

## Course Syllabus

<b>1</b>	<b>Course title</b>	Applied Occupational Therapy for Children
<b>2</b>	<b>Course number</b>	1832424
<b>3</b>	<b>Credit hours</b>	4 (3 theory, 1 practical)
	<b>Contact hours (theory, practical)</b>	3 theory, 4 practical
<b>4</b>	<b>Prerequisites/corequisites</b>	Pediatric Cases (18023)
<b>5</b>	<b>Program title</b>	Occupational Therapy
<b>6</b>	<b>Program code</b>	
<b>7</b>	<b>Awarding institution</b>	The University of Jordan
<b>8</b>	<b>School</b>	School of Rehabilitation Sciences
<b>9</b>	<b>Department</b>	Occupational Therapy
<b>10</b>	<b>Course level</b>	Undergraduate
<b>11</b>	<b>Year of study and semester (s)</b>	Fourth Year/ First Semester
<b>12</b>	<b>Other department (s) involved in teaching the course</b>	-
<b>13</b>	<b>Main teaching language</b>	English
<b>14</b>	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face-to-face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
<b>15</b>	<b>Online platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
<b>16</b>	<b>Issuing/Revision Date</b>	October 5, 2025

### 17 Course Coordinator:

Name: Salma Abduljaber, MSc, OT	Contact hours: Sunday, Tuesday (12:30-1:30)
Office number: 505	
Email: <a href="mailto:S.Abduljaber@ju.edu.jo">S.Abduljaber@ju.edu.jo</a>	

### 18 Other instructors:

### 19 Course Description:

Occupational therapy for children will be studied in depth. Theories, basics, and different therapeutic interventions will be covered in this course. This course will focus on assessment in occupational therapy for children, where students will be exposed to the most common assessment tools for children. Therapeutic interventions related to motor control, hand skills, and sensory processing will also be studied, with a study of the most common disorders in children related to these interventions. Experts in the field will be invited to give an interactive lecture in this course

## 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 evaluating, intervening, and assessing outcomes for children with various impairments.

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

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. Demonstrate proficiency in screening and evaluating pediatric clients. Interpret evaluation results and create culturally relevant child- and family-centered intervention goals to enhance participation in occupations.			X								
2. Describe the incidence, signs and symptoms, causes, and pathologic conditions of common neuromuscular and neurodevelopmental disorders.	X										
3. Demonstrate understanding of different occupational therapy approaches commonly used with pediatric clients		X									
4. Choose appropriate service delivery models and match therapeutic interventions to the needs of pediatric clients and their families.										X	
5. Appraise and apply evidence as it relates to pediatric evaluation and interventions.									X		

### 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	Student Learning Outcome	Learning Methods	Platform	Synchronous / Asynchronous Lecturing	Resources
1	1.1	Introduction, Course Overview	1.1 1.2 1.3 6.1,6.2				Case-Smith. 8 <sup>th</sup> Ch. 8
	1.2	Evaluation Process in Pediatric Occupational Therapy					
2	2.1	Evaluation Process in Pediatric Occupational Therapy	1.1 1.2 1.3 6.1,6.2				Case-Smith. 8 <sup>th</sup> Ch. 7
	2.2	Documenting Evaluation Findings					
3	3.1	Goal Writing	1.1 1.2 1.3 6.1,6.2				Case-Smith. 8 <sup>th</sup> Ch. 16
	3.2	Standardized Tests in Pediatric Practice					
4 5	4.1 4.2 5.1 5.2	Application of Motor Control and Motor Learning  Interventions for Children with Cerebral Palsy	2.1,2.2, 2.3, 3.1,4.1 5.1	Face to Face	Moodle	Synchronous	Case-Smith. 8 <sup>th</sup> Ch. 17
	6.1 6.2	Cognitive Interventions					
7	7.1 7.2	Behavioral Interventions	2.1,2.2, 2.3, 3.1,4.1 9.1,9.2				Case-Smith. 8 <sup>th</sup> Ch. 21
	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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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)					
Evaluation Report	10	Appendix I		31/12/2025	
Assessment tool	10	Appendix III		Report 28/12/2025 Presentation 5/1/2026	
Quizzes and assignments	10				
Professional Behavior Evaluation (Pediatrics Training)		Appendix II		End of each Rotation	
Treatment plan worksheet		Appendix IV		First rotation 20-11-2025 Second Rotation 24-12-2025	
Quizzes					
Final Exam	40	As delineated in the topic outline		Weeks 1 – 15	In Class

