**Course Syllabus**

|  |  |  |
| --- | --- | --- |
| **1** | **Course title** | Development through the lifespan |
| **2** | **Course number** | 1802204 |
| **3** | **Credit hours** | Theory 3 |
| **Contact hours (theory, practical)** | Theory 3 |
| **4** | **Prerequisites/corequisites** | - |
| **5** | **Program title** | Bachelor of Occupational Therapy |
| **6** | **Program code** | 1802 |
| **7** | **Awarding institution** | University of Jordan |
| **8** | **School** | School of Rehabilitation Sciences |
| **9** | **Department** | Occupational Therapy |
| **10** | **Course level** | Undergraduate- BSc |
| **11** | **Year of study and semester (s)** | 2nd semester, 2nd year |
| **12** | **Other department (s) involved in teaching the course** | None |
| **13** | **Main teaching language** | English |
| **14** | **Delivery method** | **Blended** |
| **15** | **Online platforms(s)** | ■Moodle ■Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| **16** | **Issuing/Revision Date** | February 21st, 2023 |

**17 Course Coordinator:**

|  |
| --- |
| **Name**: Sana Abu-Dahab, PhD, OTR **Contact hours**: Mondays & Wednesdays 12:00 – 1:00pm  **Office number**: 518 **Phone number**: +9625355000 ext. 23232  **Email**: s.abudahab@ju.edu.jo |

**18.Other instructors**:

**19 Course Description:**

|  |
| --- |
| The emphasis of this course is on human development from conception through senescence and death. The focus is on age-associated changes in sensory, motor, cognitive, emotional, and psychosocial functions and their implications for self-care, play-leisure, school, and work occupations. |

**20 Course aims and outcomes:**

1. **Aims:**

Upon successful completion of this course, students will have foundational knowledge of normative human development across the lifespan and associated occupational performance abilities. In particular, students will have a thorough knowledge of physiological, cognitive and psychosocial changes associated with development and aging. Course content will serve as a reference when working with populations or clients who are experiencing limitations in occupational engagement and participation.

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SLOs  SLOs of the course | **SLO (1)** | **SLO (2)** | **SLO (3)** | **SLO (4)** | **SLO (5)** | **SLO (6)** | **SLO (7)** | **SLO (8)** | **SLO (9)** | **SLO (10)** | **SLO (11)** |
| **1.**Understand and Identify developmental theories and age-appropriate developmental milestones and changes in humans from conception to death | X |  |  |  |  |  |  |  |  |  |  |
| **2.**Plan and Select interventions that foster the different developmental milestones and modify interventions to support the acquisition of different developmental milestones |  | X |  |  |  |  |  |  |  |  |  |
| **3.**Choose and apply appropriate evaluation methods related to different developmental milestones including standardized and non-standardized assessment tools related to different age groups |  |  | X |  |  |  |  |  |  |  |  |
| **4**. Plan, select, implement and document interventions that relate to the identified goals considering family preferences, available evidence and resources and write occupation-based goals support children’s development |  |  |  | X | X | X |  |  |  |  |  |
| **5.** Evaluate the role of different settings in supporting human’s development and participation |  |  |  |  |  |  | X |  |  |  |  |
| **6.**Reflect on clinical reasoning in designing related interventions to support children’s development |  |  |  |  |  |  |  |  | X |  |  |
| **7.**Identify and apply the best available evidence to support children’s development |  |  |  |  |  |  |  |  |  |  | X |

Program SLOs:

1. Utilize 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 service management principles and the government, economic, social and political issues that affect clinical practice
8. 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.
9. Develop problem solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesize knowledge through evaluation process.
10. Reflect skillful communication**,** leadership, time management, lifelong learning using appropriate communication technologies
11. Utilize research findings in the practice of occupational therapy.

