

1	<b>Course title</b>	Occupational Therapy in Psychiatry/ Cases
2	<b>Course number</b>	1802313
3	<b>Credit hours</b>	Theory: 3 hours
	<b>Contact hours (theory, practical)</b>	Theory: 3 hours/week
4	<b>Prerequisites/co-requisites</b>	Psychology in Rehabilitation Sciences (1802131)
5	<b>Program title</b>	Bachelor of Science in Occupational Therapy
6	<b>Program code</b>	1802
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	Rehabilitation Sciences
9	<b>Department</b>	Occupational Therapy
10	<b>Course level</b>	Undergraduate
11	<b>Year of study and semester (s)</b>	1st semester, 3 <sup>rd</sup> year
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 checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	<b>Issuing/Revision Date</b>	Sep, 2023

### 17 Course Coordinator:

Name: Hanan I. Madi, MSc., OTR	Contact hours: Mon & Wed 12-1, or by an appointment
Office number: Phone number:	
Email: <a href="mailto:hanan.madi@ju.edu.jo">hanan.madi@ju.edu.jo</a>	

### 19 Course Description:

This course introduces students to various psychiatric disorders. It discusses psychological disorders in terms of signs and symptoms, criteria for diagnosis, its effect on behavioral, social, cognitive, emotional, biological factors and functional changes according to DSM-V. In addition, this course introduces and discusses the role of occupational therapy (OT) in psychiatric settings. Major assessment tools are discussed. Throughout the course clinical reasoning skills for making diagnostic judgments are emphasized.

### 20 Course aims and outcomes:

#### A- Aims:

Upon successful completion of this course, students will be able to describe the mental disorders based on the international classification of mental disorders; Diagnostic and Statistical Manual of Mental Disorders (DSM-V). They will be able to identify symptoms, causes, and how each disease affects the client

on the performance of the individual and human functions in various areas of daily activities such as education, work, and participation in social activities, social contact, rest and sleep, play and leisure and its relationship to disability.

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

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

SLOs	SL O (1)	SL O (2)	SL O (3)	SL O (4)	SL O (5)	SL O (6)	SL O (7)	SL O (8)	SL O (9)	S L O (1 0)	SLO (11)
SLOs of the course											
1. <b>Understand</b> the psychological disorders in terms of signs and symptoms, criteria for diagnosis, its effect on behavioral, social, cognitive, emotional, biological factors and occupational changes according to DSM-V.	X										
2. Effectively and efficiently <b>evaluate</b> the occupational performance of a client with a psychosocial or cognitive impairment within the client's environment.		X									
3. <b>Interpret</b> evaluation findings based on appropriate theories, models of practice, and frames of reference.			X								
4. In collaboration with other classmates, <b>develop</b> diagnostic <b>judgments</b> .				X					X		X
5. <b>Integrate</b> appropriate medical and safety precautions throughout the occupational therapy process.					X						
6. <b>Monitor</b> and <b>reassess</b> , in collaboration with the client, the OT services and the need for continued and/or modified services.						X				X	X
7. Effectively <b>communicate</b> OT services specific to the client with psychosocial or cognitive impairment with the client and others (family,							X				

caregivers, and professionals) in written and verbal formats												
8. <b>Manage</b> professional behavior at all times during the practice including cell phone policy, professional language and communication, attendance, following institutional policies								X				
9. <b>Apply</b> clinical reasoning skills through case-study approach	X								X			
10. <b>Maintain</b> professional appearance and attitude											X	
11. <b>Use</b> tact and diplomacy in communications with peers and instructors											X	
12. <b>Respect</b> confidentiality of information											X	

#### Program SLOs:

1. Use knowledge in occupational therapy philosophy, theories, models, approaches, and frameworks in the practice of occupational therapy.
2. 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 mental and psychiatry).
3. Assess and evaluate individual and environmental barriers to occupational performance, using a variety of formal, informal, standardized and non-standardized assessment tools and methods.
4. Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centered practice.
5. Implement, identify and critically evaluate interventions.
6. 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.
7. Demonstrate an understanding of service management principles and the government, economic, social and political issues that affect clinical practice.
8. Respect the rights, culture, dignity, confidentiality and individuality of clients and their families expected by the profession and realize the importance of client-centered practice with people from diverse backgrounds and advocate as a professional for the occupational therapy services offered and for the recipients of those services.
9. Develop problem-solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesize knowledge through evaluation.
10. Reflect skillful communication, leadership, time management, lifelong learning, using appropriate communication technologies and scientific research, work within a team, has the ability to think critically and solve problems.

11. Bear the responsibilities and exercise his rights and duties within the value system of society and public morals, and he has self-confidence and independence of personality and communicate with others orally and written in an effective and kind way.

