



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 practical	
4	Prerequisites/corequisites		
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 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"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	October 6, 2024	

17 Course Coordinator:

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18 Other instructors:

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Contact hours: Wednesdays 12:00pm – 2:00pm

Contact hours: Mondays and Wednesdays 12:00 – 1:00

19 Course Description:

This course covers the main areas related to the restoration of independence through a review of the skills required for the disabled to maintain or restore independence, and a review of skill adaptation for specific handicaps.



20 Course aims and outcomes:

A- Aims: Upon successful completion of this course, students will show a good understanding of the role of 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):

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
SLOs of the course											
1. Utilize knowledge in occupational therapy philosophy, theories, models, approaches, and frameworks in the practice of occupational therapy									X		
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).									X		
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.	X				X						
4. Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centered practice				X			X				
5. Reflect skillful communication, leadership, time management, lifelong learning using appropriate communication technologies		X						X			
6. Demonstrate service management principles and the government, economic, social and political issues that affect clinical practice			X			X					

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

Program SLOs:

- Utilize knowledge in occupational therapy philosophy, theories, models, approaches, and frameworks in the practice of occupational therapy.
- 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).
- Assess and evaluate individual and environmental barriers to occupational performance, using a variety of formal, informal, standardized and non-standardized assessment tools and methods.
- Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centered practice.
- Implement, identify and critically evaluate interventions.
- 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
- Demonstrate service management principles and the government, economic, social and political issues that affect clinical practice
- Adhere to professional ethics when dealing with individual and their families and realize the importance of client-centered practice, and have self-confidence and independence of personality.
- Develop problem solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesize knowledge through evaluation process.
- Reflect skillful communication, leadership, time management, lifelong learning using appropriate communication technologies
- Utilize research findings in the practice of occupational therapy.

21. Topic Outline and Schedule:

Wk	Lec.	Topic	SL O	Learnin g Methods	Platfor m	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	MOB: Bed Mobility, and Transfers	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	LAB: Lifting Techniques Positioning and Draping						
3	3.1	MOB: Walking 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
	3.2	LAB: Dependent and Pivot Transfers						
4	4.1	MOB: Wheelchairs	1.5 2.4 3.1 5.1	Face-to-Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	Pt. Care Ch. 9
	4.2	LAB: Walking Aids						



5	5.1 5.2	MOB: Wheelchairs LAB: Walking Aids – Blended	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: Wheelchair features and measurements	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	MOB: Community mobility and driving LAB: Examining local community mobility	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
8	8.1 8.2	Midterm						
9	9.1 9.2	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
10	10.1 10.2	Restoring Activities of Daily living LAB: Dressing Lab practical exam	2.1 5.3 6.1	Face-to- Face	Teams Moodle	Synchronous	Interactive discussions Clinical implications	D & P Ch. 27
11	11.1 11.2	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



12	12.1 12.2	Environmental Assessment and Modification LAB: Assessing the environment	1.3 2.5	Blended	Teams Moodle	Synchronous	Blended Activities	D & P Ch. 29
13	13.1 13.2	Environmental Assessment and Modification LAB: Assessing the environment	1.3 3.1	Blended	Teams Moodle	Asynchronous	Blended Activities	D & P Ch. 21
14	14.1 14.2	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 Dressing		3, 4, 5, 10	Face-to-face
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 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 and 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).
- 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:

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=PL4StSt4k9fHVcEEL9nXdJRlf4WLpn6kPk&index=12>

<https://www.youtube.com/watch?v=YQM5ksHWK4M&feature=youtu.be>

<https://www.youtube.com/watch?v=VAuYS3VN5Ec&list=PL4StSt4k9fHVcEEL9nXdJRlf4WLpn6kPk&index=7>

<https://www.youtube.com/watch?v=Qw3l5qmgVQw>

<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: Sana Abu-Dahab, PhD, OTR	Signature SMA	Date: Oct. 6 th , 2024
Curriculum Committee of /Department: Majd Jarrar	Signature: -----MJ---	
Head of Department: ----- Majd Jarrar -----	Signature: -----MJ---	
Head of Curriculum Committee/Faculty: ---- Prof Kamal Al Hadidi -----	Signature: KH-	
Dean: ---- Prof Kamal Al Hadidi -----	Signature: -----KH-----	



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 need to submit individually (MAKE SURE TO PRESS 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 Amman bus for their accessibility for individuals with different abilities including elderly, wheelchair users, and ambulation aides' users.

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 (Week 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.	Scotting client	1	
2.	Placement of client's feet	1	
3.	Placement of client's hands	1	
4.	Placement of client's body	1	
5.	Therapist's hands placement	1	
6.	Therapist's knees placement	1	
7.	Momentum	1	
8.	Smoothness of transfer	1	
9.	Positioning of client after the transfer is complete	1	
10.	Therapist's maintenance of proper body mechanics	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 therapist	1	
3.	Verbal instructions – Repeat instructions by patient	1	
4.	Scotting client	1	
5.	Therapist position in relation to patient	1	
6.	Momentum	1	
7.	Balancing and Pivoting	1	
8.	Positioning of client after the transfer is complete	1	
9.	Smoothness of transfer	1	
10.	Therapist's maintenance of proper body mechanics	1	
	TOTAL		

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- Dressing (4 points)

	Criteria	Points	
1.	Placement of shirt/pants	1	
2.	Starting Limb for Dressing	1	
3.	Following the technique	2	



TOTAL	
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