

1	Course title	Applied Occupational Therapy for Psychiatry
2	Course number	1802417
3	Credit hours	Theory: 2 hours; Practical: 1 hour
	Contact hours (theory, practical)	Theory: 2 hours/ week; Practical: 4 hours/ week
4	Prerequisites/co-requisites	Occupational Therapy in Psychiatry/ Cases (1802313)
5	Program title	Bachelor of Science in 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
11	Year of study and semester (s)	4 th year, 1 st semester
12	Other department (s) involved in teaching the course	None
13	Main teaching language	English
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	Issuing/Revision Date	Sep, 2023

17 Course Coordinator:

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18 Other instructors:

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19 Course Description:

This course discusses the role of occupational therapy (OT) in psychiatric and psychosocial disorders. The first part of the course reviews the main psychosocial frameworks applied with psychiatric clients such as cognitive and cognitive-behavioral therapy. The second part reviews the process of functional assessment. And the last part reviews the commonly used therapeutic interventions used with individuals with psychiatric or psychosocial disorders such as social skills training, psychodrama, and art psychotherapy. Throughout the course clinical reasoning skills for making diagnostic judgments and planning interventions are emphasized. Experiential learning is provided in a laboratory setting.

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 persons with psychosocial or cognitive impairments.

B- Students Learning Outcomes (SLOs):

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

SLOs SLOs of the course	SL O (1)	SL O (2)	SL O (3)	SL O (4)	SL O (5)	SL O (6)	SL O (7)	SL O (8)	SL O (9)	S L O (1 0)	SLO (11)
1. Understand theories, models of practice, and frames of reference used in occupational therapy with clients with psychosocial or cognitive impairments.	X	X					X				
2. Evaluate effectively and efficiently the occupational performance of a client with a psychosocial or cognitive impairment within the client's environment.			X								
3. Interpret evaluation findings based on appropriate theories, models of practice, and frames of reference.				X							
4. In collaboration with the client with a psychosocial or cognitive impairment, plan and implement an occupationally based intervention plan.				X							
5. Apply appropriate medical and safety precautions into the occupational therapy intervention plan.					X						
6. Evaluate intervention outcomes and modify it when needed. In collaboration with the client, the outcomes of OT intervention and the need for continued and/or modified intervention or termination of services adjusting the intervention plan accordingly.					X						
7. Effectively explain OT services specific to the client with psychosocial or cognitive impairment to the client and others (family, caregivers, and						X					

professionals) in written and verbal formats												
8. Build and develop professional behavior at all times during the practice including cell phone policy, professional language and communication, attendance, following institutional policies								X				
9. Apply clinical reasoning skills through case-study approach									X		X	
10. Explain research questions and discussions related to evidence-based practice										X	X	

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 mental 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:

Topic	Week	Achieved SLOs	Evaluation Methods	Reference
- Course syllabus - Environmental and Cultural Considerations	1	1, 2, 3, 4, 5, 9	-Interactive discussions - Class activities	-Course syllabus -Cara & MacRea, Ch 2
- Assessment, Evaluation, and Outcome Measures	2	2,4,5,8,9,10	-Interactive discussions -Class activities	Cara & MacRea, Ch 18
- The Use of psychosocial methods and interpersonal strategies	3	8,9,10	-Interactive discussions -Class activities	Cara & MacRea, Ch 19
- Stress Management	4	5,7,8,9,10	-Interactive discussions -Class activities	Handouts
- Anger Management	5	5,7,8,9,10	-Interactive discussions -Class activities	Handouts
- Emotional Component in CBT	6	5,7,8,9,10	-Interactive discussions -Class activities	Handouts
- OT roles with Mental Disorders	7	1,2,3,6,8,9,10	-Interactive discussions -Class activities	Cara & MacRea, Ch 24
- Midterm Exam	8	-----	-----	-----
- OT roles with Mental Disorders	9	1,2,3,6,8,9,10	-Interactive discussions -Class activities -Clinical observations (educational videos)	Cara & MacRea, Ch 7
- OT roles with Mental Disorders	10	1,2,3,6,8,9,10	-Interactive discussions -Class activities - Clinical observations	Cara & MacRea, Ch 8

