



Course Syllabus

1	Course title	Strategies for Independent Living				
2	Course number	1802324				
3	Credit hours	3 (2 theory, 1 practical)				
	Contact hours (theory, practical)	2 theory, 4 practicals				
4	Prerequisites/corequisites	Pediatric Cases (18023)				
5	Program title	Occupational Therapy				
6	Program code					
7	Awarding institution	The University of Jordan				
8	School	School of Rehabilitation Sciences				
9	Department	Occupational Therapy				
10	Course level	Undergraduate				
11	Year of study and semester (s)	Fourth Year/ First Semester				
12	Other department (s) involved in teaching the course	-				
13	Main teaching language	English				
14	Delivery method	<input type="checkbox"/> Face-to-face learning	<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> Fully online		
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle	<input type="checkbox"/> Microsoft Teams	<input type="checkbox"/> Skype		
		<input type="checkbox"/> Others.....	<input type="checkbox"/> Zoom			
16	Issuing/Revision Date	October 5, 2025				

17 Course Coordinator:

Name: Salma Abduljaber, MSc, OT	Contact hours: Sunday, Tuesday (12:30-1:30)
Office number: 50 5	Phone number: -
Email: s.abduljaber@ju.edu.jo	

18 Other instructors:

Name: Ms. Safa Jaber, OT	Contact hours: Sunday and Thursday 12:00 – 1:00
Office number: fifth floor by the labs	
Email: s.jaber@ju.edu.jo	

19 Course Description:

Theoretical Part

This course examines the interface between functional impairment, activity, and societal participation. The emphasis is on adaptation to compensate for dysfunction during all aspects of human functioning. This course focuses on teaching the clinical reasoning process when proposing adaptations for persons to enhance their independence, safety, and adequacy of performance while taking into account cultural, lifestyle, and developmental factors. Experts in the field will be invited to give an interactive lecture in this course

Practical part

In the practical part of this course, the students will be trained on transfer skills, wheelchair selection and measurement, ambulation aids selection, measurement, and patterns, different dressing techniques, the

application of adaptive tools, and environmental modifications to enhance function. Experts in the field will be invited to give an interactive lecture in this course.

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)
1. Identify functional and community mobility issues affecting occupational performance. K									X	
2. Plan interventions to restore functional mobility through therapeutic activities and the use of adaptive aids and devices. S									X	
3. Demonstrate the ability to perform various transfer activities with and without assistive devices S	X				X					
4. Demonstrate appropriate and safe handling and cueing and use of the teaching-learning process to promote optimal learning based on simulated client performance. Show the ability to teach clients various functional activities using walking aides and wheelchairs S				X			X			
5. Apply the clinical reasoning process to the development and implementation of occupational therapy compensatory interventions C		X						X		
6. Demonstrate the knowledge of when and how to appropriately and safely use assistive technologies and devices in the occupational therapy intervention plan. C			X			X				
7. Analyze environmental barriers to occupational performance to ameliorate environmental accessibility. C						X			X	

20 Course aims and outcomes:

A- Aims: Upon successful completion of this course, students will show a good understanding of the role of the occupational therapist in promoting functional independence. The students will also show an understanding of selection and use of adaptive equipment, wheelchairs, and walking aides.

B- Students' Learning Outcomes (SLOs):

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

Occupational Therapy Program Students Learning Outcomes (SLOs):

1. Develop and integrate knowledge from foundational courses, including basic sciences, medical sciences, and research methods, to reflect on rehabilitation sciences practice.
2. Demonstrate knowledge of occupational therapy history, values, and fundamentals across the lifespan, population groups, and cultures, and show knowledge of occupational therapy skills, techniques, modalities, and trends.
3. Evaluate the client's abilities to participate in occupations, considering personal and environmental factors in various clinical settings.
4. Perform skills, techniques, and therapeutic modalities needed for occupational therapy practice.
5. Compose effective oral and written communication for clinical and professional purposes, including the use of information technology resources
6. Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of a lifelong learner
7. Apply leadership and management skills in rehabilitation sciences to advance Jordan and the global community scientifically, socially, and technologically.
8. Generate scientific research that advances rehabilitation practices locally and globally.
9. Apply and integrate clinical reasoning, ethical principles, occupation-based theories, models, and evidence-based interventions to achieve meaningful client outcomes in clinical settings and promote inclusion, participation, safety, and well-being for all clients.
10. Navigate occupational therapy practice locally and globally through innovation and creativity.

