Course title</b>	Project	
2	<b>Course number</b>	1812441	
3	<b>Credit hours</b>	Theory 2	
	<b>Contact hours (theory, practical)</b>	Theory 2	
4	<b>Prerequisites/corequisites</b>	None	
5	<b>Program title</b>	BSc. Occupational Therapy	
6	<b>Program code</b>	1802	
7	<b>Awarding institution</b>	University of Jordan	
8	<b>School</b>	School of Rehabilitation Sciences	
9	<b>Department</b>	Occupational Therapy	
10	<b>Course level</b>	Undergraduate	
11	<b>Year of study and semester (s)</b>	4 <sup>th</sup> Year- Fall Semester	
12	<b>Other department (s) involved in teaching the course</b>	None	
13	<b>Main teaching language</b>	English	
14	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	<b>Online platforms(s)</b>	<input type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	<b>Issuing/Revision Date</b>	October 3, 2023	

### 17 Course Coordinator:

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**19 Course Description:**

The student is required to apply the principles of designing and conducting research under the supervision of a faculty member by choosing one treatment strategy or assessment tool within the field of occupational therapy and investigating their application. At the end of the course, the student is required to present a written document detailing their work.

**20 Course aims and outcomes:**

### A- Aims:

Upon successful completion of this course, students who attend and actively participate will be able to:

1. Describe and participate in the steps of conducting academic research.
2. Identify and obtain peer-reviewed professional literature.
3. Describe various experimental, non-experimental, and qualitative research designs and use them appropriately in research design.
4. Apply principles of data management, statistics, power, and ethics to data collection activities
5. Formulate hypotheses from research questions.
6. Initiate their own research activities or participate in departmental or institutional research efforts.
7. Develop and write an independent research proposal in the form of a grant proposal

### B- Students Learning Outcomes (SLOs):

At the end of the term, students who attend and actively participate in class and successfully complete all assignments will be able to:

1. <b>Program ILO:</b> Utilize knowledge in occupational therapy philosophy, theories, models, approaches, and frameworks in the practice of occupational therapy.	
<b>Specific Course ILO(s):</b>	<ol style="list-style-type: none"> <li>1. Understand the importance of conducting research and the significance of evidence based practice (EBP).</li> <li>2. Describe the levels of evidence according to the hierarchy of evidence.</li> </ol>
0. <b>Program ILO:</b> Apply the therapeutic use of occupation for individuals of different age groups and communities, within contemporary and future settings such as hospitals, schools, and homes etc, and with different diagnoses (such as paediatrics, neurological, physical, and psychiatry).	
<b>Specific Course ILO(s):</b>	<ol style="list-style-type: none"> <li>1. Describe the components of a research proposal.</li> <li>2. Identify the process of formulating a research question and write a research proposal.</li> </ol>
0. <b>Program ILO:</b> Assess and evaluate individual and environmental barriers to occupational performance, using a variety of formal, informal, standardized and non-standardized assessment tools and methods.	
<b>Specific Course ILO(s):</b>	<ol style="list-style-type: none"> <li>1. Identify the APA citation style and other styles of referencing</li> <li>2. Identify the various researches, methods of data collection.</li> <li>3. Understand the critical points to consider when reading a research article.</li> </ol>
0. <b>Program ILO:</b> Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centred practice.	
<b>Specific Course ILO(s):</b>	<ol style="list-style-type: none"> <li>1. Understand the process of data analysis. Consider the suitability of research methods with the research question and type of research</li> <li>2. Demonstrate the ability to write literature review.</li> </ol>
0. <b>Program ILO:</b> Implement, identify and critically evaluate interventions.	
<b>Specific Course ILO(s):</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability of constructing a research question</li> <li>2. Apply the necessary skills required to critically appraise a research paper</li> <li>3. Demonstrate the ability to use data analysis software such as SPSS</li> </ol>