			(educational videos)	
- OT roles with Mental Disorders	11	1,2,3,6,8,9,10	-Interactive discussions -Class activities - Clinical observations (educational videos)	Cara & MacRea, Ch 10 &9
- Mental Health with of Older Adult	12	2,4,5,8,9,10	-Interactive discussions -Class activities	Cara & MacRea, Ch 14
- Role of OT with Victim of Abuse and Neglect	13	2,4,5,8,9,10	Interactive discussions -Class activities -Guest Speaker from Center for Victims of Torture	Cara & MacRea, Ch 11
- Revision for the final exam	14	1,2,3,4,5,6,7,8,9,10	Interactive discussions -Class activities	
- Final Exam (As scheduled by JU registrar office)	15	-----	-----	-----

Topic of Practical Lab	Week	Achieved ILOs	Evaluation Methods	Reference
- Assertiveness Self-concepts and Awareness -Psycho-drama (introduction) -	1	2,3,4,5,8,9 1,2,3,5,7,9	-Interactive discussions -Class activities	Lab Manual
- Physical Exercise & Fitness - Psycho-drama (Students demonstration)	2	1,2,7,8,9,10	-Interactive discussions -Class activities -Clinical observations (educational videos)	Lab Manual
- Stress Management - Anger Management	3	1,2,3,7,8 1,2,4,5,7,10	-Interactive discussions	Lab Manual

- Emotional Components in CBT	4	1,2,5,6,9,10	-Interactive discussions -Class activities	Lab Manual
- Routine Modification - Time Management	5	2,3,4,5,8,9	-Interactive discussions -Class activities	Lab Manual
- CBT - Case Study (online)	6	1,2,3,5,7,9 1,2,3,4,5,6,7,8,9,10	-Interactive discussions -Class activities	Lab Manual
- Clinical Orientation	7	1-10	-Interactive activities	Orientation Fieldwork Visit
- Midterm Exam	8	-----	-----	-----
- Clinical Visit 1, Rotation 1	9	1-10	- Interactive Feedback	Visit 2
- Clinical Visit 2, Rotation 1	10	1-10	- Interactive Feedback	Visit 3
- Clinical Visit 3, Rotation 1	11	1-10	- Interactive Feedback	Visit 4
- Clinical Visit 4, Rotation 2	12	1-10	-Interactive Feedback	Visit 5
- Clinical Visit 5, Rotation 2	13	1-10	-Interactive Feedback	Visit 6
- Clinical Visit 6, Rotation 2	14	1-10	Interactive Feedback	Visit 7
- Final Exam (As scheduled by JU registrar office)	15	-----	-----	-----

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%	all the topics till week #8	ABCDE	Week 8	On campus
Written case	10%	After the first rotation, write till page 13 in the case report form. 17 th -12-2023	ABCD	Week 11	On campus

Individuals session performance evaluation	10%	Individual sessions throughout the second rotation	ABCDE	Week 14	On campus
Lab works	10%	Participation of the students during the labs 26 th -11-2023	ABCDE	Week 7	On campus
Final Exam	40%	All the topics	ABCDE	Week 15	On campus

23 Course Requirements:

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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 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 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 appropriate accommodation for this course can be made.

25 References:

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

Cara, E., & MacRae, A. (2013). *Psychosocial Occupational Therapy: A clinical practice* (3rd ed.).

NY, USA: DELMAR Cengage Learning

B- Recommended books, materials, and media:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders : DSM-V.*

Washington, DC, American Psychiatric Association, USA.