## 23 Course Requirements

### 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 classes, which is equivalent to ( 5 ) 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 suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 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).
- 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 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 on 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 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 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 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 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*.8<sup>th</sup> edition. Elsevier Health Sciences, 2019. (*referred to as Case-Smith 8<sup>th</sup> in the course plan*)
- Case-Smith, Jane and O'Brien, Jane Clifford. *Occupational Therapy for Children and Adolescents*.7<sup>th</sup> edition Elsevier Health Sciences, 2015. (*referred to as Case-Smith 7<sup>th</sup> in the course plan*)

#### **B- Recommended books, materials, and media:**

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

## **26 Additional information:**

Name of Course Coordinator: Salma Abduljaber	Signature: S.A	Date: 5-10-2025
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

### Assignment 1 – Evaluation Report (10 points)

**Assignment Description:** Each student will evaluate a typically developing child between the ages of nine to sixteen. Within the evaluation, students will use the VMI (whole pack with VP and MC) and analyze the results in conjunction with other gathered information, concluding with a written 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: 31/12/2025**

**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:***
  - o Clinical observations of the child's performance

**Observations while administering the VMI**

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

- Assessment results and interpretations: for the VMI, TVPS. Be sure to include scoring sheets with correct scores (accurately summarized with appropriate interpretation).
- **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, single-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**

<b>Criteria for scoring</b>	<b>Possible points</b>
<b>Professional Presentation and Organization</b>	<b>20</b>
Types/double-spaced	5
Lacks typos	5
Grammatically correct	5
Concise	5
<b>Content (All areas reported)</b>	<b>80</b>
Correct Age	5
History	10
Behaviour/Test Environment	10
Results observation	5
Correct scores reported and accurately summarized	30
Appropriate interpretation of scores	10
Summary and impression	5
Recommendations congruent with the results	5
<b>TOTAL</b>	<b>100</b>

## Appendix II

**The University of Jordan**  
**Department of Occupational Therapy**  
**Professional Behaviour Evaluation (Pediatric Training) (5 points)**

<b>Student name:</b>	<b>Area of practice:</b>
<b>Date of evaluation:</b>	<b>Instructor's Name:</b>

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

**Instructor's comments:**

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Student's Signature: \_\_\_\_\_

### Appendix III

#### Assessment Tool (10 points)

#### **Assignment description**

In groups of 7-8, you need to study an assigned assessment tool, write a detailed report, and present the assessment tool to your classmates. The assessment tool report needs to follow the format below. 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 28/12/2025) (Presentation 5/1/2026)**

#### **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 (20)
- Purpose of testing/relevance to OT clearly explained (10)
- Clearly explains specific area measured (20)
- Clearly explains scoring (20)
- 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 (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
11. The Denver Developmental Screening Test (DDST)

#### **Appendix IV** **(Treatment plan worksheet (Daily session logs) (5 points)**

**Assignment description:** Each student has to submit 2 session logs at the end of 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 into a separate Word document, print multiple copies, and keep them with you to provide feedback during my visits.

#### **Assignment Objectives**

Demonstrate understanding of different occupational therapy approaches commonly used with pediatric clients

**Assignment due date: 20-11-2025 and 24-12-2025**

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

<b>Client initials:</b>		<b>Age:</b>	<b>Gender:</b>	<b>Therapist:</b> (enter therapist and student name here)
<b>Primary Diagnosis:</b>			<b>Date and Time:</b>	
<b>Time (#min)</b>	<b>Area</b>	<b>Goal</b>	<b>Activities and tools</b>	<b>Type of intervention</b>

**Session summary**

1. Overall performance:

 .....  
 .....

2. Child's behaviour and engagement:

 .....  
 .....

3. Parents' concerns:

 .....  
 .....

4. Plan for next session:

 .....  
 .....