

## Course Syllabus

1	<b>Course title</b>	Group Therapy	
2	<b>Course number</b>	1812337	
3	<b>Credit hours</b>	2 hours	(1 Theoretical, 1 Practical)
	<b>Contact hours (theory, practical)</b>	(1 Theoretical, 4 Practical)	
4	<b>Prerequisites/corequisites</b>	Psych/Cases (1802313) Self and Strategies/Approaches of OT (1802330)	
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- BSc	
11	<b>Year of study and semester (s)</b>	3 <sup>rd</sup> years, 2 <sup>nd</sup> 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 checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	<b>Issuing/Revision Date</b>	Feb- 2024	

### 17 Course Coordinator:

Name: Hanan I. Madi	Contact hours: by an appointment
Office number	
Email: <a href="mailto:hanan.madi@ju.edu.jo">hanan.madi@ju.edu.jo</a>	

**18 Other instructors:**

--

**19 Course Description:**

<p>This course covers the group process as a tool to assess and facilitate societal participation. Emphasis is placed on enhancing communication and leadership skills, and clinical reasoning abilities.</p>
---

**20 Course aims and outcomes:**

### A- Aims:

Upon successful completion of this course, students will demonstrate a good understanding of how group therapy is conducted in occupational therapy settings. The students will acquire the necessary skills of observing, leading, and co-leading a group therapy session, and apply these skills with these skills to their patients. The student upon completion of this course will demonstrate skills in writing the group protocols.

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

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

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
SLOs of the course	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>1. Understand</b> the evolution and history of group therapy, theories that underlie group development. Moreover, understand the meaning, aims, therapeutic benefits, and applications of group therapy.	X										
<b>2. Classify</b> and <b>identify</b> the types of groups in occupational therapy according to their aim and the form of activities used. Moreover, understand the process of development of group roles and task roles in a group therapy program	X										
<b>3. Develop</b> a group therapy intervention program in different OT domains (Psychosocial, physical, adults, pediatrics, and geriatrics).		X									
<b>4. Utilize</b> observation skills to <b>Appraise</b> group productivity, group roles and task roles, and interactions that occur in a group situation <b>using</b> the forms of observation and documentation.			X								
<b>5. Design</b> and implement a series of session within a group therapy program where the aims of the program, objectives of each session, and methods to be implemented are clearly stated in different OT domains with real cases (Psychosocial, physical, adults, pediatrics, and geriatrics)				X	X						
<b>6. Identify</b> the sort of rules that need to be established to guarantee a safe environment in a group therapy situation. Moreover, <b>discuss</b> the problematic roles that							X				



## 21. Topic Outline and Schedule:

We ek	Lect ure. Secti on	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Evaluation Methods	Resources
1	1.1	- Interview	1,3,5,6,7	F-T-F	Teams	-Interactive discussion -Clinical Observation (Clinical Videos)	Cara & MacRea, Ch18
	1.2	-Introduction	3,4,5,6	F-T-F	Teams	- Conducting Interviews - Interview report (Assignment 1)	Course Syllabus Hands-out
	1.3						
	1.4	- Interview Skills					
2	2.1	- Interview	1,3,5,6,7	F-T-F	Teams	- Interactive discussions - Class Activities	Cara & MacRea, Ch18
	2.2	-Interview Skills	3,4,5,6	F-T-F	Teams	- Conducting interviews - Interview report (Assignment 1)	Hands-out
	2.3						
	2.4						
3	3.1	- Cole's Seven Step Groups	1,2,3,4,5,6	F-T-F	Teams	- Interactive discussions - Class Activities	Cole, Ch1
	3.2	- OT Process	3,4,6,7,8	F-T-F	Teams	-Using evaluation Forms - Applying evaluations' reports (Assignment 2)	Cara & MacRea, Ch 18 Hands-out
	3.3						
	3.4						
4	4.1	Cole's Seven Steps	1,2,3,4,5,6	F-T-F	Teams	- Interactive discussions - Class Activities	Cole, Ch1

	4.2	- OT Process	3,4,6,7,8	F-T-F	Teams	-Using evaluation Forms - Applying evaluations' reports (Assignment 2)	Cara & MacRea, Ch 18 Hands-out
	4.3						
	4.4						
5	5.1	Theories of Leadership	3,5,6,7,8	F-T-F	Teams	- Interactive discussion - Class worksheets	Cole, Ch1
	5.2	-Individual vs. group OT treatment	5,6,7,8	F-T-F	Teams	- Classwork activities	Hands-out
	5.3						
	5.4						
6	6.1	- Theories of Leadership	3,5,6,7,8	F-T-F	Teams	- Interactive discussion - Class activities	Cole, Ch1
	6.2	-Individual vs. group OT treatment	5,6,7,8	F-T-F	Teams	- Conducting group sessions as examples	Hands-out
	6.3						
	6.4						
7	7.1	- Theories of Leadership	3,5,6,7,8	F-T-F	Teams	- Interactive discussion - Class activities	Cole, Ch1
	7.2	- Leadership and role analysis	4,5,6,7,8				
	7.3						
	7.4						
8	8.1	<b>MIDTERM EXAMINATION</b>					
	8.2						
	8.3						
	8.4						
9	9.1	<b>EID AL-FITR</b>					
	9.2						
	9.3						

