|  |  |  |
| --- | --- | --- |
| **1** | **Course title** | Clinical: Occupational therapy for children |
| **2** | **Course number** | 1812453 |
| **3** | Credit hours (theory, practical) | Clinical :3 credit hours  |
| Contact hours (theory, practical) | 6 hours/3 days per week |
| **4** | **Prerequisites/corequisites** | Applied occupational therapy for children (1832424) |
| **5** | **Program title** | BSc Occupational therapy |
| **6** | **Program code** | 1802 |
| **7** | **Awarding institution**  | The University of Jordan |
| **8** | **School** | Rehabilitation Sciences |
| **9** | **Department** | Occupational Therapy |
| **10** | **Course Level** | Undergraduate-fourth 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** | 5/3/ 2023 |
|  |  |  |

**17. Course Coordinator:**

|  |
| --- |
| Name: Salma Abduljaber Contact hours: Wednesday (1**2**:00-2:00)Office number: #507 Phone number:Email: S.abduljaber@ju.edu.jo OR Salma.alwadi@hotmail.com  |

**18.** **Other instructors**:

|  |
| --- |
| None |

**19. Course Description:**

|  |
| --- |
| As stated in the approved study plan.The students will be introduced to different pediatric occupational therapy settings. Fieldwork visits will introduce the students to team members involved in Pediatric Rehabilitation, materials and tools used and environmental configuration of pediatric setting |

**20. Course aims and outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A- Aims:**Upon successful completion of this "clinical practice" course, students will be able to apply appropriate occupational theories, models of practice, and frames of reference in the evaluation, intervention, and outcome processes for children with different impairments.**B- Students Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SLOsSLOs 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) |
| **Select appropriate occupation-based theories and frames of references related to different pediatric conditions** | \* |  |  |  |  |  |  |  |  |  |  |
| **Build a therapeutic relationship by utilizing the concept of therapeutic use of self, empathy, and communication skills with children and their families (e.g.: empathy, active listening etc.)** |  | \* |  |  |  |  |  |  |  |  |  |
| **Evaluate the constituents of meaningful occupation by applying the skills of interviewing and evaluation.** |  | \* |  |  |  |  |  |  |  |  |  |
| **Distinguish appropriate referrals from inappropriate ones by Relating impairment, activity limitation and participation restriction associated with different pediatric conditions based on ICF and the OT practice framework.** |  |  | \* |  |  |  |  |  |  |  |  |
| **Combine and independently apply skills required for performing screening and assessment of children and as specified below.** |  |  | \* |  |  |  |  |  |  |  |  |
| **Choose and apply the appropriate standardized and un-standardized assessment tools associated with pediatric conditions** |  |  | \* |  |  |  |  |  |  |  |  |
| **Plan intervention goals related to different pediatric conditions considering child and family daily life activities and routines** |  |  |  | \* |  |  |  |  |  |  |  |
| **Measure the level of progress that the client has achieved by comparing the child’s level of performance before and after the implementation of the selected intervention strategies by utilizing and selecting the appropriate assessment tools.** |  |  |  |  | \* |  |  |  |  |  |  |
| **Compose a system of documenting the plan and results of intervention starting from screening till reaching re-evaluation and compiling that in the child’s file (portfolio).**  |  |  |  |  |  | \* |  |  |  |  |  |
| **Demonstrate knowledge and skill relative to self and departmental management functions expected of entry-level occupational therapists, including using safety precautions during the occupational therapy process, maintaining tools, equipment, and working environment in good condition and order, and keeping a proper inventory.** |  |  |  |  |  |  | \* |  |  |  |  |
| **Apply and adhere to ethical standards and guidelines that preserve client’s confidentiality, protect the child and family rights in making informed decisions concerning treatment, and guarantee the family’s consent through the treatment process.**  |  |  |  |  |  |  |  | \* |  |  |  |
| **Apply procedural clinical reasoning skills in choosing appropriate evaluation and assessment methods, and interpreting the results assessment and evaluation.**  |  |  |  |  |  |  |  |  | \* |  |  |
| **Apply procedural clinical reasoning skills in choosing the best and more appropriate intervention methods pertinent to the child’s condition.** |  |  |  |  |  |  |  |  | \* |  |  |
| **Develop effective communication skills in proposing intervention plans and treatment options, transferring pertinent information to children’s health conditions, and teaching techniques of care to children and their families.**  |  |  |  |  |  |  |  |  |  | \* |  |
| **Appraise research findings from recent research studies regarding best occupational therapy practice for children and their families.**  |  |  |  |  |  |  |  |  |  |  | \* |