**21. Topic Outline and Schedule:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Wk.** | **Lec.** | **Topic** | **SLO** | **F-F / B** | **Resources** | | --- | --- | --- | --- | --- | --- | | 1 | 1.1 | Course Overview & Assignment Overview |  |  | - | | 1.2 | Human Performance Throughout the Lifespan |  |  | C-M Ch. 1 + 2 | | 2 | 2.1 | Classical Theories of Development |  |  | C-M Ch. 3 | | 2.2 |  |  | | 3 | 3.1 | Prenatal Development |  |  | C-M Ch. 8 | | 3.2 |  |  | | 4 | 4.1 | The Newborn |  |  | C-M Ch. 9 | | 4.2 | Reflexes |  | B | | 5 | 5.1 | Infancy |  |  | C-M Ch. 10 | | 5.2 | Infancy |  |  | | 6 | 6.1 | Review of Newborn and Infancy Period |  |  | C-M Ch. 11 | | 6.2 | Family and Disability Issues Through Infancy |  |  |  | | 7 | 7.1 | Development in the Preschool Years |  |  | C-M Ch. 12 | | 7.2 | Development in the Preschool Years |  |  | | 8 | 8.1 | Midterm – Theory |  |  |  | | 8.2 | Reflexes Practical Exam |  |  |  | | 9 | 9.1 | Appropriate Toys for Infancy |  |  | C-M Ch. 13 | | 9.2 | Appropriate Toys for Childhood |  |  | C-M Ch. 14 | | 10 | 10.1 | Labor Day – No Class |  |  |  | | 10.2 | Childhood and School |  | B | C-M Ch. 15 | | 11 | 11.1 | Adolescent Development |  |  | C-M Ch. 16 | | 11.2 | Family Issues Throughout Childhood |  |  | C-M Ch. 17 | | 12 | 12.1 | Early Adulthood |  |  |  | | 12.2 | Middle Adulthood |  |  |  | | 13 | 13.1 | Late Adulthood |  |  | C-M Ch. 18 | | 13.2 | Family and Disablement in Adulthood |  |  | C-M Ch. 19 | | 14 | 14.1 | Assignment Presentations (Groups 1 – 5) |  |  |  | | 14.2 | Assignment Presentations (Groups 6 – 10) |  |  |  | | 15 | 15.1 | Course Wrap Up |  |  |  | |

**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 theoretical exam | 30 | Wk. 1 – 7 |  |  | On-campus | | Reflexes Practical Quiz | 10 | Weeks 6-15 |  |  | E-learning | | Assignments | 20 |  |  |  |  | | Final theoretical exam | 40 | All material |  |  | On-campus | |

**23 Course Requirements**

|  |
| --- |
| Students should have a computer and internet connection with access to e-learning and Microsoft Teams accounts. |

**24 Course Policies:**

|  |
| --- |
| **A- Attendance policies:**   * Attendance will be taken on every class throughout the semester. * Students are expected to be on time, attend and actively participate in all classes. * Repeated tardiness or leaving early will not be accepted. * Students who miss class (or any portion of class) are responsible for the content. It is the student’s responsibility to review the material of classes they missed. * Attendance will be taken on every class throughout the semester. * Absence of more than 15% of all the number of classes (which is equivalent to 4 classes) requires that the student provides an official excuse to the instructor and the dean. If the excuse was rejected the student will not be allowed to take the final exam and thus fail the course according to the regulations of The University of Jordan.   **B- Absences from exams and submitting 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). * It is the student's responsibility to contact the instructor within 24 hours of the original exam time to schedule a make-up exam. * Makeup for the final exam may be arranged according to the regulations of The University of Jordan.   **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, or another student work) will be considered plagiarism and the student/group will get a zero grade on that homework. 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 homework on their own. Asking other instructors at JU, 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.   **D- 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.   **E- 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 Deanship 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 instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. Also, notify the staff of Services for Student with Disabilities (Deanship of Students Affairs) as soon as possible. * The University of Jordan provides internet access for students who request such services. Please contact the Assistant Dean for Student Affairs for such requests. |

