**Course Syllabus**

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| **1** | **Course title** | Evaluation in Occupational therapy | |
| **2** | **Course number** | 1802207 | |
| **3** | **Credit hours** | 3 Credit Hours |  |
| **Contact hours (theory, practical)** | 2 theory, 4 practical | |
| **4** | **Prerequisites/corequisites** | 1811202 | |
| **5** | **Program title** | Occupational Therapy | |
| **6** | **Program code** | 1802 | |
| **7** | **Awarding institution** | The University of Jordan | |
| **8** | **School** | Rehabilitation Sciences | |
| **9** | **Department** | Occupational therapy department | |
| **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** |  | |

**17 Course Coordinator:**

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

**18 Other instructors:**

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| **Name:** Yosur Qutishat, MSc, OT **Contact hours**: Tuesdays 1:00 – 2:00pm  **Office number**: 528 **Phone number**: -  **Email**: yosur\_qutishat@yahoo.com |

**19 Course Description:**

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| This course starts with introducing the methods of assessment and the sources of assessment data in occupational therapy. Afterward, the course covers the assessment of the occupational performance in different areas including: participation, play, work, basic ADL, I-ADL, occupational role, and leisure. Furthermore, the course covers the assessment of occupational balance, community integration and social support, and environmental factors. Through the course, a wide variety of standardized assessment tools will be introduced and discussed |

**20 Course aims and outcomes:**

**A- Aims:**

Upon successful completion of this course, students will show a good understanding of the OT evaluation process, the OT assessments in all performance areas, and will be able to wisely select appropriate assessment tools and master the most commonly used and most valid and reliable occupational therapy assessment tools in all performance areas and some component skills.

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

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

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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.Understand the evaluation Process and differentiate between different terminology related to evaluation.** |  |  |  |  |  |  |  |  | X |  |  |
| **2. Identify strategies for interviewing about, observing, and assessing occupational Performance, and explain personal and contextual factors that influence the evaluation process.** |  |  |  |  |  |  |  |  | X |  |  |
| **3. Discuss and understand different evaluation methods and their application to practice.** | X |  |  |  | X |  |  |  |  |  |  |
| **4. Getting familiarized and practice the application of several assessment tools representing different areas of occupation.** |  |  |  | X |  |  | X |  |  |  |  |

**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:**

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| | **Wk.** | **Lec.** | **Topic** | **Lab** | **SLO** | **Resources** | | --- | --- | --- | --- | --- | --- | | 1 | 1.1 | Course Overview & Assignment Overview |  |  |  | | 1.2 | Terms Related to Evaluation  Screening |  | W&S Ch.28 | | **Unit I: Evaluating client: General Guidelines** | | | | | | | 2 | 2.1 | Evaluation and Client-Centered Therapy  Documents Review  Interview and Occupational Profile | Interview Lab +  Observation Lab | 1,2,3 | W&S Ch.28 | | 2.2 | | **Unit II: Methods of Evaluation** | | | | | | | 3 | 3.1 | Assessment Methods & Source of Assessment Data | Psychosocial Assessments | 1,2,3 | L–F Ch. 2 | | 3.2 | Purposes of the Assessment and Measurement | L–F Ch. 3 | | 4 | 4.1 | Test administration: Reporting & Recording | Developmental Assessments 1 | 1,2,3 | L–F Ch. 3 | | 4.2 | Levels of Measurements and Standardized Testing | 1,2,3 | L–F Ch.4 &5 | | 5 | 5.1 | Evaluation of Participation | Developmental Assessments 2 | 4 | W&S Ch. 55 | | 5.2 | 4 | | 6 | 6.1 | Evaluation of Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) | Participation Assessments | 4 | W&S Ch. 50 | | 6.2 | 4 | | 7 | 7.1 | Visual Function Assessment | ADL and IADL Assessments | 4 | P&D Ch.7 | | 7.2 | 4 | | 8 | 8.1 | Midterm Exam – Theoretical | Visual Function Assessment Lab |  | | | 8.2 | | 9 | 9.1 | Visual Perceptual Assessment | Assessment of Neurological abilities | 4 | P&D Ch.9 | | 9.2 | 4 | | 10 | 10.1 | Labor Day – No Classes | Visual Perceptual Abilities Assessments |  | | | 10.2 | | 11 | 11.1 | Cognitive Assessment | Assessment of Sensory abilities | 4 | P&D Ch.10 | | 11.2 | Sensory Assessment | 4 | P&D Ch.12 | | 12 | 12.1 | Balance and Motor Skills Assessment | Cognitive Abilities Assessments | 4 | P&D Ch.17 | | 12.2 | 4 | | 13 | 13.1 | Evaluation of Play and Leisure | Assessment of Balance and Motor Skills | 4 | W&S Ch. 54 | | 13.2 | Evaluation of Sleep | 4 | W&S Ch. 55 | | 14 | 14.1 | Evaluation Documentation | Wrap Up Lab | 4 | W&S Ch.40 + Handouts | | 14.2 | 4 | | 15 | 15.1 | Evaluation Documentation |  | 4 | | 15.2 | |

**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 | - | | **Assessment Critique Assignment** | **10** | See Appendix I | 1,2,3,4 | 2 – 15 | - | | **Quizzes** | **10** | Throughout semester | 1,2,3,4 | 2 – 15 | - | | **Final** | **50** | As outlined above | 1,2,3,4 | 2 – 15 | - | | **Practical** | 10 | As outlined above | 1,2,3,4 | - | - | | **Theoretical** | 40 | As outlined above | 1,2,3,4 | - | - | |

**23 Course Requirements**

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| **None** |

**24 Course Policies:**

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| **A- 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 ( 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 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:**   1. Schell, B. A., Gillen, G., (2019). *Willard and Spackman's occupational therapy*. 13th Edition Lippincott Williams & Wilkins. (Referred to as ***W&S*** in the topics outline) 2. Dirett, D. P.; Gutman, S. A. (2021). *Occupational Therapy for Physical Dysfunction* (8th ed.). Wolters Kluwer (Referred to as *D&P* in topics outline) 3. Laver-Fawcett, A. J., & Cox, D. L. (2021). *Principles of Assessment and Outcome Measurement for Allied Health Professionals: Practice, Research and Development*. John Wiley & Sons. (Referred to as **L–F** in the topics outline)   **B- Recommended books, materials, and media:** |

**26 Additional information:**

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**Name of Course Coordinator**: Sana Abu-Dahab, PhD, OTR **Signature**: S.M.A **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

**Appendix I**

**Assignment – Assessment Tool (10 points)**

Assignment description:

In groups of **3 – 4**, you are to study an assigned assessment tool, write a detailed report, and present the assessment tool to your classmate. The assessment tool report needs to follow the format below. Your group presentation will be 15 minutes long.

Assignment Objective: Getting familiar with different assessment tools used in occupational therapy practice.

Assignment due date: As assigned by fieldwork instructor.

Guidelines for Assessment Report:

* Name of assessment
* Author
* Publisher
* Date published
* Population
* Purpose of test
* Administration time
* Standardization information
* Validity and Reliability
* Recording observations (Scoring)
* Strength and weakness of assessments
* References

Rubric for Assessment Tool:

* Completeness of handout – clear and accurate (5 pts)
* Purpose of testing/relevance to OT clearly explained (2 pts)
* Clearly explains specific area measured (2 pts)
* Clearly explains administration and scoring (5 pts)
* Examples of test items clearly/creatively presented (5 pts)
* Presentation skills (Voice, relevancy, appearance, accurate, time management) (3 pts)
* Presentation layout (font, color, spelling, grammar) (3 pts)