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-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 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:**

| **Week** | **Lecture** | **Topic** |  | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Syn / ASyn Lecturing** | **Evaluation Methods** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 1.1 |  |  |  |  Face to Face | Microsoft Teams  | Syn |   |
| 1.2 | Orientation (in-house lab) | 27/2/2023 | 1-11 |  Face to Face |  |  |  Trainer/Supervisor Evaluation |
| 1.3 | Workshop (Assessment and intervention) |  2/3/2023 |  |  Face to Face |  |  |   |
| 2 | 2.1 | Clinical training |   |  |   |  |  |   |
| 2.2 |  |   |  |   |  |  |   |
| 2.3 |  |   |  |   |  |  |   |
| **Week** | **Lecture** | **Topic** |  | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Syn / ASyn Lecturing** | **Evaluation Methods** |
| 3 | 3.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 3.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 3.3 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 4 | 4.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 4.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 4.3 |   |  | 7,9 |  Face to Face | Microsoft Teams  | Syn |   |
| 5 | 5.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 5.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 5.3 |  |  30/3 |  |  Face to Face | Microsoft Teams  | Syn | Peds center |
| 6 | 6.1 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 6.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 6.3 |  |  6/4 |  |  Face to Face | Microsoft Teams  | Syn |  Evaluation report |
| 7 | 7.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 7.2 |  |  | 1-5 |  Face to Face | Microsoft Teams  | Syn |  |
| 7.3 | End of first Rotation (13/4/2023) |  | 1-5 |  Face to Face | Microsoft Teams  | Syn | Case studies and treatment plan worksheet |
| 8 | 8.1 | Clinical training Second Rotation (16/4/2023) |  |  |  Face to Face | Microsoft Teams  | Syn |   |
| 8.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 8.3 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 9 | 9.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 9.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 9.3 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 10 | 10.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 10.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 10.3 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| **Week** | **Lecture** | **Topic** |  | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Syn / ASyn Lecturing** | **Evaluation Methods** |
| 11 | 11.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 11.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 11.3 |  | 11/5 | 7,9 |  Face to Face | Microsoft Teams  | Syn |  Peds- center |
| 12 | 12.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 12.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 12.3 |  |  18/5 |  |  Face to Face | Microsoft Teams  | Syn |  Evaluation report  |
| 13 | 13.1 | Clinical training |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 13.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 13.3 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 14 | 14.1 | Clinical training |  28/8 |  |  Face to Face | Microsoft Teams  | Syn |  Case studies and treatment plan worksheet |
| 14.2 |  |   |  |  Face to Face | Microsoft Teams  | Syn |   |
| 14.3 | End of second rotation (1/5/2023) |  |  |   |  |  |  |
| 15 | 15.1 | Practical -Written Exam (4/6/2023) |  |  |   |  |  |  |
| 15.2 |  |   |  |   |  |  |   |
| 15.3 |  |   |  |   |  |  |   |

**22. Evaluation Methods and Course Requirements:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Period (Week)** | **Platform** |
| **Trainer/Supervisor Evaluation (Appendix I)** | 20 |  Clinical training during semester  | 1-11 | End of each rotation |  End of each rotation | Face to face |
| **Midterm Evaluation** |  |  |  |  |  |  |
| Evaluation Report (Appendix III) |  15 | Written assessment and intervention  | 1-5 | 6/4 | 18/5 |   Microsoft Teams |
| Case studies and treatment plan worksheet (Appendix III) | 15 | Treatment plan | 1-5 | 13/4 | 28/5 |   Microsoft Teams |
| Peds center (Appendix IV) | 10 |  | 7,9 | 30/3 | 11/5  |  Microsoft Teams  |
| **Final Evaluation**  |  |  |  |  |  |  |
| Final practical -written exam | 10 |  |  | 4/6 | 4/6 |  |
| Final Exam | 30 |   | 3-6 | TBD | TBD |  Face to face |
| TOTAL |   |   |  |  |   |   |

\***Please See Appendices for Assignments description** Begins Ends **Rotation 1** 5/3/2023 13/4/2023 **Rotation 2** 16/4/2023 1/6/2023 |

**23. Course Policies:**

|  |
| --- |
| **A- Attendance policies:*** Attendance will be taken periodically throughout the clinical training.
* All students are expected to attend ALL CLINICAL FIELDWORK VISITS with no exceptions. 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.
* An absence of more than 15% of all the number of classes, which is equivalent of ( 3 ) visits, 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 clinical training
* 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 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

**COVID-19 ALERT:**Due to the Covid-19 pandemic, when students are expected to come to the university, infection control and social distancing measures are imposed. Please note the following:* Students should wear face masks at all times. Also, students should sanitize and wash their hands frequently. Each student is expected to bring their own personal equipment; face masks, gloves, sanitizers, tissues, etc.
* Students should clean and disinfect surfaces and equipment before and after use.
* Students should maintain social distancing measures at all times. Physical contact should be kept to a minimum.
* Any student with signs of flu or who has been in contact with a diagnosed case of Covid-19 should report to the course coordinator and should not come to practical labs.
* If signs of Covid-19 develop, the student should seek PCR testing. Results should be reported to the course coordinator immediately.
* Students should avoid unnecessary social gatherings, participation in picnics, parties, funerals, or any form of social events in which more than 20 people gather.
* Students are reassured that any details shared with the course coordinator will be dealt with high confidentiality at the Department or School level. Please do not hesitate to share necessary information with the coordinator.

**D- Honesty policy regarding cheating, plagiarism, misbehaviour:*** 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.**G-Other issues:**-To ensure clients confidentiality and the free and open discussions of ideas, students may NOT record sessions with clients, discussions, and/or activities without the advance written permission of the client and instructor, and any such recording properly approved in advance can be used solely for the student's own private study.-Students are expected to show professional behavior throughout the clinical rotation. No chewing gum, no side conversations, and absolutely no cell phones. All cell phones are to be completely turned off before starting the clinical visit. Silent and vibrate modes are NOT accepted. **Dress code in clinical site/clinical fieldwork** In all clinical fieldwork visits, students and TA’s are expected to dress properly and decently so as to reflect a professional appearance of occupational therapists. Dress pants are always required, no open sandals and absolutely no jeans. For female students, please be courteous not to wear excessive make up, accessories or perfumes, and absolutely no long finger nails. Non-compliance to any of the above explained policies will results in deduction of all or part of the professional behavior grades. |

**24. Required equipment:**

|  |
| --- |
| None |

**25. References:**

|  |
| --- |
| 1. Required book (s), assigned reading and audio-visuals:
* O'Brien, J. C. & Kuhaneck, H.. (2020). Case-Smith's Occupational Therapy for Children and Adolescents (8th edition). St. Louis, Missouri: Mosby
 |

**26. Additional information:**

|  |
| --- |
| None |

Name of Course Coordinator: Salma Abduljaber Signature: S.A Date: 5/3/2023

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

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File

**Appendix I**

**The University of Jordan**

**Occupational Therapy Department (Clinical: OT for children)**

**TA/Clinical Supervisor Assessment Form**

**(20 Points)**

Student name:

Rotation: First

Site:

Clinical Supervisor/TA:

* Grand total: ( / 20 ) points
* Student’s strengths:
* Student’s weaknesses:
* Other comments:

**For the following questions, please check the appropriate box using the following criteria:**

* Inadequate performance (0): Unable to identity and perform stated tasks
* Below the level of competence (1): Inconsistently performs stated tasks
* Competence (2)
* Above the level of competence (3): Performs all stated tasks consistently
* Outstanding performance (4): Consistently and skillfully performs stated tasks, beyond expectations

**A. Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Inadequate performance0 | Below level of comp.1 | Comp.2 | Above the level of comp.3 | Outstanding performance (4) |
| 1. Selects the appropriate assessment methods for clients and creates an environment appropriate to assess the client |  |  |  |  |  |
| 2.Demonstrates competence in evaluating technique/ tests |  |  |  |  |  |
| 3. Demonstrates effective verbal and non-verbal communication skills when assessing the client |  |  |  |  |  |
| 4. Obtains additional information from the appropriate persons/records |  |  |  |  |  |
| 5. Interprets the results of the assessment in terms of occupational function and dysfunction  |  |  |  |  |  |
| 6. Demonstrates good safety awareness\*  |  |  |  |  |  |
| Total score ( / 6 ) |  |  |  |  |  |

\*A safety score of “inadequate performance” or “below the level of competence” will result in 0 total score

**B. Intervention Planning, Implementation and Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Inadequate performance0 | Below level of comp.1 | Comp.2 | Above the level of comp.3 | Outstanding performance (4) |
| **Treatment Planning** |  |  |  |  |  |
| 1.Defines problems areas for treatment from information attained. |  |  |  |  |  |
| 2.Demonstrates ability to establish treatment priority |  |  |  |  |  |
| 3. Plans long term and short-term objectives in conjunction where appropriate (SMART and functional goals) |  |  |  |  |  |
| **Treatment Implementation and Evaluation** |  |  |  |  |  |
| 4.Positions clients comfortably and appropriately. |  |  |  |  |  |
| 5.Selects appropriate media and intervention technique  |  |  |  |  |  |
| 6. Arranges equipment/materials to facilitate a smooth flow of the session  |  |  |  |  |  |
| 7. Encourages appropriate behavior, intervenes appropriately (effectively), selects and modifies environment to suit clients.  |  |  |  |  |  |
| 8. Evaluates program and its effectiveness at intervals. |  |  |  |  |  |
| 9.Deals effectively with different disabilities and age group. |  |  |  |  |  |
| 10. Demonstrates ability to end program and plan resettlement. |  |  |  |  |  |
| Total score ( / 10 ) |  |  |  |  |  |

**C. Communication and Professional Behavior**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Inadequate performance0 | Below level of comp.1 | Comp.2 | Above the level of comp.3 | Outstanding performance (4) |
| **Communication skills**  |  |  |  |  |  |
| 1.Communicates effectively with co-workers and health care professionals |  |  |  |  |  |
| 2.Communicates effectively with clients. |  |  |  |  |  |
| 3.Presents verbal reports in appropriate form and content (using professional terminology and abbreviations during verbal and written communication) |  |  |  |  |  |
| 4.Recognizes and uses non-verbal communication. |  |  |  |  |  |
| **professional Behavior** |  |  |  |  |  |
| 5.Demonstrates initiative and active participation while in site |  |  |  |  |  |
| 6.Prepares daily work program, with adequate time for preparation and completion of tasks. |  |  |  |  |  |
| 7.Maintain work area in a way conductive to efficiency and safety. |  |  |  |  |  |
| 8.Handles and tolerates personal and professional frustration appropriately. |  |  |  |  |  |
| 9.Maintain therapeutic relationship with client and caregiver and respect patient confidentiality  |  |  |  |  |  |
| 10.Improves current level of skills and knowledge by independently participating in learning experience. |  |  |  |  |  |
| 11.Interprets Occupational Therapy to others according to their level of interest and understanding. |  |  |  |  |  |
| 12.Adheres to dress code  |  |  |  |  |  |
|  13.Responds positively to constructive feedback  |  |  |  |  |  |
| 14.Attendance and punctuality  |  |  |  |  |  |
| Total score ( / 14 ) |  |  |  |  |  |

**O.T student sig. --------------------------------------------------**

 **O.T staff sig. --------------------------------------------------**

**Appendix II**

**Guidelines for the Evaluation Report**

**(15% of total grade)**

**Guidelines for Written evaluation report**

* ***General child demographics:***

Name of Child: Date of Evaluation

Date of Birth: Examiner:

Chronological age:

* ***Brief History***: Report any relevant medical and developmental history, child’s interests/activities and occupational roles
* ***Assessment(s) Used***: Use full sentences and do not abbreviate assessment names. Mention all assessment methods
* ***Test Environment/Behavior During Testing***: describe relevant aspects of the physical, social, cultural environment, and its impact on testing. Discuss the child’s behavior during testing.
* ***Test Results and Observations***:
	+ Clinical observations
	+ Assessments Results
* ***Summary/Impressions***: summarize and give an interpretation of the results of your testing.
* ***Recommendations:*** from your evaluation, what are your recommendations for this child/family?
* ***Signature/Title***: be sure to type and sign your name and title.

