



<b>Form: Course Syllabus</b>	<b>Form Number</b>	EXC-01-02-02A
	<b>Issue Number and Date</b>	2963/2022/24/3/2 5/12/2022
	<b>Number and Date of Revision or Modification</b>	2/(10/12/2023)
	<b>Deans Council Approval Decision Number</b>	50/2023
	<b>The Date of the Deans Council Approval Decision</b>	26/12/2023
	<b>Number of Pages</b>	06

1.	<b>Course Title</b>	Physical Clinical
2.	<b>Course Number</b>	1812451
3.	<b>Credit Hours (Theory, Practical)</b>	3 (3, 3)
	<b>Contact Hours (Theory, Practical)</b>	6 (3, 3)
4.	<b>Prerequisites/ Corequisites</b>	Applied Occupational Therapy for physical and neurological disorders (1812327)
5.	<b>Program Title</b>	Bachelor's in occupational therapy
6.	<b>Program Code</b>	1802
7.	<b>School/ Center</b>	University of Jordan
8.	<b>Department</b>	School of Rehabilitation Sciences
9.	<b>Course Level</b>	Occupational Therapy
10.	<b>Year of Study and Semester (s)</b>	Undergraduate
11.	<b>Other Department(s) Involved in Teaching the Course</b>	4th year, first semester
12.	<b>Main Learning Language</b>	English
13.	<b>Learning Types</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
14.	<b>Online Platforms(s)</b>	<input type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams
15.	<b>Issuing Date</b>	20.10.2025
16.	<b>Revision Date</b>	29.10.2025

**17. Course Coordinator:**

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Email: <a href="mailto:y.qutishat@ju.edu.jo">y.qutishat@ju.edu.jo</a>	



### 18. Other Instructors:

Name: Dr. Majd Jarrar

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Contact hours: By appointment

Name: Salma Abduljaber

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Contact hours: By appointment

### 19. Course Description:

In this fieldwork training, the students visit several hospitals and clinics for neurological and physical dysfunctions to apply the OT assessment and intervention methods learnt in previous courses.

### 20. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

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 client 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 to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences.
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 wellbeing for all clients.
10. Navigate occupational therapy practice locally and globally through innovation and creativity.

**21. Course Intended Learning Outcomes:** (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

C1. Screen and evaluate clients with physical dysfunctions, and formulate intervention plans to enhance occupational performance.
C2. Execute therapeutic interventions for clients with physical dysfunctions in different practice settings.
C3. Evaluate intervention outcomes and adapt the intervention plan as needed.
C4. Produce accurate and comprehensive documentation for the occupational therapy process listed in C1, C2, and C3.
C5. Comply with professional, ethical, and institutional policies and procedures, and integrate clinical reasoning, evidence-based practice, and effective use of resources.
C6. Function within interprofessional teams of healthcare providers, clients, and communities.
C7. Demonstrate leadership skills to advance occupational therapy within physical dysfunction practice.

Course ILOs	The learning levels to be achieved					
	Remembering	Understanding	Applying	Analysing	evaluating	Creating
1					X	
2			X			
3					X	
4						X
5			X			



6			X			
7			X			

**22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:**

CLOs/PLOs	Knowledge		Skills		Competency					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
C1. Screen and evaluate clients with physical dysfunctions, and formulate intervention plans to enhance occupational performance.									X	
C2. Execute therapeutic interventions for clients with physical dysfunctions in different practice settings.									X	
C3. Evaluate intervention outcomes and adapt the intervention plan as needed.									X	
C4. Produce accurate and comprehensive documentation for the occupational therapy process listed in C1, C2, and C3.					X					
C5. Comply with professional, ethical, and institutional policies and procedures, and integrate clinical reasoning, evidence-based practice, and effective use of resources.									X	



C6. Function within interprofessional teams of healthcare providers, clients, and communities.						X				
C7. Demonstrate leadership skills to advance occupational therapy within physical dysfunction practice.							X			

### 23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>- Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	1.2							
	1.3							
2	2.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>- Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	2.2							
	2.3							
3	3.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>- Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	3.2							
	3.3							



4	4.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>-Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	4.2							
	4.3							
5	5.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>-Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	5.2							
	5.3							
6	6.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>-Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	6.2							
	6.3							
7	7.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>-Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	7.2							
	7.3							
8	8.1	Midterm Exam	1, 2, 3		Face to Face		Paper based Exam.	Set in the references
	8.2							
	8.3							
9	9.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> <li>-Supervisor evaluation.</li> <li>- Treatment plans.</li> <li>- SOAP Notes</li> </ul>	Set in the references
	9.2							
	9.3							
10	10.1	Clinical training			Microsoft Teams		<ul style="list-style-type: none"> <li>- Discussions.</li> </ul>	Set in the references
	10.2							



	10.3	in different practical settings	1, 2, 3, 4, 5, 6, 7				-Supervisor evaluation. - Treatment plans. - SOAP Notes	
11	11.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		- Discussions.	Set in the references
	11.2						-Supervisor evaluation. - Treatment plans. - SOAP Notes	
	11.3						-Supervisor evaluation. - Treatment plans. - SOAP Notes	
12	12.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		- Discussions.	Set in the references
	12.2						-Supervisor evaluation. - Treatment plans. - SOAP Notes	
	12.3						-Supervisor evaluation. - Treatment plans. - SOAP Notes	
13	13.1	Clinical training in different practical settings	1, 2, 3, 4, 5, 6, 7		Microsoft Teams		- Discussions.	Set in the references
	13.2						-Supervisor evaluation. - Treatment plans. - SOAP Notes	
	13.3						-Supervisor evaluation. - Treatment plans. - SOAP Notes	
14	14.1	In House Final Practical Exam	1, 2, 3, 4, 5, 6, 7		Face to Face		Practical Exam	Set in the references
	14.2							
	14.3							

## 24. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:



Evaluation Activity	Mark	Topic(s)	ILO/s Linked to the Evaluation activity	Period (Week)	Platform
Midterm Exam	40%	Selected Physical Chapters	1, 2, 3	Week 8	Face to Face
Supervisor Evaluation during training	20%	Assessment Forms	4, 5, 6, 7	Throughout the semester	Face to Face
Evidence-based practice	10%	Research data base	5	Nov, 20 2025	Face to Face
Final	30%	In house-practical exam	1, 2, 3, 4, 5, 6, 7	During the last 2 weeks of the semester	Face to Face

## 25. Course Requirements:

Students should have a computer/Tablet/Smart phone and internet connection to communicate with the instructor/supervisor through Microsoft Teams.

Students should have the Manual for the clinical training.

## 26. 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 (2) 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 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 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.

## 27. References:

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

1. Trombly, C. , & Radomski, M. (Eds) (2014). *Occupational therapy for physical dysfunction (7th ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.


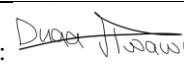
#### B- Recommended books, materials, and media:

1. Edmans, J. (2010). *Occupational Therapy and Stroke*. Wiley-Blackwell
2. Sames, K. (2005) *Documenting Occupational Therapy Practice*. New Jersey: Pearson
3. Crepeau, E., Cohn, E., & Schell, B. (Eds) (2003). *Willard & Spackman's Occupational Therapy (10th ed.)* Baltimore: Lippincott Williams & Wilkins.

## 28. Additional information:

None



Name of the Instructor or the Course Coordinator: Yuser Qutishat	Signature: 	Date: 29.10.2025
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