

## Course Syllabus

1	<b>Course title</b>	Occupational Therapy Techniques 1	
2	<b>Course number</b>	1802221	
3	<b>Credit hours</b>	2	
	<b>Contact hours (theory, practical)</b>	1	4
4	<b>Prerequisites/corequisites</b>	-	
5	<b>Program title</b>	Bachelor of 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>	First semester, 2 <sup>nd</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 type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	<b>Online platforms(s)</b>	<input checked="" 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>	Sept 19 <sup>th</sup> , 2023	

### 17 Course Coordinator:

Name: Majd Jarrar, PhD/OTR	Contact hours: Sunday 12:00-14:00 or by appointment
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### 18 Other instructors:

None

### 19 Course Description:

This course offers the theoretical principles and the applied knowledge of several therapeutic techniques that used with the patients in the therapy like: ROM exercise, stretching, strengthening, and joint mobilization techniques. Also the knowledge about the using of thermal agents and electrical stimulations like hot packs, therapeutic ultrasound, neuromuscular electrical stimulation... etc.

#### A- Aims:

This course aims to help the students to know the knowledge of the therapeutic techniques and how to apply them in their sessions with their patients.

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

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

	1	2	3	4	5	6	7	8	9	10	11	1 2	1 3	1 4	1 5	1 6
Program SLOs																
SLOs of the course																
<b>Understand</b> the theoretical basis for the major rehabilitation methods for motor deficits.	X															
<b>Acquire</b> basic information on the methods of: therapeutic exercises (ROM, strengthening,	X															



<p>Stretching, Physical Agents modalities, hot packs, whirlpool...etc)</p> <p>وضمان الجودة</p>																			
<b>Understand</b> the role of proper body mechanics in performing therapeutic exercises.	x																		
<b>Identify</b> appropriate exercises to promote functional mobility.		x																	
<b>Assess</b> the physical environment and apply learnt techniques to optimize accessibility			x																
<b>Determine</b> therapeutic goals while integrating the therapeutic modality/approach to each goal				x															
<b>Apply</b> the selected approaches/techniques for patients in accordance to the therapeutic goals and in a functional context when appropriate				x															
<b>Choose</b> and <b>analyze</b> therapeutic technique that fit the patient complain				x															
<b>Determine</b> therapeutic goals of each therapeutic exercise.				x															
<b>Demonstrate</b> the appropriate intervention approach for any client with physical					x														



دالة الوظائف والمهام والمؤشرات المترابطة بمؤشرات الجودة ACCREDITATION & QUALITY ASSURANCE CENTER															
<b>Demonstrate</b> the specific technique for each clinical impairment				X											
<b>Show</b> appropriate skills using the Physical Agent Modalities, therapeutic exercises				X											
Show appropriate skills in applying: Range of Motion exercises, stretching, strengthening and joint mobilization				X											
<b>Apply</b> and teach the principles of proper body mechanics while doing the exercise				X											
<b>Explain</b> the importance of safety for both clients and therapists							X					X			
<b>Use</b> safety precautions during the practice							X					X			
Always <b>apply</b> professional behaviour during the lab including cell phone policy, professional language and communication, attire, attendance.								X					X		
<b>Utilize</b> analytical skills and problem solving in discussing									X					X	



Considerations for selecting appropriate therapeutic exercise. ملاحظات لاختيار التمرين العلاجي المناسب.																			
<b>Apply</b> clinical reasoning skills when choosing the suitable a suitable therapeutic exercise.									x										x
Show how to communicate with other rehabilitation team members in operating and delivering the therapeutic techniques described above										x									x
Show how to explain to the patient the purpose and method of applying the selected technique										x									x
<b>Apply</b> Professional communication with instructor and peers										x									x
<b>Apply</b> therapeutic techniques in different clinical settings.											x								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.
12. Demonstrate service management principles and the government, economic, social and political issues that affect clinical practice.
13. Adhere to professional ethics when dealing with individual and their families and realize the importance of client-centered practice and have self-confidence and independence of personality.
14. Develop problem solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesize knowledge through evaluation process.
15. Reflect skillful communication, leadership, time management, lifelong learning using appropriate communication technologies.
16. Utilize research findings in the practice of occupational therapy.

## 20 Course aims and outcomes:



SLOs SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)
<p>2 Assess and evaluate individual and environmental barriers to occupational performance, using a variety of formal, informal, standardized and non-standardized assessment tools and methods.</p>	<p>Assess the physical environment and apply learnt techniques to optimize accessibility</p>			
<p>3 Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centered practice.</p>	<p>Determine therapeutic goals while integrating the therapeutic modality/approach to each goal</p>	<p>Apply the selected approaches/techniques for patients in accordance to the therapeutic goals and in a functional context when appropriate</p>	<p>Choose and analyze therapeutic technique that fit the patient complain</p>	<p>Determine therapeutic goals of each therapeutic exercise</p>
<p>4 Implement, identify and critically evaluate interventions.</p>	<p>Demonstrate the appropriate intervention approach for any client with physical dysfunctions</p>	<p>Demonstrate the specific technique for each clinical impairment</p>	<p>Show appropriate skills using the Physical Agent Modalities, therapeutic exercises</p>	<p>Show appropriate skills in applying: Range of Motion exercises, stretching, strengthening and joint mobilization</p>
<p>5 Reflect skillful communication, leadership, time management, lifelong learning using appropriate communication technologies.</p>	<p>Show how to communicate with other rehabilitation team members in operating and delivering the therapeutic</p>	<p>Show how to explain to the patient the purpose and method of applying the selected technique</p>	<p>Apply Professional communication with instructor and peers</p>	


