**Course Syllabus**

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| **1** | **Course title** | Applied Occupational Therapy for physical and neurological disorders | |
| **2** | **Course number** | 1812327 | |
| **3** | **Credit hours** | 3 credit hours | Theory 2, practical 1 |
| **Contact hours (theory, practical)** | 4 hours/week | |
| **4** | **Prerequisites/corequisites** | (1812326) Neuro and physical/ cases  (1802222) Occupational Therapy Techniques 2 | |
| **5** | **Program title** | Occupational therapy | |
| **6** | **Program code** | 1802 | |
| **7** | **Awarding institution** | The University of Jordan | |
| **8** | **School** | Rehabilitation Sciences | |
| **9** | **Department** | Occupational Therapy | |
| **10** | **Course level** | Undergraduate-BSc | |
| **11** | **Year of study and semester (s)** | 3rd year, 2nd semester | |
| **12** | **Other department (s) involved in teaching the course** | None | |
| **13** | **Main teaching language** | English | |
| **14** | **Delivery method** | ☐Face to face learning ☐Blended ☐Fully online | |
| **15** | **Online platforms(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… | |
| **16** | **Issuing/Revision Date** | 26/2/2023 | |

**17 Course Coordinator:**

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| Name: Dua’a Akram Alwawi Contact hours:  Office number: 523 Phone number: 23232  Email: d.alwawi@ju.edu.jo |

**18 Other instructors:**

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| Name: Majd Jarrar  Office number: 527  Phone number: -  Email: m.jarrar@ju.edu.jo  Contact hours: Tuesday 12:00-15:00 |

**19 Course Description:**

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| The occupational therapy process in neurological conditions and orthopedics is studied. Theories, principles, assessments, and interventions are explained in focus on participation and performance. Clinical reasoning skills for making diagnostic judgments, planning interventions, and promoting care givers involvement and advocacy are emphasized. |