## 21. Topic Outline and Schedule:

Topic	Week	Achieved SLOs	Evaluation Methods	Reference
- Course Syllabus - Diagnosis and Psychopathology	1	1,2,3,4,5,8	Discussion Q&A	-Course Syllabus - Cara & MacRea, Ch 6, & Stevens & Rodin Ch 1
- Diagnosis and Psychopathology  -Mental Health & Mental Illness	2	1,2,3,4,5,6  4,5,6,7,8	Discussion Q&A	- Cara & MacRea, Ch 6, & Stevens & Rodin Ch 1  -Handouts
-Psychopharmacology  - Substance Abuse Disorders	3	1,2,3,4,5,6  1,2,3,5,6,7,8	Discussion Q&A	-Stevens & Rodin Ch 2  -Cara & MacRea, Ch24, & Stevens & Rodin Ch 8
- Psychotic Disorders	4	1,2,3,4,5,6,7	Discussion Q&A	-Cara & MacRea, Ch 7, & Stevens & Rodin Ch 3
- Mood Disorders	5	1,2,3,4,5,6,7,8	Discussion Q&A	-Cara & MacRea, Ch 8, & Stevens & Rodin Ch 4
- Anxiety Disorders	6	1,2,3,5,6	Discussion Q&A	-Cara & MacRea, Ch 9, &

- Dissociative and Somatoform Disorders		2,3,4,5,6,7		Stevens & Rodin Ch 5  -Stevens & Rodin Ch 5
- Personality Disorders	7	1,2,3,4,5,6,8	Discussion Q&A	Cara & MacRea, Ch 10, & Stevens Rodin Ch 7
- <b>Midterm Exam</b>	<b>8</b>	-----	-----	-----
- Major Neurocognitive Disorders	9	1,2,3,5,6	Discussion Q&A	Cara & MacRea, Ch 16, & Stevens & Rodin Ch 8
- Eating Disorders	10	1,2,3,4,5,6	Discussion Q&A	Stevens & Rodin Ch 6
- Disorders of children and Adolescents (Neurodevelopmental Disorders)	11	2,3,4,5,6,7  1,2,3,4,5,6,7	Discussion Q&A	Cara & MacRea, Ch 12 & 13, & Stevens & Rodin Ch 8
- Mental Health Services				Steven & Rodin Ch 1
- Victims of abuse and neglect	12	1,2,3,4,5,6,7	Discussion Q&A  -Guest Speaker from the Center for Victims of Torture	Cara & MacRea, Ch 11 & 21
- Students' Presentations	13 & 14	1,2,3,4,5,6,7,8,9, 10,11	Group Works	-----

- <b>Final Exam</b> (As scheduled by JU registrar office)	15	-----	-----	-----
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## 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
Midterm Exam	30%	all the topics till week #8	ABCDE	Week 8	On campus
Group Class Work & Presentation	20%	Work in groups; select one of the announced topics to be presented and discuss it,	ABCDE	Week 13 & 14	On campus
Final Exam	50%	All the topics	ABCDE	Week 15	On campus

## 23 Course Requirements:

Students should have a computer for downloading material from Moodle and an account on Moodle. Communication with the instructor might happen on teams to make it easier.

## 24 Course Policies:

### A- Attendance policies:

- You are expected to be in class on time. Students coming late are allowed to enter but will be marked absent on the attendance sheet. The same applies to leaving class early. **No exceptions.**
- Participation and students' involvement are crucial to the success of the course. All students are expected to have read the assigned materials before coming to class in order to fully engage in the discussions. In addition to in-class discussions, students are encouraged to post their comments and questions **on E-Learning (Moodle) which can be accessed at <http://elearning.ju.edu.jo/>.**
- The University allows students to be absent a maximum of THREE excused absences. The only excuse that would remove your absence from your record is in case of a conflict with another course (a scheduled written exam). If you exceed this limit, you will not be allowed to sit for the final exam.

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

**No make-up exams.** In case of sickness, only reports issued directly from a public clinic or hospital will be accepted. Medical reports from private practiced doctors or private hospitals will not be accepted even if they are stamped by the university's clinic. Reports should be produced within a week of the date of the exam. **No exceptions.**

### C- 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 zero grade 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 do any part of the assignment 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 from a 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 School 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 (School 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:

- Stevens, L. & Rodin, I., (2011), *Psychiatry: A colored illustrated book*. Elsevier
- American Psychiatric Association. (2002). *Diagnostic and statistical manual of mental disorders: DSM-V*. Washington, DC, American Psychiatric Association, USA.
- Cara, E., & MacRae, A. (2013). *Psychosocial Occupational Therapy: A clinical practice* (3rd ed.). NY, USA: DELMAR Cengage Learning.

B- Recommended books, materials, and media:

- Brown, C., & Stoffel, V. C. (Eds.). (2011). *Occupational Therapy in Mental Health: A vision for Participation* (1st ed.). Philadelphia, PA, USA: F.A. Davis Company.
- AOTA. (2014). *Occupational Therapy Practice Framework: Domain and process*. *The American Journal of Occupational Therapy*

#### **26 Additional information:**

See the handouts about the assignment's explanations.



Name of Course Coordinator: ----- <b>Hanan I. Madi</b> Signature: -H.I.M-- Date: Sep 2023
Head of Curriculum Committee/Department: --Majd Jarrar----- Signature: -----MJ-----
Head of Department: -----MajdJarrar----- Signature: ---MJ-----
Head of Curriculum Committee/Faculty: ----Prof. Kamal A. Hadidi----- Signature: ----- ----KAM-----
Dean: ---Prof. Kamal A. Hadidi----- Signature: -----KAM----- -----