**25 References:**

|  |
| --- |
| A-Required book (s), assigned reading and audio-visuals:  **Cronin, A.,& Mandich, M. (2016). Human development and performance. 2nd Ed. Clifton Park, NY: Thomson Delmar Learning. (***Referred to as C-M in the course plan)*  Recorded materials prepared by course instructors  B-Recommended books, materials, and media: |

**26 Additional information:**

|  |
| --- |
| **Students with disabilities:**   * If you are a student with disability, please contact the course coordinator at the beginning of the term to inform them of any needs or adjustments you might have. * According to University regulations, some students with disabilities can be allowed additional time during exams. This extra time is granted by an official letter from the University administration. Please discuss with the course coordinator your need for such extra time at the start of the term. * All information you provide to the course coordinator will be dealt with confidentially.   **Course material and copy rights:**   * All material prepared by the course coordinator for the purposes of this course are the intellectual property of the course coordinator. It is only intended for the personal use of students for their individual learning. * Sharing of course content with other people or via different platforms other than those used by the course coordinator is prohibited. The permission of the course coordinator must be sought before sharing of content. * Course content and materials will be posted on e-learning website so make sure you have access to the website and can download the materials and access the online assignment. * This course builds on the knowledge that you have obtained in the internal medicine, musculoskeletal, neuromuscular and cardiopulmonary courses. Please make sure you revise main pathologies and assessment tools. |

Name of Course Coordinator: **Sana Abu Dahab** Signature: S.M.A Date: 21/2/2023

Head of Curriculum Committee/Department: **Majd Jarrar** Signature: M.J.

Head of Department: **Majd Jarrar** Signature: M.J.

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

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

**Assignment I**

**Videos: Occupation in Action**

**Due date: May 31st 2023**

**Value: 10 points**

**Purpose:** The purpose of this assignment is to create a “snapshot” that depicts some of the main concepts regarding occupation and development for a specific age group. Groups of students will work in teams to create a short video (maximum 5 minutes) that will depict occupational engagement for one or more persons in the assigned age group.

**Directions:** Class will be divided into 10 groups of 5 or 6.

**Age groups assigned as follows:**

**Group1: Age 0-2**

**Group 2: Age 2-6**

**Group 3: Age 7-12**

**Group 4: Age 13-18**

**Group 5: Young Adults – Men (18-30)**

**Group 6: Young Adults – Women (18-30)**

**Group 7: Middle Adults – Men (40-60)**

**Group 8: Middle Adults – Women (40-60)**

**Group 9: Older adults – Men (60+)**

**Group 10: Older adults – Women (60+)**

* It is suggested (but not required) that the video begin with an overview or narrative that gives the audience a general impression of the activities/occupations and abilities of people in this age group. If this is not included on the video, then this information should be presented to the class by one or more members of the group prior to showing the video. Next, the video can depict one or more persons from this age group. Persons in the video can be known to the group or may be random persons who have agreed to participate in the video. Group can and should narrate during the video as appropriate.

**Grading:**

Completion of video: 10 points

Content:

* Includes **narration** of ***at least*** 3 concepts regarding development and/or occupation for specific age group (3 points)
* Includes videoed **observation** of ***at least*** one participant engaging in ***at least*** three different tasks, activities or occupations (6 points)
* Submission on time (1)

**Assignment II**

**Occupational Therapy Services across Lifespan**

**Due date: May 31st 2023**

**Value: 5 points**

In 100 words or less, describe occupational therapy services to your designated age group as above in a way that a person in this designated group is in need of occupational therapy services. In case of infants/children you need to direct your description to the parents of the newborn/child.

Your description should be understandable to the ordinary person and jargon free. Be mindful that the person you are addressing does not know what occupational therapy is.

Grading will be given on clarity, relatedness to the age group, and simplicity of the description.

Assignment III

Toys Project