 **Observations while administering the VMI**

1. Hand dominance
2. Grasp on the pencil
3. Pressure on the pencil
4. Posture at desk
5. Stabilization of non-dominant
6. Visual scanning

**Documentation Guidelines**

1. The evaluation report should be professionally presented, as if it were to be presented on a hospital or school record (maximum length 3-4 pages) with Times New Roman font size 12 double spaced. Do not use abbreviations or personal pronouns (me, I). Refer to yourself as the “examiner”. Be sure to use complete sentences.
2. Respect confidentiality: use the child’s initials or first name only.
3. Sign all reports

**Criteria for scoring evaluation report**

|  |  |
| --- | --- |
| **Criteria for scoring** | **Possible points** |
| **Professional Presentation and Organization**  | **25** |
|  Types/ double spaced  | 5 |
|  Lacks typos | 5 |
|  Grammatically correct  | 5 |
|  Concise  | 5 |
|  All areas reported | 5 |
|  |  |
| **Content**  | **75** |
|  Correct Age  | 5 |
|  History  | 10 |
|  Appropriate selection of assessment tools | 10 |
|  Behaviour/Test Environment | 5 |
|  Sound results and accurately summarized | 20 |
|  Appropriate interpretation  | 15 |
|  Recommendations congruent with the results (Goals) | 10 |
| **TOTAL** | **100** |

**Appendix III**

**Case study and Treatment Plan Worksheet**

**(10% of total grade)**

**Case studies session logs**

You are required to have one case study in your portfolio. You need to follow the provided grid (Below) for the case studies.

You are also required to fill a treatment plan worksheet for each session you spend with the child. You have to follow the provided grid and have all logs typed.

**MAKE SURE** that each of the case studies is followed by the Treatment plan worksheet for the child. Logs that do not belong to any case study should be filed separately and basic (demographic) information about the child should be provided.

 Assessment sessions are to be typed separately in a report format.

 **Grading criteria for the case studies and session logs will be as follows:**

|  |  |
| --- | --- |
| **Criteria** | **Percentage** |
| ***Case studies***  | 10 |
|  Background information  | 10% |
|  Abilities and inabilities  | 20% |
|  Analysis of areas of difficulty (based on the result of assessments interpretation of the results)  | 20% |
|  Goals  | 20% |
|  Intervention (Clear and relevant)  | 20% |
|  Spelling and Grammar | 10% |
| ***Treatment Plan Worksheet***  | 5% |
|  Clear description of activities | 1.5 |
|  Specific goals | 1 |
|  Types of intervention | .5 |
|  Grading and adaptation | 1 |
| TOTAL | 100% |

**Case Study 10**

Students name: Setting:

**Intervention received**:

|  |
| --- |
| **Background information:**1. Child’s Name:
2. Date of Birth:
3. Age:
4. Diagnosis:
5. Medical history:
6. Developmental History and Achievement of milestones:
 |
| **Child’s performance (based on your observation and assessment) \*:** |
| **Abilities***
 | **Inabilities** |

\* make sure to take all information you can from different resources (therapists, teachers, parents, lab supervisors, and medical records)

|  |
| --- |
| **Analysis of area of difficulty: (**Mention all assessment methods and tools and interpretation of the results) |
| **SMART Goals:***(Please write a goal for each area of difficulty (4 SMART goals with 2 short-term goals for each one) and identify which goals you will be working on)* |
| **Summary of the intervention (what did you do to achieve the above-mentioned goals?)** |

**Treatment Plan Worksheet (5 Sheets for the case study)**

**(5% of total grade)**

Important note: Please copy and paste this table on a separate word document and print 20 copies and keep them with you filled equal to the number of treatment plan worksheet you did. So please keep them ready in one folder available with you.