<b>6. Program ILO:</b> Document evaluation results and progress using a variety of methods (including accurate evaluation forms/progress notes/discharge records), demonstrating the ability to adapt communication styles to meet different needs of practice.	
<b>Specific Course ILO(s):</b>	6.1. Apply the knowledge and skills of writing a research proposal.
<b>7. Program ILO:</b> Demonstrate service management principles and the government, economic, social and political issues that affect clinical practice.	
<b>Specific Course ILO(s):</b>	7.1. Effectively conduct and apply a research project.
<b>8. Program ILO:</b> Adhere to professional ethics when dealing with individual and their families and realize the importance of client-centred practice, and have self-confidence and independence of personality.	
<b>Specific Course ILO(s):</b>	8.1. Manage professional behavior at all times during the practice including cell phone policy, professional language and communication, attendance, following institutional policies
<b>9. Program ILO:</b> Develop problem-solving strategies, clinical reasoning, and critical reflection on practical scenarios, and synthesis knowledge through the evaluation process.	
<b>Specific Course ILO(s):</b>	9.1. Conduct data analysis.
<b>10. Program ILO:</b> Reflect skillful communication, leadership, time management, lifelong learning using appropriate communication technologies.	
<b>Specific Course ILO(s):</b>	10.1 Maintain professional appearance and attitude 10.2 Use tact and diplomacy in communications with peers and instructors 10.3 Respect confidentiality of information 10.4 Respect client's rights and values
<b>11. Program ILO:</b> Utilize research findings in the practice of occupational therapy.	
<b>Specific Course ILO(s):</b>	11.1. Apply the skills of academic writing in imparting results. 11.2. Manage questions and discussions 11.3. Attend classes 11.4. Submit assignments on time

## 21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Course overview and Course syllabus	--	Face to face	Moodle	Synchronous	--	-
	1.2	Introduction to project	A	Face to face	Moodle	Synchronous	Q&A Discussion	-

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
2	2.1	Why do we do research?	ABCDE	Face to face	Moodle	Synchronous	Q&A discussions	1,5
	2.2	EBP – Level of evidence	ABCDE	Face to face	Moodle	Synchronous	<u>EBP matrices</u>	1,5
3	3.1	Research question Research types to match question	ABCDE	Face to face	Moodle	Synchronous	Q&A Discussion	1,5
	3.2	Literature review	ABCDE	Face to face	Moodle	Asynchronous	<u>literature review summary</u>	1,5
4	4.1	Survey building	ABCDE	Face to face Guest	Moodle	Synchronous	Q&A Discussion	1,5
	4.2	Survey building	ABCDE	Face to face	Moodle	Asynchronous	Q&A Discussion	1,5
5	5.1	SPSS building database and data entry	ABCDE	Face to face	Moodle	Synchronous	Q&A Discussion	Readings
	5.2	SPSS building database and data entry	ABCDE	Face to face	Moodle	Asynchronous	<u>SPSS quiz</u>	Readings
6	6.1	Basic SPSS analysis	ABCDE	Face to face	Moodle	Synchronous	Q&A Discussion	4
	6.2	Basic SPSS analysis	ABCDE	Face to face	Moodle	Asynchronous	<u>Data set analysis assignment</u>	4
7	7.1	Qualitative research	ABCDE	Face to face Guest	Moodle	Synchronous	Q&A Discussion	2,3

