



Course Syllabus

1	Course title	Applied Occupational Therapy for Children
2	Course number	1832424
3	Credit hours	4 (3 theory, 1 practical)
	Contact hours (theory, practical)	3 theory, 4 practical
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	✓ Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	✓ 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:

Name: Sana Abu-Dahab, PhD, OTR	Contact hours: Mondays and Wednesdays
Office number: 518	10:00am – 11:00am
Email: s.abudahab@ju.edu.jo	Phone number: +962 6 5355000 ext. 23232

18 Other instructors:

Name: Salma Abuduljaber, MSc, OT	Contact hours: Wednesdays
Office number: 705	12:00pm – 2:00pm
Email: Salma.alwadi@hotmail.com or S.Abduljaber@ju.edu.jo	

19 Course Description:

The occupational therapy process in pediatrics is studied in depth. Theories, principles, assessments and interventions focus on participation and performance of ADL and academic and social participation. Clinical reasoning skills for making diagnostic judgments, planning interventions and promoting care givers involvement and advocacy are emphasized



20 Course aims and outcomes:

A- Aims:

Upon successful completion of this 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 impairment.

B- Students Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
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									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. Implement, identify and critically evaluate interventions.		X						X			
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			X			X					

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	Student Learning Outcome	Learning Methods	Platform	Synchronous / Asynchronous Lecturing	Resources
1	1.1	Introduction, Course Overview	1,1 1.2	Face to Face	Moodle	Synchronous	
	1.2	Evaluation Process in Pediatric Occupational Therapy	1.3 6.1,6.2				Case-Smith. 8 th Ch. 8
2	2.1	Evaluation Process in Pediatric Occupational Therapy	1,1 1.2 1.3				
	2.2	Documenting Evaluation Findings	6.1,6.2				
3	3.1	Goal Writing	1,1 1.2				Case-Smith. 8 th Ch. 7
	3.2	Standardized Tests in Pediatric Practice	1.3 6.1,6.2				
4	4.1	Application of Motor Control and Motor Learning Interventions for Children with Cerebral Palsy	2.1,2.2, 2.3, 3.1,4.1				Case-Smith. 8 th Ch. 16
5	4.2		5.1				
	5.1						
	5.2						
6	6.1 6.2	Cognitive Interventions	2.1,2.2, 2.3, 3.1,4.1 5.1				Case-Smith. 8 th Ch. 17
7	7.1 7.2	Behavioral Interventions	2.1,2.2, 2.3, 3.1,4.1 9.1,9.2				Case-Smith. 8 th Ch. 21
8	8.1 8.2	Midterm Exam					
9 10	9.1 9.2 10.1 10.2	Sensory Integration	2.1,2.2, 2.3, 3.1,4.1				Case-Smith. 8 th Ch. 20



11	11.1 11.2	Interventions for Children with Autism Spectrum Disorder	2.1,2.2, 2.3, 3.1,4.1 9.1,9.2				Case-Smith. 8 th Ch. 30
12	12.1 12.2	Prewriting and Handwriting Skills	2.1,2.2, 2.3, 3.1,4.1 5.				Case-Smith. 7 th Ch. 18
13	13.1 13.2	Feeding Assessment and Intervention	2.1,2.2, 2.3, 3.1,4.1 9.1,9.2				Case-Smith. 8 th Ch. 10
14	14.1 14.2	Visual Impairments Assessment and Intervention	2.1,2.2, 2.3, 3.1,4.1 5.1				Handouts
15	15.1 15.2	Course Wrap-up and Revisions					

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	As delineated in the topic outline		Weeks 1 – 8	In Class
Assignments (30)					
<i>Evaluation Report</i>	10	<i>Appendix I</i>		18/12/2024	
<i>Treatment plan worksheet</i>	5	<i>Appendix II</i>		First one: 7/11/2024 23/12/2024	
<i>Assessment tool</i>	10			Report 30/12/2024 Presentation 12/1/2024	
<i>Professional Behavior Evaluation (Pediatrics Training)</i>	5	<i>Appendix III</i>		End of each Rotation	



Final Exam	40	As delineated in the topic outline		Weeks 1 – 15	In Class
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23 Course Requirements

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24 Course Policies:

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 (5) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.



- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F-Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

25 References:

A- Required book (s), assigned reading and audio-visuals:

- O'Brien, Jane Clifford, and Heather Kuhaneck. *Case-Smith's Occupational Therapy for Children and Adolescents*. 8th edition Elsevier Health Sciences, 2019. (*referred to as Case-Smith 8th in the course plan*)
- Case-Smith, Jane and O'Brien, Jane Clifford. *Occupational Therapy for Children and Adolescents*. 7th edition Elsevier Health Sciences, 2015. (*referred to as Case-Smith 7th in the course plan*)

B- Recommended books, materials, and media:

1. Levitt, S. (2015). *Treatment of Cerebral palsy and Motor delay* (5th Edition). Wiley-Blackwell
2. Mulligan, S. E. (2014).
2. *Occupational Therapy Evaluation for Children: A Pocket Guide*. Second Edition. LWW

26 Additional information:

Name of Course Coordinator: Sana Abu-Dahab, PhD, OTR	Signature: S.M.A	Date: 6-10-2024
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

Assignment 1 – Evaluation Report (10 points)

Assignment Description: Each student will conduct an evaluation on a typically developing child between the ages of nine to sixteen. Within the evaluation the students will use the VMI (whole pack with VP and MC) and analyze the results within the scope of other gathered information and conclude with writing an evaluation report.