**20 Course aims and outcomes:**

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| A- Aims:  Upon successful completion of this course, students will be able to apply their understanding of the structure and function of the nervous, musculoskeletal systems and rehabilitation theories to select and implement restorative interventions that promote optimal activity and participation among individuals with neurological and physical diseases, disorders, or conditions.  B- Students Learning Outcomes (SLOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SLOs  SLOs of the course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | Identify the major principles of traditional and contemporary neuro and physical rehabilitation conceptual models | X |  |  |  |  |  |  |  |  |  |  | | Choose and apply the theoretical approaches in OT treatment process with neurological and physical conditions | X |  |  |  |  |  |  |  |  |  |  | | Distinguish the common medical terms and procedures that govern the management of the common physical and neurological conditions encountered by occupational therapists | X |  |  |  |  |  |  |  |  |  |  | | Describe and discuss occupational therapy in neuro and physical rehabilitation as it pertains to practice settings, diagnostic populations, client and environmental factors, and collaboration with team members |  | X |  |  |  |  |  |  |  |  |  | | Apply The occupational therapy process (screening and evaluation, intervention and transition planning, documentation, and referrals |  | X |  |  |  |  |  |  |  |  |  | | In addition to impairment, activity limitation, and participation restrictions, examine and conclude the influence of client and environmental factors that influence occupational performance. |  | X |  |  |  |  |  |  |  |  |  | | Select and built the appropriate occupational activities based on the client’s needs, wants, and preferences |  | x |  |  |  |  |  |  |  |  |  | | Demonstrate the ability to accurately and effectively screen and evaluate adults with physical and neurological diseases, disorders, and conditions to determine their need for occupational therapy services |  |  | X |  |  |  |  |  |  |  |  | | Identify and distinguish client needs that are appropriate for referrals to other members of the healthcare team |  |  | X |  |  |  |  |  |  |  |  | | Identify the right diagnosis to the described symptoms |  |  | X |  |  |  |  |  |  |  |  | | Identify symptoms and clinical impairments in the patient files and medical records |  |  | X |  |  |  |  |  |  |  |  | | Build a List of problems in performance that the client has based on the results of evaluation |  |  |  | X |  |  |  |  |  |  |  | | Prioritize the problems that the client has based on the client’s needs, wants, and context |  |  |  | X |  |  |  |  |  |  |  | | Develop short term and long-term goals with the patient (and the family if possible) |  |  |  | X |  |  |  |  |  |  |  | | Plan treatment methods and strategies collaboratively with clients |  |  |  | X |  |  |  |  |  |  |  | | Apply the appropriate treatment methods and strategies for different physical and neurological conditions as learned in previous courses. |  |  |  | X |  |  |  |  |  |  |  | | Analyze, interpret and document assessment results as it pertains to the client’s occupational performance. |  |  |  |  | X |  |  |  |  |  |  | | Analyze the results of re-evaluation and modify the intervention plan |  |  |  |  | X |  |  |  |  |  |  | | Evaluate the eligibility of client for discharge based on analyzing the results of re-evaluation |  |  |  |  | X |  |  |  |  |  |  | | Design a discharge plan that addresses the needs of the client in the community. |  |  |  |  | X |  |  |  |  |  |  | | Compose a system of documenting the plan and results of intervention starting from screening till reaching re-evaluation |  |  |  |  |  | X |  |  |  |  |  | | Document and evaluate the progress and the results of each session using SOAP notes format as a part of every document |  |  |  |  |  | X |  |  |  |  |  | | Utilize the SMART system in writing and documenting treatment goals. |  |  |  |  |  | X |  |  |  |  |  | | Demonstrate respect of the rules and regulations of the setting that governs ethical behaviour, dress code, system of documentation, and service management |  |  |  |  |  |  | X |  |  |  |  | | Use safety precautions during the occupational therapy process, maintaining tools, equipment, and working environment in good condition and order, and keeping a proper inventory |  |  |  |  |  |  | X |  |  |  |  | | Demonstrate professional behavior at all times during the practice including cell phone policy, professional language and communication, attire, attendance, following institutional policies |  |  |  |  |  |  |  | X |  |  |  | | Effectively explain and communicate OT services specific to the client with neurological or physical disorders with the client and others (family, caregivers, and professionals) in written and verbal formats. |  |  |  |  |  |  |  | X |  |  |  | | Demonstrate safe and appropriate handling of clients for delivery of specific neuro and physical rehabilitation interventions (facilitation, inhibition, positioning, weight-bearing, stretching, palpation, mobilization) |  |  |  |  |  |  |  | X |  |  |  | | Apply procedural clinical reasoning skills in choosing appropriate evaluation and assessment methods, and interpreting the results assessment and evaluation. |  |  |  |  |  |  |  |  | X |  |  | | Apply procedural clinical reasoning skills in choosing the best and more appropriate intervention methods pertinent to the client’s condition. |  |  |  |  |  |  |  |  | X |  |  | | Apply interactive clinical reasoning skills in combining the required communication skills to establish a therapeutic relationship based on trust, empathy, rapport and acceptance. |  |  |  |  |  |  |  |  | X |  |  | | Apply interactive reasoning skills in constructing treatment options and strategies to suit the client’s needs and wants. |  |  |  |  |  |  |  |  | X |  |  | | Apply interactive and conditional reasoning skills in adapting the intervention plan to suit the clients’ needs and their social, economic, cultural and physical context. |  |  |  |  |  |  |  |  | x |  |  | | Develop and Show effective communication skills with the client and the family and workers in the centers/hospitals |  |  |  |  |  |  |  |  |  | X |  | | Build Professional communication with instructor and peers |  |  |  |  |  |  |  |  |  | X |  | | Utilize management of time, attend classes and submit assignments on time. |  |  |  |  |  |  |  |  |  | X |  | | Manage questions and discussions |  |  |  |  |  |  |  |  |  | X |  | | Appraise research findings from recent research studies |  |  |  |  |  |  |  |  |  |  | X | | Choose and Apply evidence-based practice interventions. |  |  |  |  |  |  |  |  |  |  | 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 pediatrics, neurological, physical, 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:**