**21. Topic Outline and Schedule:**

Week	Lecture/ lab	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	Lecture	Therapeutic Exercise: Foundational Concepts		Face to face	Moodle , teams	Synchronous	class activities	
	Lab	Introductions/ lab etiquette		Face to face	Moodle , teams	Synchronous	class activities	
2	Lecture	Therapeutic Exercise: Foundational Concepts	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch1
	Lab	Passive ROM - upper extremity		Blended	Moodle , teams	Synchronous	class activities	Ch 3
3	Lecture	Therapeutic Exercise: Foundational Concepts	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 1
	Lab	Passive ROM - lower extremity		Blended	Moodle , teams	Synchronous	class activities	Ch 3
4	Lecture	Therapeutic Exercise:	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 1



		Foundational Concepts							
	Lab	Self-Assisted ROM, CPM, Functional ROM		Blended	Moodle , teams	Synchronous	class activities	Ch 3	
5	Lecture	Stretching for Improved Mobility	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 4	
	Lab	Upper extremity stretching		Blended	Moodle , teams	Synchronous	class activities	Ch 4	
6	Lecture	Stretching for Improved Mobility	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 4	
	Lab	lower extremity stretching		Blended	Moodle , teams	Synchronous	class activities	Ch 4	
7	Lecture	Stretching for improved mobility		Face to face	Moodle , teams	Synchronous	Exam	Ch 4	
	Lab	Midterm		Blended	Moodle , teams	Synchronous			
8	Lecture	Midterm	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities		
	Lab	Complementary approaches to stretching		Fully online	Moodle , teams	Synchronous	class activities	Ch 4	
9	Lecture	Mobilization	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 5	
	Lab	Manual joint mobilization		Blended	Moodle , teams	Synchronous	class activities	Ch 5	

		exercises/ introduction						
10	Lecture	Joint mobilization		Face to face	Moodle , teams	Synchronous	class activities	Ch 5
	Lab	Manual joint mobilization exercises		Blended	Moodle , teams	Synchronous	class activities	Ch 5
11	Lecture	Muscle performance (Strength, Power, Endurance)	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 6
	Lab	Manual strengthening		Blended	Moodle , teams	Synchronous	class activities	Ch 6
12	Lecture	Muscle performance (Strength, Power, Endurance)	1, 2,3,4 ,5	Face to face	Moodle , teams	Synchronous	class activities	Ch 6
	Lab	Strengthening Lab		Blended	Moodle , teams	Asynchronous	class activities	Ch 6
13	Lecture and lab interactive	Physical Agent Modalities: Therapeutic ultrasound, Electrotherapy, Mechanical devices	1, 2,3,4 ,5	Fully online	Moodle , teams	Synchronous	class activities	Selected Readings
14	Lecture	Writing an exercise prescription		Face to face	Moodle , teams	Synchronous	class activities	
	Lab	Case studeis		Face to face	Moodle , teams	Synchronous	Exam	



## 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 Practical	20	ROM and stretching		Week 7	On campus
Midterm Theory	30	To be decided		Week 8	On campus
Final Practical	20	Mobilization and strengthening		Week 14	On campus
Final Theory	30	To be decided		Week 15	On campus

## 23 Course Requirements

Please ensure to check the e-learning website a day before the lecture or the lab, download and print the worksheets or the reading materials uploaded for the session. You will lose marks for not having the materials with you.

### For each lab and clinical session you should have:

- A note taking pad, pen, highlighter and a marker (each student should have one).
- A small sanitizer, and surgical gloves (each student should have one).

Your **dress code** is light loose clothing that allows for free movement such as training suits or scrubs. Males and females will be separated during practical application so make sure that you are dressed in a way that allows access to different body parts (shorts and vests).



## 24 Course Policies:

### A- Attendance policies:

- Attendance will be taken on every class 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 e-mail
- 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 classmates 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 ( 2 ) 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 stated in the laws and regulations of the University of Jordan. Please refer to pages 133 and 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).
- Except for the final exam, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to provide an excuse for the absence within three days to schedule a make-up session. 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 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 assist in or 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 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:

Kisner C, & Borstad J, & Colby L(Eds.), (2023). *Therapeutic Exercise: Foundations and Techniques*, 8e. McGraw Hill. <https://fadavispt.mhmedical.com/content.aspx?bookid=3279&sectionid=272461890>

## 26 Additional information:

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Name of Course Coordinator: ----Majd Jarrar-----Signature: --MJ----- Date: --Oct 5, 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 Hadidi----- Signature: ---- -----KAH-----