Assignment Objectives:

- Student will be able to:
 1. Demonstrate proficiency in screening and evaluating pediatric clients.
 2. Interpret evaluation results and create culturally relevant child- and family- centered intervention goals to enhance participation in occupations.

Assignment due date: 18/12/2024

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, and cultural environment, and its impact on testing. Discuss the child's behavior during testing.
- **Test Results and Observations:**
 - Clinical observations of the child's performance

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

- Assessments: for the VMI, TVPS Be sure to include scoring sheets with correct scores (accurately summarized with appropriate interpretation). The meaning of the standard score (i.e. the mean and standard deviations)

- **Summary/Impressions:** Summarize and interpret the results of your testing.
- **Recommendations:** what are your recommendations for this child/family from your evaluation?
- **Signature/Title:** be sure to type and sign your name and title.

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

Rubric for evaluation report

Criteria for scoring	Possible points
Professional Presentation and Organization	20
Types/double-spaced	5
Lacks typos	5
Grammatically correct	5
Concise	5
Content (All areas reported)	80
Correct Age	5
History	10
Behaviour/Test Environment	10
Results observation	5
Correct scores reported and accurately summarized	20
Appropriate interpretation of scores	10
Summary and impression	10
Recommendations congruent with the results	10
TOTAL	100



Appendix II

(Treatment plan worksheet (Daily session logs) (5 points)

Assignment description Each student has to submit 2 session logs in each rotation, describing a session applied by the therapist in the setting. The following template should be used to complete this assignment.

Important note: Please copy and paste this table on a separate **Word document** print many copies and keep them with you to give you feedback during my visits.

Assignment Objectives

1. Demonstrate understanding of different occupational therapy approaches commonly used with pediatric clients - Describe and discuss the occupational therapy process in pediatrics.
2. Choose appropriate service delivery models and match therapeutic interventions to the needs of pediatric clients and their families.

Assignment due date: 7-11-2024 and 23-12-2024

Note:

TYPES OF OCCUPATIONAL THERAPY INTERVENTIONS (OCCUPATIONS AND ACTIVITIES,
PREPARATORY METHODS AND TASKS, EDUCATION AND TRAINING, ADVOCACY)

Client initials:	Age:	Gender:	Therapist: (enter therapist and student name here)
Primary Diagnosis:			Date and Time:
Brief medical history (major hospitalizations, surgeries, medications, medical complications, precautions/contraindications) (1 point)			
SMART Goals (3 points) <div style="margin-left: 20px;"> 1. 2. 3. </div>			



Time (#min) (e.g., 5min)	Activities (3 points)	Types of intervention (1 point)	How to grade up/down (2 points)



Appendix III

The University of Jordan
School of Rehabilitation Sciences
Department of Occupational Therapy

Professional Behaviour Evaluation (Pediatric Training) (5 points)

Student name:	Area of practice:
Date of evaluation:	Instructor's Name:

No.	Item	Score
1	Initiative: ability to seek and acquire information from a variety of sources.	/2
2	Being on time in arrival and completing the assigned tasks.	/1
3	Engaged: Demonstrates active participation while on site; investment in clients and intervention outcomes.	/2
4	Take responsibility for own learning and asks for the supervisor's feedback.	/1
5	Give, receive, and respond to feedback; and seek guidance when necessary.	/1
6	Organized: Maintains work area in a manner conducive to efficiency and safety and set priorities.	/2
7	Verbal communication: Interact appropriately and respectfully with staff, colleagues, and clients.	/1
8	Written communication: Use proper grammar, spelling, legibility, for successful completion of written assignments and documentation skills.	/1
9	Adheres to the dressing code.	/2
10	Complies with the training attendance rules.	/2
12	Work cooperatively with other health care professionals in providing services to the client.	/1
13	Use of professional terminology: Apply professional terminology (i.e., the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.	/2
14	Respect the client's confidentiality and privacy.	/2
Total Score		/20

Instructor's comments:



Student's Signature: _____

Appendix IV

Assessment Tool (10 points)

Assignment description

In groups of 5, you need 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 below format. Your group presentation will be 15 minutes long and should include an example of the application of assessment tools through short videos or real administration.

Assignment Objectives

1. Demonstrate proficiency in screening and evaluating pediatric clients.
2. Demonstrate understanding of different occupational therapy approaches commonly used with pediatric clients
3. Appraise and apply evidence as it relates to pediatric evaluation and interventions

Assignment due date: (Report 30/12/2024) (Presentation 12/1/2024)

Guidelines for Assessment Report:

- Name of assessment
- Author
- Publisher
- Date published
- Cost
- Population
- Purpose of test
- Administration time
- Special training needed
- Standardization information
- Validity and Reliability
- Recording observations
- Strengths and weaknesses of assessments
- References



Rubric for Assessment Tool

- Completeness of handout – clear and accurate (25)
- Purpose of testing/relevance to OT clearly explained (15)
- Clearly explains specific area measured (15)
- Clearly explains scoring (15)
- Examples of test items clearly/creatively presented (15)
- Presentation skills (Voice, relevancy, appearance, accuracy, time management) (10)
- Presentation layout (details about the tool from your report, font, color, spelling, grammar) 5

Assessment Tools:

1. Sensory Profile
2. Bruininks-oseretsky test of motor proficiency pdf (BOT-2)
3. Hawaii Early Learning Profile (HELP)
4. Quality of Upper Extremity Skills Test (QUEST)
5. The Degangi Berk Test of SI
6. Performance Assessment of Self-Care Skills (PASS),
7. The Carolina curriculum for infants and toddlers
8. The Carolina curriculum for preschoolers with special needs
9. Peabody Developmental Motor Scales and Activity Cards
10. School function assessment