	9.4						
10	10.1	- Understanding Group Dynamics	4,5,6,7,8	F-T-F	Teams	- Interactive discussions - Class activities	Cole, Ch2
	10.2	-Student group administration based on psychodynamic Model	3,4,5,6,7,8	F-T-F	Teams	- Conducting group therapy session based on psychodynamic model (Assignment 3)  - Conducting group therapy sessions based on behavioral models (Assignment 3)	Cole, Ch 5&6
	10.3						
	10.4						
11	11.1	- Understanding Group Dynamics	4,5,6,7,8	F-T-F	Teams	- Interactive discussions - Class activities	Cole, Ch2
	11.2	- Student group administration based on cognitive models  - Student group administration based on developmental models	5,6,7,8	F-T-F	Teams	- Conducting group therapy session based on cognitive model (Assignment 3)  - Conducting group therapy sessions based on developmental models (Assignment 3)	Cole, Ch 7&8
	11.3						
	11.4						
12	12.1	-Understanding Group Dynamics	4,5,6,7,8	F-T-F	Teams	- Interactive discussion - Class activities	Cole, Ch2
	12.2	- Student group administration based on sensorimotor models  - Student group administration based on MOHO model	5,6,7,8	F-T-F	Teams	- Conducting group therapy session based on sensorimotor models (Assignment 3)  - Conducting group therapy sessions based on MOHO models (Assignment 3)	
	12.3						
	12.4						

13	13.1	Client Problem Behavior	1,2,3,4,5,6,7,8	F-T-F	Teams	- Interactive discussion - Class activities (Scenario)	Cole, Ch2
	13.2	Planning for fieldwork group therapy sessions	1,2,3,4,5,6,7,8	F-T-F	Teams	Working on all the previous worksheets for planning for the sessions	-----
	13.3						
	13.4						
14	14.1	Client Problem Behavior	1,2,3,4,5,6,7,8	F-T-F	Teams	-Interactive discussion	Cole, Ch4
	14.2	Fieldwork Visits	1,2,3,4,5,6,7,8	F-T-F	Teams	Fieldwork Visits (Assignment 4)	-----
	14.3						
	14.4						
15	15.1	<b>Final Exam</b>					
	15.2						
	15.3						

## 22 Evaluation Methods:

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

Exams			
Distribution	Exam	Date	Grade
Midterm (30)	Midterm	Week 8	20
	Interview Assignment (1)	Week 1&2	10





<b>Work During term (20)</b>	Fieldwork Visits  Assignment (4)	Week 14	10
<b>Final (50)</b>	Lab group demonstration based on FOR  Assignment (3)	Week 11,12, &13	20
	Assignment (2)	Week 3&4	10
	Final theory	TBA	30

### 23 Course Requirements

--

### 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 classes.
- An absence of more than 15% of all the number of classes and labs, which is equivalent of **(3 classes)** or **(3 labs)**, results in deprivation from the course unless 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 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. Kindly, check the hand-outs for assignments.

### **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:**

1. Cole, MB. (2018) *Group Dynamics in occupational therapy: the theoretical basis and practice application of group treatment* (5th Ed.) Thorofare, NJ: Slack Inc.
2. Cara, E., & MacRae, A. (2013). *Psychosocial Occupational Therapy: A clinical practice* (3rd ed.). NY, USA: DELMAR Cengage Learning

### **B- Recommended books, materials, and media:**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders : DSM-V*. Washington, DC, American Psychiatric Association, USA.
- AOTA. (2020). Occupational Therapy Practice Framework: Domain and process. *The American Journal of Occupational Therapy*(26 (6)), 625-683.
- Finlay (2001) *Groupwork in Occupational Therapy*. Thornes:NY



Dimock, G., & Kass, R. (2007) How to Observe your Group. 4th Edition, Captus Press

Cole M. (2011). Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Intervention, 4th ed. Slack Incorporated: Thorafore.

## 26 Additional information:

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, self-strategies and approaches, and cardiopulmonary courses. Please make sure you revise main pathologies and assessment tools.

Name of Course Coordinator: -----Hanan I. Madi-----Signature: -----HIM---- Date: ----- -
Head of Curriculum Committee/Department: ----- Signature: ----- ---
Head of Department: ----- Signature: ----- -
Head of Curriculum Committee/Faculty: ----- Signature: ----- -
Dean: ----- Signature: -----