 **TYPES OF OCCUPATIONAL THERAPY INTERVENTIONS**

1. OCCUPATIONS AND ACTIVITIES
2. PREPARATORY METHODS AND TASKS
3. EDUCATION AND TRAINING
4. ADVOCACY

Occupational Therapy Practice Framework: Domain and Process-Fourth Edition

*The American Journal of Occupational Therapy*, 2020, Vol. 74(Supplement\_2), 7412410010p1–7412410010p87.

|  |
| --- |
| **TREATMENT PLAN WORKSHEET** |
| **Child name**  | **Age:**  | **Gender:**  | **Therapist:** (enter student name here) |
| **Primary Diagnosis:**  |
| **Short-Term Goals:**  |
| **ONE-HOUR TREATMENT PLAN** |
| **Time (#min)** (e.g., 5min) | **Activity and Tools, materials used**  | **Types of OT intervention** | **How to grade up /down -adaptation** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix IV:** **Paediatric Clinic Assignment**

**(10% of total grade)**

|  |
| --- |
| **Assignment: Pediatric OT center** |
| **Assignment description:**  | In a group of 7-8 students you are required to establish a pediatric occupational therapy center (check attachment) |
| **Assignment objective:** | 1. Apply procedural clinical reasoning skills in choosing appropriate evaluation and assessment tool needed for the centre 2. Apply procedural clinical reasoning skills in choosing the best and more appropriate intervention tools and resources  |
| **Assignment due date:** | At the end of each rotation  |
| **Grade:**  | 10 points |
| **Rubric: (can be in an appendix)** | Check appendix |

In a group of 5-6 students, you are required to establish a pediatric occupational therapy center by providing the following:

**1. The laws and regulations by the Jordanian ministry of health for establishing such center providing the necessary references**

**2. A list of the necessary tools and instruments divided by group of skills (10 for each)**

1. Fine motor

2. Gross motor

3. Sensory

4. Cognitive

5. Visual perceptual

6. Self-care

7. Writing and prewriting skills

\*Name of tool, picture, description, population served, web link, price if provided in a table format.

**3. A list of assessment tools, checklists and forms for pediatric population (attach with final assignment) TRY TO COVER ALL AREAS ABOVE -one assessment tool for each area**

**4. Forms for treatment of specific skills (writing, scissoring skills, home programs etc (attach with final assignment) TRY TO COVER ALL AREAS ABOVE**

Developmental delay (developmental)

CP (motor)

Mental retardation (cognitive)

Autism and ADHD

Group leaders will be responsible for documenting the number of meetings and the contribution of each member

Students should submit assignment both on a teams **and** in paper format

Please make sure you attach the following table in your assignment: Not everyone gets the same grade.

|  |  |  |  |
| --- | --- | --- | --- |
| **نسبة المجهود المبذول من 100**  | **ما هي المهام الرئيسية التي تولاها كل عضو الفريق؟** | **كم اجتماع حضر العضو من نشاطات التحضير والانجاز؟** | **اسم الطالب في المجموعة** |
| 90% | ---- | 8 من أصل 9 اجتماعات |  |

Rubric of pediatric center assignment

|  |  |  |  |
| --- | --- | --- | --- |
| Comments | Given | Points | Area |
|  |  | 1 | **The laws and regulations mentioned with reference** |
|  |  | 3 | **A list of the necessary tools and instruments divided by group of skills**is submitted in a table format divided by area and all areas are covered.Table is complete: Name of tool, picture, description, population served, web link, price if possible |
|  |  | 3 | **A list of assessment tools, checklists and forms for pediatric population in a table format** **All areas are covered** **Also, actual assessments are attached (soft and hard copies)** |
|  |  | 3 | **Forms for treatment of specific skills (writing, scissoring skills, home programs etc****All areas are covered** **Also, actual treatment handouts are attached (soft and hard copies)** |
|  |  | 10 | Total |
|  |  |  |  |