

## Course Syllabus

1	<b>Course title</b>	Clinical: physical dysfunction	
2	<b>Course number</b>	1812451	
3	<b>Credit hours</b>	3 (Clinical)	3 (Clinical)
	<b>Contact hours (theory, practical)</b>	6 hours/week	
4	<b>Prerequisites/corequisites</b>	Applied Occupational Therapy for physical and neurological disorders (1812327)	
5	<b>Program title</b>	Bachelor of Occupational Therapy	
6	<b>Program code</b>	1802	
7	<b>Awarding institution</b>	University of Jordan	
8	<b>School</b>	School of Rehabilitation Sciences	
9	<b>Department</b>	Occupational Therapy	
10	<b>Course level</b>	Undergraduate	
11	<b>Year of study and semester (s)</b>	4th year, first semester	
12	<b>Other department (s) involved in teaching the course</b>	None	
13	<b>Main teaching language</b>	English	
14	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	<b>Online platforms(s)</b>	<input type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	<b>Issuing/Revision Date</b>	08/10/2023	

### 17 Course Coordinator:

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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 Course aims and outcomes: A- Aims:

This course is designed to provide in-depth clinical experience in order to develop skill of performing assessment, treatment plan, delivering therapy and re-evaluation for patients who have neurological conditions such as Stroke, Spinal cord injury, Traumatic Brain Injury, and neurodegenerative diseases. The training will be at different sites in Jordan where OT services.

## 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)
1. Program ILO: Knowledge and understanding skills.	1.1 Demonstrate independent application of skills required for performing assessment and treatment with clients with physical conditions.	1.2 Identify impairment, activity limitation and participation restriction associated with different neurological disorders based on ICF		
2. Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centered practice.	2.1 Select the appropriate frame of reference, screening, evaluation, and treatment methods	2.2 Utilize different types of clinical reasoning	2.3 Determine problems list	2.4 Write a full treatment plan with appropriate long-term and short-term goals 2.5 Choose appropriate assessment tools and procedures (clinical reasoning)
3. Implement, identify and critically evaluate interventions	3.1 Student will have assumed a full caseload, as defined by the fieldwork site, by	3.3 Students will intervene with adults with neurological disorders	3.5 Student will submit correct and complete documentation	3.7 Student will consistently plan and implement treatment that addresses the person, occupation and environmental

	<p>the end of the fieldwork experience.</p> <p>3.2 Students will evaluate adults with different neurological disorders</p> <p>a. Establish occupational profile for every client by:</p> <p>b. Conduct interview with patient and/or caregivers (if applicable)</p> <p>c. Employ structured and unstructured observation skills in evaluation</p> <p>d. Apply performance-based assessment</p> <p>e. Apply standardized and un-standardized assessment tools</p>	<p>a. Conduct therapy sessions successful that are related to intended goals</p> <p>b. Apply all learned therapeutic activities, techniques, or occupation based as necessary</p> <p>c. Document sessions and progress</p> <p>3.4 Students will re-evaluate the client upon the end of therapy period</p>	<p>in a form of “portfolio”</p> <p>3.6 Student will demonstrate initiative, independence and professionalism when exploring new learning opportunities that may become available.</p>	<p>issues as presented by the client, according to the policy and procedures of the clinical facility</p> <p>3.8 Student will be familiar with and utilize occupation-based treatment/intervention approaches that demonstrate an in-depth knowledge of various occupational therapy techniques that are applicable to the fieldwork setting</p>
<p>4. Develop problem solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesize knowledge through evaluation process.</p>	<p>4.1 Student will actively utilize all available resources to aid in the planning and performance of their assigned responsibilities</p>			

5. Reflect skillful communication, leadership, time management, lifelong learning using appropriate communication technologies.	1.1 Show effective communication skills with the client and the family and workers in the center	5.2 Manage professional behavior at all times during the rotation including cell phone policy, professional language and communication, attire, attendance, following institutional policies.	5.3 Use safety precautions during the rotation	5.4 Submit assignments on time
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## 21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	1.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	1.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
2	2.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2

	2.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	2.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
<b>Week</b>	<b>Lecture</b>	<b>Topic</b>	<b>Student Learning Outcome</b>	<b>Learning Methods (Face to Face/Blended/ Fully Online)</b>	<b>Platform</b>	<b>Synchronous / Asynchronous Lecturing</b>	<b>Evaluation Methods</b>	<b>Resources</b>
3	3.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	3.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	3.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
4	4.1	Clinical visits and Seminars	1-5	Face to face and online	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	4.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	4.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
5	5.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	5.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
	5.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	

6	6.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
	6.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
	6.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
7	7.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
	7.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
	7.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
8	8.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
	8.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
	8.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
9	9.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
	9.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
	9.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
	10.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	