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
	7.2	Qualitative research	ABCDE	Face to face Guest	Moodle	Asynchronous	Qualitative assignment	2,3
8	8.1	Midterm exam review	ABCDE	Online	Moodle	Synchronous	Q&A Discussion	--
	8.2	Midterm	ABCDE	Face to face	Moodle	Asynchronous	<u>Midterm exam</u>	--
9	9.1	Data collection	ABCDE	Face to face	Moodle	Synchronous	Meeting with supervisor	Readings
	9.2	Data collection	ABCDE	Face to face	Moodle	Asynchronous	Meeting with supervisor	Readings
10	10.1	Data collection	ABCDE	Face to face	Moodle	Synchronous	Meeting with supervisor	Readings
	10.2	Data collection	ABCDE	Face to face	Moodle	Asynchronous	Meeting with supervisor	Readings
11	11.1	Data collection	ABCDE	Face to face	Moodle	Synchronous	Meeting with supervisor	Readings
	11.2	Data collection	ABCDE	Face to face	Moodle	Asynchronous	Meeting with supervisor	Readings
12	12.1	Data collection	ABCDE	Face to face	Moodle	Synchronous	Meeting with supervisor	Readings
	12.2	Data collection	ABCDE	Face to face	Moodle	Asynchronous	Meeting with supervisor	Readings
13	13.1	Data collection	ABCDE	Face to face	Moodle	Synchronous	Meeting with supervisor	Readings
	13.2	Data collection	ABCDE	Face to face	Moodle	Asynchronous	Meeting with supervisor	Readings

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
14	14.1	Presentations	ABCDE	Face to face	Moodle	Synchronous	<u>Presenting your project</u>	--
	14.2	Presentations		Face to face				--

## 22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Work during semester	30	SPSS Quiz including Building database Basic descriptive analyses, Correlation, t-tests	ABCDE	5-6	Face to face
Midterm exam	30	All topics given week 1 – 7 Except SPSS	ABCDE	8	Face to face
Final	40	-Proposal Form (30 points) – as outlines in the proposal form – <b>Due December 11<sup>th</sup></b> -IRB and Consent Form (5 points) <b>Due December 11<sup>th</sup></b> Presentation (5 points) <b>Due January 28<sup>th</sup> 2024</b>	ABCDE	9-14	Face to face



## 23 Course Requirements

Students should have a computer, internet connection, and Microsoft Suite including Excel and Word.

## 24 Course Policies:

### A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- An absence of more than 15% of all the number of classes, which is equivalent of (3) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

### B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

### C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.



- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

#### **D- Honesty policy regarding cheating, plagiarism, misbehavior:**

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

#### **E- Grading policy:**

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

#### **F-Available university services that support achievement in the course:**

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

## **25 References:**

#### **A- Required book(s), assigned reading and audio-visuals:**

1. Kielhofner, G. (2006). Research in occupational therapy: Methods of inquiry for enhancing practice. Philadelphia, PA, F. A. Davis Company.

**OR**



2. Portney, L. G., & Watkins, M. P. (2009 OR 2011 OR 2014 OR 2020). Foundations of clinical research: Applications to practice. Upper Saddle River, N.J: Pearson/Prentice Hall

**B.Recommended books, materials, and media:**

- Coffey A, Atkinson P (1996) Making Sense of Qualitative Data : Complementary Research Strategies. Thousand Oaks, Sage Publications.
- Creswell, J.W. (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approach (4th ed.). Thousand Oaks CA, Sage Publishers.
- Huck, S. W. (2012). Reading Statistics and Research (6th ed). New York, NY, Allyn & Bacon Publishers.

**26 Additional information:**

- To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private study.
- Students are expected to show professional behavior throughout the lecture. No chewing gum, no side conversations, and absolutely no cell phones. All cell phones are to be completely turned off before starting the lecture. Silent and vibrate modes are NOT accepted.
- Course contents/topics schedule/timeline/evaluation methods and course requirements are subject to change.

Name of Course Coordinator: ---Rawan AlHeresh----	Signature: ----- 	Date: ----Oct 9, 2023-
Head of Curriculum Committee/Department: ---Majd Jarrar-----	Signature: MJ-----	
Head of Department: -----Majd Jarrar-----	Signature: -MJ-----	
Head of Curriculum Committee/Faculty: -----Prof. Kamal A. Hadidi-----	Signature: ----KAH-----	
Dean: -----Prof. Kamal A. Hadidi-----	Signature: -KAH-----	