**Course Syllabus**

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| **1** | **Course title** | Occupational Therapy Techniques 2 | |
| **2** | **Course number** | 1802222 | |
| **3** | **Credit hours** | 1 (theory) | 1 (practical) |
| **Contact hours (theory, practical)** | 1 hours/week (theory), 4 hours/week (practical) | |
| **4** | **Prerequisites/corequisites** | Occupational Therapy Techniques 1 (1802221) | |
| **5** | **Program title** | Bachelor of Science in Occupational Therapy | |
| **6** | **Program code** | 1802 | |
| **7** | **Awarding institution** | University of Jordan | |
| **8** | **School** | Rehabilitation Sciences | |
| **9** | **Department** | Occupational Therapy | |
| **10** | **Course level** | Undergraduate-2nd year | |
| **11** | **Year of study and semester (s)** | 2022/2023 , 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** | 27/2/2022 | |

**17 Course Coordinator:**

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

**18 Other instructors:**

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| Name:  Office number:  Phone number:  Email:  Contact hours:  Name:  Office number:  Phone number:  Email:  Contact hours: |

**19 Course Description:**

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| This course offers the theoretical principles & the applied knowledge of several specialized techniques for treating neurological & physical dysfunction disorders which includes Bobath PNF, Sensory re-education, treatment of apraxia, visual perception, cognitive rehabilitation & CIMT. |

**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 system and neurorehabilitation theories to select and implement restorative interventions that promote optimal activity and participation among individuals with specific neurological 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 | SLO (1) | SLO (2) | SLO (3) | SLO (4) | | 1 Distinguish common neurological diseases, disorders and conditions, their impact on the structures and functions of the human nervous system and support systems, and their impact on activity and participation. | X |  |  |  | | 2 Identify the major principles of traditional and contemporary neurorehabilitation conceptual models and apply these principles to the restorative potential of the human nervous system to enable individuals perform occupation-related skills as independently, safely, and adequately as possible. | X |  |  |  | | 3 Apply subjective and objective functional assessments in simulated clinical neurorehabilitation settings. | X |  |  |  | | 4 Demonstrate the appropriate selection and presentation of occupational activities based on the client’s needs, wants, and preferences. | X | X |  |  | | 5 In addition to impairment, activity limitation, and participation restrictions, identify and solve the influence of client and environmental factors that influence occupational performance. | X | X | X | X | | 6 Understand different clinical reasoning tracks and decision making skills, such as procedural, pragmatic, and interactive skills | X | X |  |  | | 7 Illustrate some strategies and techniques of self-awareness, self-reflection, and self-development that would improve professional practice | X | X | X | X | | 8 Develop verbal and non-verbal communication skills for professional conduct throughout the occupational therapy process | X | X | X |  | | 9Understand clinical teamwork types in rehabilitation settings and the differences between them | X | X | X | X | | 10 Demonstrate how to be an effective time manager and to gain efficient study, clinical, and self-regulation skills | X | X | X |  | | 11 Make use of variety of educational materials, such as interactive discussions, case-studies, oral presentations, and evidence-based practice | 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-centred 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** | | **Learning Methods (Face to Face/Blended/ Fully Online)** | | **Platform** | | **Evaluation Methods** | | **Resources** | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | Introduction and course Syllabus  Strength Based Approach |  | | Blended | | Teams | |  | |  | | 2 | Managing Deficit of Motor Control Capacities Using Rood |  | | Blended | | Teams | |  | | Ch 35 | | 3 | Optimizing Motor Behavior Using the Brunnstrom Movement Therapy Approach |  | | Blended | | Teams | |  | | Ch 35 | | 4 | Optimizing Motor Behavior Using the Bobath Approach-Neurodevelopmental Treatment |  | | Blended | | Teams | |  | | Ch 35 | | 5 | Managing Deficit of Motor Control Capacities Using Proprioceptive Neuromuscular Facilitation Techniques |  | | Blended | | Teams | |  | | Ch 35 | | 6 | Revision Historical approaches | | | | | | | | | | | 7 | Optimizing Motor Skill Using Task-Related Training |  | | Blended | | Teams | |  | | Ch 34 | | 8 | Midterm Week  (9-12) | | | | | | | | | | | 9 | Optimizing Vision and Visual Perception  (12-4) |  | | Blended | | Teams | |  | | Ch 34 | | 10 | Motor Control Intervention |  | Blended | | Teams | |  | | Ch 16 | | | 11 | Balance Intervention |  | | Blended | | Teams | |  | | Ch 12 | | 12 | Optimizing Sensory Abilities and Capacities |  | | Blended | | Teams | |  | | Ch 12 | | 13 | Optimizing Cognitive Abilities |  | |  | |  | |  | | Ch 11 | | 14 | Apraxia + Communication |  | |  | |  | |  | |  | | 15 | Practical Exam |  | |  | |  | |  | |  | |

**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)** | | Midterm Exam | 30 | All covered before the exam | 1-11 | Week 8 | | Assignments and Quizzes  Compare contrast 5  Strength-based 3  Live video 12  Motor learning 5  Lab exam 5 | 30 |  | 1-11 | TBD | | Final | 40 | TBD | 1-11 | TBD | |

**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:  Trombly, C. , & Radomski, M. (Eds) (2013). Occupational therapy for physical dysfunction (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins.  B- Recommended books, materials, and media: |

**26 Additional information:**

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Name of Course Coordinator: Dua’a Alwawi Signature: DA 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