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week** | **Topic** | **Student Learning Outcome** | **Evaluation Methods** | **Resources** | | 1 | Burns | 1-11 | Exams and SOAP notes | Ch 48 | | 2 | Burns | 1-11 | Exams and SOAP notes | Ch 48 | | 3 | Orthopedics conditions | 1-11 | Exams and SOAP notes | Ch 41 | | 4 | Orthopedics conditions | 1-11 | Exams and SOAP notes | Ch 41 | | 5 | Cardiopulmonary | 1-11 | Exams and SOAP notes | Ch 40 | | 6 | Spinal Cord Injuries (SCI) | 1-11 | Exams and SOAP notes | <https://opentextbc.ca/clinicalskills/chapter/3-4-positioning-a-patient-in-bed/>  <https://www.sci-info-pages.com/fact-sheets/>  <https://www.nature.com/articles/3101855#Tab3>  Ch 39 | | 7 | Spinal Cord Injuries (SCI) | 1-11 | Exams and SOAP notes | Ch 39 | | 8 | Spinal Cord Injuries (SCI) | 1-11 | Exams and SOAP notes | Ch 39 | | 9 | Midterm | 1-11 | Exams and SOAP notes |  | | 10 | Traumatic brain injuries (TBI) | 1-11 | Exams and SOAP notes | Ch 37 | | 11 | Traumatic brain injuries (TBI) | 1-11 | Exams and SOAP notes | Ch 37 | | 12 | Traumatic brain injuries (TBI) | 1-11 | Exams and SOAP notes | Ch 37 | | 13 | Neurodegenerative disorders | 1-11 | Exams and SOAP notes | Ch 38 | | 14 | Neurodegenerative disorders | 1-11 | Exams and SOAP notes | Ch 38 | |

**22 Evaluation Methods:**

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| 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 material covered before the exam by Dr. Majd | 1-10 | Week 8 | Face to face | | SOAP notes | 10 | You will write 3 (1st oral feedback, 2nd written feedback, 3rd graded) | 1-10 |  | Face to face | | Quizzes | 20 | TBD | 1-10 | TBD | Face to face | | Final | 40 | Material Covered after the Midterm Exam |  |  | Face to face | |

**23 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):** |

**24 Course Policies:**

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| 1. 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 (5) 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:**

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| A- Required book(s), assigned reading and audio-visuals:  Dirette, D. , & Gutman, S. (Eds) (2020). *Occupational therapy for physical dysfunction (8th ed*.). Baltimore, MD: Lippincott Williams & Wilkins.  B- Recommended books,  Pedretti, Lorraine Williams, Pendleton, Heidi McHugh.Schultz-Krohn, Winifred. (Eds.) (2018) Pedretti's occupational therapy: practice skills for physical dysfunction St. Louis, Mo.: Elsevier, materials, and media: |

**26 Additional information:**

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| Dress code in the clinic:   * **No** jeans whatsoever!! * **No** hanging accessories or scarfs * Your hair must be tied and away from your face * **No** cleavage or mid-drift * **No** excessive make-up Or bright nail polish * **No** perfumes * **Very** short nails * **NO** high heels * Lab coats are **required** in the RMS and Basheer * Scrubs are okay/ Maroon and red lab coats are not allowed in RMS * Gloves are okay * **ARABIC name tag** |

Name of Course Coordinator: Majd Jarrar Signature: MJ Date: 27/2/2023

Head of Curriculum Committee/Department: Majd Jarrar Signature: MJ

Head of Department: ----Majd Jarrar------------------------------------- Signature: -MJ---------------------

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH