**Course Syllabus**

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| **1** | **Course title** | **Occupational therapy for Pediatric /Cases** | |
| **2** | **Course number** | **1802328** | |
| **3** | **Credit hours** | **2 - Theory** |  |
| **Contact hours (theory, practical)** | **2 - Theory** | |
| **4** | **Prerequisites/corequisites** | **(1802204) & (1802207)** | |
| **5** | **Program title** | **BSc Occupational therapy** | |
| **6** | **Program code** | **1802** | |
| **7** | **Awarding institution** | **University of Jordan** | |
| **8** | **School** | **Rehabilitation Sciences** | |
| **9** | **Department** | **Occupational therapy** | |
| **10** | **Course level** | **Undergraduate** | |
| **11** | **Year of study and semester (s)** | **Third year, Second 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: Sana Abu-Dahab Contact hours: Mondays & Wednesdays 12:00 – 1:00pm**  **Office number: 518 Phone number: +96265355000 ext. 23232**  **Email: s.abudahab@ju.edu.jo** |

**18 Other instructors:**

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| NONE |

**19 Course Description:**

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| This course focuses on disorders and diseases of early, middle, and late childhood that affect children’s occupational performance. Etiology, diagnosis, prognosis, clinical picture, functional limitations, and most common medical treatments and medications of each disorder/disease will be discussed. |

**20 Course aims and outcomes:**

**A- Aims:**

1. Understand the etiology, clinical presentation, and prognosis of different medical diagnosis related to children.
2. Understand the effect of different children’s medical diagnosis on performance and participation

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| 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.Describe the incidence, signs and symptoms, causes, and pathologic conditions of common medical diagnoses in children.** |  |  |  |  |  |  |  |  | X |  |  |
| **2. Describe the primary medical conditions associated with major developmental disabilities.** |  |  |  |  |  |  |  |  | X |  |  |
| **3. Explain how functional performance is affected by various medical, pathologic, and developmental conditions.** | X |  |  |  | X |  |  |  |  |  |  |
| **4. Explain precautions and special considerations for working with children who have specific medical conditions or developmental disabilities.** |  |  |  | X |  |  | X |  |  |  |  |

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

**Program ILOs**

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 synthesis 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:**

| **Week** | **Lecture** | **Topic** | **SLOs** | **Resources** |
| --- | --- | --- | --- | --- |
| 1 | 1.1 | Course Overview  Assignment overview and distribution | - | - |
| 1.2 |
| Unit I: Musculoskeletal Disorders | | | | |
| 2 | 2.1 | Congenital Anomalies  Limb Deficiencies  Juvenile Rheumatoid Arthritis | 1,2,3,4 | T&C – Ch. 26  S&O- Ch. 12  Case-Smith – Ch. 6 |
| 2.2 |
| Unit II: Neuromuscular Disorders | | | | |
| 3 | 3.1 | Cerebral Palsy | 1,2,3,4 | T&C – Ch. 4 and Ch. 28  S&O- Ch. 12  Case-Smith – Ch. 6 |
| 3.2 |
| 4 | 4.1 | Neural Tube Defects and Spina Bifida |
| 4.2 |
| 5 | 5.1 | Hydrocephalus  Seizures |
| 5.2 |
| 6 | 6.1 | Peripheral Motor Disorders |
| 6.2 |
| 7 | 7.1 | Brachial plexus |
| 7.2 |
| 8 | 8.1 | **Midterm** |
| 8.2 |
| Unit III: Developmental Disabilities Case-Smith – Ch. 6 | | | | |
| 9 | 9.1 | Down Syndrome | 1,2,3,4 | T&C – Ch. 29 |
| 9.2 |
| 10 | 10.1 | Intellectual Disabilities |  | DMS V |
| 10.2 |  |  |  |
| 11 | 11.1 | Attention Deficit-Hyperactive Disorder | 1,2,3,4 | DMS V |
| 11.2 |
| 12 | 12.1 | Autism Spectrum Disorder | 1,2,3,4 | DMS V |
| 12.2 |
| 13 | 13.1 | Learning Disabilities  Developmental Coordination Disorder | 1,2,3,4 | DMS V |
| 13.2 |
| 14 | 14.1 | Sensory Processing Disorder | 1,2,3,4 | Article |
| 14.2 |