- AOTA. (2020). Occupational Therapy Practice Framework: Domain and process. *The American Journal of Occupational Therapy*(26 (6)), 625-683.
- Bruce, M. A., & Borg., B. (2002). *Psychosocial frames of reference : core for occupation-based practice*. Thorofare, NJ, USA: Slack.
- Cole, M. B. (2005). *Group Dynamics in Occupational Therapy* (3rd ed.). Thorofare, NJ, USA: SLACK Incorporated.
- Crepeau, E. B., Cohn, E., & Boyt Schell, B. A. (2009). *Willard & Spackman's Occupational Therapy* (11th ed.). Baltimore, MD, USA: LIPPINCOT Williams & Wilkins.
- Early, M.B. (2009). *Mental health concepts and techniques for the occupational therapy assistant* (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.
- Hemphill-Pearson, B. (2008). *Assessments in Occupational therapy Mental Health* (2nd ed.). Thorofare, NJ: Slack Incorporated.
- Kinderman, P. (2005, July/August). A Psychological Model of Mental Disorder. *Harv Rev Psychiatry*, 13(4), 206-217.
- Moher, W. K. (2006). *Psychiatric Mental Health Nursing* (6th ed.). Philadelphia, PA, USA: LIPPINCOT.
- Stein, F., & Cutler, S. (2002). *Psychosocial occupational therapy : a holistic approach*. Albany, NY, USA: Delmar/Thomson Learning.

26 Additional information:

This clinical fieldwork experience is designed for fourth year OT students. The main goal is to get each student acquainted with the occupational therapy process and formulate an understanding about the nature of OT practice in mental health setting.

This fieldwork experience will be for SIX weeks (one day a week). During this fieldwork, student is expected to:

- Get an idea about the OT services that are provided in mental health practice.
- Observe and conduct OT assessment for different clients groups
- Observe OT intervention with different clients groups
- Introduce to the interaction between the different health care professionals and OT professionals
- Expose to different diagnoses, equipments, and assessment tools that occupational therapists deal with
- Gain comfort in interacting professionally with clients, therapists, and other health care professionals
- Start working on building self-professional identity
- Assist OTRs in performing the OT process
- Discuss the challenges/issues that OTRs face in their work

Other issues:

-To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the 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 lecture/lab/clinical visits. No chewing gum, no side conversations, and absolutely no cell phones. All cell phones are to be completely turned off before starting the lecture/lab/clinical visit. Silent and vibrate modes are NOT accepted.

Dress code in lab/clinical fieldwork

In all lab sessions and 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 result in deduction of all or part of the professional behavior grades.

-Course contents/topics schedule/timeline are subject to change.

The University of Jordan
Faculty of Rehabilitation Sciences
Department of Occupational Therapy
Applied Occupational Therapy for Psychiatry/Lab
Individual Sessions Evaluation

Name of Student:

Setting:

Item		Performance
1	Demonstrates good theoretical knowledge of common conditions likely to exist in the clinical area.	/1
2	Recognizes the appropriate assessment/interview and evaluation measures to the clinical cases encountered in the practice area	/1
3	Gathers necessary information before assessing the patient	/1
4	Selects relevant areas to assess	/1
5	Selects the correct methods to assess the relevant areas	/1
6	Administers the assessment/interview procedures according to standardized or recommended techniques	/1

7	Establishes and maintains therapeutic relationship with the patient	/1
8	Presents assessment/interview purposes and procedures to patient and family in a manner consistent with their level of understanding	/1
9	Adapts assessment/interview method when usual procedures are not applicable	/1
10	Analyzes and Interprets assessment/interview data accurately	/1
Total		/10

Comments:.....

Name of Course Coordinator: -----Hanan I. Madi Signature: -H.I.M-- Date: Sep 2023
Head of Curriculum Committee/Department: ----Majd Jarrar----- Signature: -----MJ----- -----
Head of Department: -----Majd Jarrar----- Signature: ---MJ-----
Head of Curriculum Committee/Faculty: -----Prof. Kamal A. Hadidi----- Signature: ---KAH----- KAH-----
Dean: -----Prof. Kamal A. Hadidi----- Signature: ----KAH----- -----