21. Topic Outline and Schedule:

Wk	Lec.	Topic	SL O	Learning Methods	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Introduction and Course Overview		Face-to-Face	Teams Moodle	Synchronous		
	1.2	Unit I: Mobility (MOB) MOB: Basic Principles + Body Mechanics Pressure Ulcers	1.1., 1.2., 1.3., 2.1., 2.2., 2.3., 3.1., 4.1., 5.1., 6.1.	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	Pt. Care Ch. 4 Pt. Care Ch. 5
2	2.1 2.2	MOB: Bed Mobility and Transfers LAB: Lifting Techniques Positioning and Draping	1.1., 1.2., 1.3., 2.1., 2.2., 2.3., 3.1., 4.1., 5.1., 6.1.,	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	Pt. Care Ch. 4 Pt. Care Ch. 5

3	3.1 3.2	MOB: Ambulation Aids LAB: Ambulation Aids	1.2., 1.3., 2.1., 2.2., 2.3., 3.1., 5.1., 6.1	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	Pt. Care Ch. 4 Pt. Care Ch. 5
4	4.1 4.2	MOB: Wheelchairs LAB: Wheelchair features and measurements	1.5 2.4 3.1 5.1	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	Pt. Care Ch. 9
5	5.1 5.2	MOB: Wheelchairs LAB: Transfer activities (Dependent and Pivot Transfers)	1.1., 1.3., 2.1., 2.2., 3.1., 4.1., 5.1., 6.1., 9.1.	Blended	Teams Moodle	Asynchronous/ Blended	Blended Activities	T&R Ch. 25
6	6.1 6.2	MOB: Wheelchairs LAB: Wheelchairs activities	1.2., 1.3., 2.1., 2.2., 2.3., 3.1., 5.1., 6.1.	Face-to-Face	Teams Moodle	Synchronous		D & P Ch. 26
7	7.1 7.2	Practical Exam						
8	8.1 8.2	Midterm						
9	9.1 9.2	MOB: Community mobility and driving LAB: Examining Local Community Mobility-Mafaz	1.1., 1.2., 1.3., 2.1., 2.2., 2.3., 3.1., 4.1., 5.1., 6.1.	Blended	Teams Moodle	Asynchronous/ Blended	Blended Activities	T&R Ch. 26

10	10.1 10.2	Unit II: Rehabilitative/ Compensatory intervention approaches (MODE) - Introduction to MODE LAB: Adaptive Tools Lab+ Dressing Lab	2.5 3.1	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	Handouts
11	11.1 11.2	Restoring Activities of Daily Living LAB: Dressing and transferring practical exam	2.1 5.3 6.1	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	D & P Ch. 27
12	12.1 12.2	Restoring Family, Parenting, and Social Roles. Restoring Leisure Role LAB: Practice on MODE	1.3 2.5	Blended	Teams Moodle	Asynchronous	Blended Activities	D & P Ch. 28
13	13.1 13.2	Environmental Assessment and Modification LAB: Assessing the environment	1.3 2.5	Blended	Teams Moodle	Synchronous	Blended Activities	D & P Ch. 29,21
14		Restoring Worker Role LAB: Job Analysis	1.4 4.4	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	T&R Ch. 26
15	15.1 15.2	Course Wrap-up and Revision		Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	T&R Ch. 30

22 Evaluation Methods:

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 Exam	30	Unit I: Mobility		1 – 7	Face- to-face
Blended Learning Activities	15	As marked “Blended” in the course outline		5, 7, 11, 12, 13	Moodle Face-to-face
Practical Exams	15	Transfers Ambulation Aids			Face-to-face

		Dressing			
Final Exam	40	Unit II: MODE		8 – 15	Face-to-face

23 Course Requirements

Ambulation aids, Wheelchair, adaptive tools.

24 Course Policies:

A- Attendance policies:

- Attendance will be taken in 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 email.
- 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 classes, which is equivalent to (3) classes, requires that the student provide 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 a 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 handbooks.

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 safely 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, and misbehavior:

- Students are expected to observe all University guidelines about 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's 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 grade for the assignment.
- Students are expected to do the 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 form of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based on the accumulation of points from a 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 the social, health, and mental well-being of students in general and students with disabilities in particular. Students are advised to visit the School of Student 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 Students 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:

- Text 1:** Trombly, C. A. & Radomski, M. V. (2013). *Occupational Therapy for Physical Dysfunction* (7th ed.). Baltimore, Maryland: Lippincott Williams & Wilkins. (T&R in References Column)
- Text 2:** Dirett, D. P.; Gutman, S. A. (2021). *Occupational Therapy for Physical Dysfunction* (8th ed.). Wolters Kluwer (D & P in Resources Column)
- Text 3:** Fairchild, S. L. & Pierson, F. M. (2002). *Principles and Techniques of Patient Care* (3rd ed.). Philadelphia, Pennsylvania: Elsevier Science (Pt. Care in References column)

B- Recommended books, materials, and media:

<https://www.youtube.com/watch?v=AGzeACW9q7M&list=PL4StSt4k9fHVcEEL9nXdJRIf4WLpn6kPk&index=12>
<https://www.youtube.com/watch?v=YQM5ksHWK4M&feature=youtu.be>
<https://www.youtube.com/watch?v=VAuYS3VN5Ec&list=PL4StSt4k9fHVcEEL9nXdJRIf4WLpn6kPk&index=7>
<https://www.youtube.com/watch?v=Qw3I5qmgVQw>
<https://www.youtube.com/watch?v=3PDTn57MQ2A>



<https://www.youtube.com/watch?v=28ploDuiKBk>

<https://www.youtube.com/watch?v=RvPdHC0uGXY>

<https://www.youtube.com/watch?v=qr0XwupeYq0&t=169s>

<https://www.youtube.com/watch?v=e7kxz8prpBU>

26 Additional information:

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Name of Course Coordinator: Salma Abduljaber	Signature S.A	Date: Oct. 5 th , 2025
Head of Curriculum Committee/Department: Dua'a Alwawi	Signature: 	Date: 29.10.2025
Head of Department: Duaa Alwawi	Signature: 	Date: 29.10.2025
Head of Curriculum Committee/Faculty: Dr. Lara Al-khlaifat	Signature: L.K	Date: 2.11.2025
Dean: Dr. Lara Al-khlaifat	Signature: L.K	Date: 2.11.2025

Appendix I

Blended Learning Activities

(Total 15points)

All assignments will be announced on TEAMS, and you need to submit your assignment on TEAMS as well. Even when the assignment is as groups, each of you needs to submit individually (MAKE SURE TO PRESS THE HAND IN BUTTON ON TIME)

I: Ambulation Aides Video (Week 5)

In this assignment, you will watch a video with patients of different diagnoses using different ambulation aides. Following watching the videos, you will be required to answer related questions.

II: Community mobility and driving (Week 7)

In groups of four to five, you are required to examine the Bus Rapid Transit (BRT) bus and the Amman bus for their accessibility for individuals with different abilities, including the elderly, wheelchair users, and ambulation aides.

III: Applying MODE in Real Life (Week 11)

Working in groups of four to five, you will watch a video of an individual with bilateral upper extremity amputations. Following watching the videos, you will fill out a MODE table based on what we learnt in class.

VI: Practicing with MODE (Week 11)

Working in groups of four to five, you will analyze assigned videos of real individuals trying to perform different activities (you will find the videos on the e-learning under “MODE Video Assignment” and your assigned videos in the attached Excel sheet).

VI: Assessing the environment (Weeks 12 & 13)

In groups of 4 – 5, you will assess the appropriateness of several ramps within the University of Jordan campus or outside the campus. You will provide a full report with photographs of the ramp you evaluated.

You will also assess the accessibility of your own household/apartment building and provide suggestions for modifications.

Appendix II

Practical Exams Scoring Sheet

(15 points)

1- Transfers (20 points)

Scoring Criteria for Dependent Transfers: (10 points)

	Criteria	Points	
1.	Scooting client	1	
2.	Placement of the client's feet	1	
3.	Placement of the client's hands	1	
4.	Placement of the client's body	1	
5.	The therapist's hand placement	1	
6.	The therapist's knee placement	1	
7.	Momentum	1	
8.	Smoothness of transfer	1	
9.	Positioning of the client after the transfer is complete	1	
10.	The therapist's maintenance of proper body mechanics and appearance	1	
TOTAL		10	

Scoring Criteria for Standing Pivot Transfers: (10 points)

	Criteria	Points	
1.	Setup of the chair to be transferred from	1	
2.	Verbal instructions – By the therapist	1	
3.	Verbal instructions – Repeat instructions to the patient	1	
4.	Scooting client	1	
5.	The therapist's position in relation to the patient	1	
6.	Momentum	1	
7.	Balancing and Pivoting	1	
8.	Positioning of the client after the transfer is complete	1	
9.	Smoothness of transfer	1	
10.	The therapist's maintenance of proper body mechanics	1	
TOTAL		10	

2- Walking Aides (6 points)

	Criteria	Points	
Climbing up or down stairs			
1.	Placing the ambulation aid on the current side	1	
2.	Pattern	2	
Ambulating with crutches			
1.	Choosing the right Pattern	1	
2.	Pattern Performance	2	
TOTAL		3	

3- Dressing (4 points)

	Criteria	Points	
1.	Placement of shirt/pants	1	
2.	Starting Limb for Dressing	1	

3.	Following the technique	2	
TOTAL			