**Moodle and Microsoft Teams Platforms will be used.**

**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 | 30 | As outlined above | 1,2,3,4 | 1 – 7 |  | | Quizzes | 20 | Throughout the semester | 1,2,3,4 |  | - | | Role of OT and EBP assignment | 10 | Throughout the semester | 1,2,3,4 |  | - | | Final | 40 | As outlined above |  | 9 – 15 | - | |

**23. Course Requirements**

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**24. Course Policies:**

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| **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 (3) 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 and134 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 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:**

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| 1. Required book (s), assigned reading and audio-visuals:   - Lissaure, T. & Carrill, W. (2017) Illustrated Textbook of Paediatrics (5th Edition). Elsevier. *(Referred to at T&C in topic outline)*  - Solomon, J. & O’Brien J. C (2011). Pediatric Skills for Occupational Therapy Assistants (3rd Edition): Mosby *(Referred to at S&O in topic outline*)  - Case-Smith, J. (2010). Occupational Therapy for Children. St. Louis, Missouri: Mosby. (*Referred to at Case-Smith in topic outline*)  - American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author (*Referred to DSM V in topic outline*)   1. Recommended books, materials, and media:   - Articles handed during semester |

**26 Additional information:**

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Name of Course Coordinator: Sana Abu-Dahab Signature: S.M.A Date: 26.2.2023

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

**Role of Occupational Therapy and Evidence-based Practice Assignment**

**10 points**

In groups of 4 – 5, you are asked to submit a two-to-three-page report on the role of occupational therapy with one childhood disease/disability. The report should describe general areas addressed by occupational therapy for the specific population, in addition to one research article showing the evidence of occupational therapy practice. For Evidence-Based Practice you are required to submit your summary of the article in the provided form (below). Your article needs to be pre-approved. Each group is responsible to present their work after the designated class for each childhood disease/disability.

The objectives of this assignment are:

* Understanding of role of occupational therapy for different childhood diseases/disabilities
* Enhancing the understanding of evidence-based practice in pediatric occupational therapy.

The grading criteria is as follows:

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| --- | --- |
| **Criteria for scoring** | **Possible points** |
| **Professional Presentation and Organization of Report** | **20** |
| Typed/double spaced | 5 |
| Lacks typos and grammatically correct | 5 |
| Submission on time | 5 |
| Clear and documented references | 5 |
|  |  |
| **Content** | **60** |
| **Role of OT** | 40 |
| Includes complete, accurate and correct information about the role of OT |  |
| **Presentation** | 20 |
| Clear and Concise | 5 |
| Use of demonstration aids such as pictures or videos | 5 |
| **Evidence-Based Practice** | **20** |
| Correct appraisal of article based on provided matrix (10% for each column) | 20 |
| **TOTAL** | **100** |

**Important dates!**

**Due date for article approval: Saturday March 11th, 2023.**

**Due date for submitting ALL reports: Saturday March 25th, 2023**

| **[1]**  Citation  Source | **[2]**  Purpose of  the study | **[3]**  Target  population  --------------  Specific population  (Incl/Excl) | **[4]**  Study  Design  \_\_\_\_\_\_\_\_  Level of Evidence | **[5]**  Interventions  (by group) | Variables | | Subjects (Ss) | | **[8]**  Relevant  Findings by Dependent Variable  Did the intervention(s)  --increase function?  --decrease function?  --no difference? |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **[6a]**  Independent  variable(s) | **[6b]**  Dependent  variable(s) | **[7a]**  # of Ss total  & by group | **[7b]**  Characteristics  of Ss, (by group) |
|  |  | Target Population:  Specific population  *Incl:*  *Excl:* | Design:  \_\_\_\_\_\_\_\_\_\_  Level: | Experimental group: (EG)  Control group (CG): |  |  | Total #:  Experimental group:  Control group: | **Experimental group:**  *Sex*  *Age:*  *Race:*  *SES:*      **Control Group:** | **Dependent Variable 1:**  **Dependent Variable 2:**  **Summary** |