10	10.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	
	10.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	
<b>Week</b>	<b>Lecture</b>	<b>Topic</b>	<b>Student Learning Outcome</b>	<b>Learning Methods (Face to Face/Blended/ Fully Online)</b>	<b>Platform</b>	<b>Synchronous / Asynchronous Lecturing</b>	<b>Evaluation Methods</b>	<b>Resources</b>
11	11.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	11.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	11.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
12	12.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	12.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	12.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
13	13.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	13.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	13.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2



14	14.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	14.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	14.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
15	15.1	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2
	15.2	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	SOAP note	1,2
	15.3	Clinical visits and Seminars	1-5	Face to face	Microsoft teams	<b>Synchronous</b>	-Portfolio -Discussions -Supervisor evaluation	1,2

## 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 (Theory-written)	20			Week 7	-
Midterm exam- (Practical-Live video quiz)	10			Week 7	Microsoft teams
Supervisor evaluation	20			Throughout the semester	-
Final Exam – (Practical-Portfolio)	15			07/01/2024	-
Evidence-based practice (Summary sheet)	5			12/11/2023	-
Final Exam -Theory	30			TBD	-
Total	100				



**(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):**

### 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 (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.



## 25 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.
2. 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.

## 26 Additional information:

None

Name of Course Coordinator: Yosur Qutishat -	Signature: YQ	Date: 08/10/2023
Head of Curriculum Committee/Department: -----Dr. Majd Jarrar-----	Signature: ---MJ-----	
Head of Department: Majd Jarrar-----	Signature: MJ-----	
Head of Curriculum Committee/Faculty: ----Prof. Kamal A. Hadidi-----	Signature: -----KAH-----	
Dean: -----Prof. Kamal A. Hadidi-----	Signature: --KAH-----	



## Portfolio Assignments (15 points)

(One for physical dysfunction and other one for neurological disorders)

During your rotation, you will work **in pairs** to identify a client who is age 18 years or older with a condition covered in your applied physical dysfunction class and neurological disorders for which he/she is receiving occupational therapy services. Please maintain patient confidentiality by not using real patient names or initials or any other personal identifiable data. Ideally, you would see the client you've selected for your assignment multiple times during your rotation. You are encouraged to discuss the case with your clinical supervisor and course instructor, but it is not required. **The following template should be used to complete this assignment.** Make sure to present your information clearly (You must use the recommended **tables in the sections**).

### **I. Demographics and diagnostics:**

- A. Client pseudonym
- B. Age and gender
- C. Treatment setting
- D. Client diagnosis(es):
  - 1. Primary (reason for referral)
  - 2. Secondary (other important diagnoses/comorbidities)
  - 3. Precautions/contraindications (related to medical condition, equipment, safety)
- E. Brief medical history (major hospitalizations, surgeries, medications, medical complications)

### **II. Screening and Evaluation:**

**Screening:** write a short paragraph (Max. 3 lines) explaining how you decided that this client may or may not benefit from occupational therapy services. This paragraph should not contain detailed interventions and services.



**Assessments:** what did you assess? standardized assessment tools did you use? Why? What were the results? What is the interpretation of the results (what does that mean)? Interpret the results as relevant to OT (use the following table).

[Please attach any assessment form you used]

Occupational profile – use the AOTA Occupational Profile Template

Name of assessment	Why you chose it?	Results	Interpretation	Relevance to OT

### **III. Clinical reasoning and analysis:**

- A. What interdisciplinary communication did you observe (or didn't but could have observed) related to your client's care?
- B. What other client factors or performance areas would you have liked to have assessed?

### **IV. Current occupational performance analysis:**

- A. List restricted occupational performance areas and current level of functioning in each (e.g., Upper extremity dressing: minimum assistant; bathing: moderate assistant).
- B. Identify pertinent impairments in client factors and performance skills that contribute to the restricted occupational performance areas identified in "A".

Performance area	Current level of functioning	Client factors	Performance skills



## **V. Goals:**

- A. Identify two long-term goals for this client.
- B. Identify three short-term goals for each long-term goal (six total). For each short-term goal identify the frame of reference that applies.

<b>LTG</b>	<b>STG</b>	<b>Client factors</b>	<b>Performance skills</b>
1.	1.		
	2.		
	3.		
2.	1.		
	2.		
	3.		

## **VI. Intervention Planning:**

- A. For each of the long-term goals, identify the treatment approaches that you used to carry out your treatment plan (NDA, Biomechanical, Remediation/restoration, ... etc)
- B. For each of the long-term goals, identify the specific interventions that you used to carry out your treatment plan (Type of intervention: occupations and activities, preparatory methods [modalities, stretching/ROM, splinting, therapy exercise, assistive technology, wheeled mobility, purposeful therapeutic activities], education and training, and/or advocacy).
- C. Establish the frequency and duration of your intervention. And briefly describe when OT services should be discontinued, based on client factors, and setting limitations.
- D. Using the specific interventions that you've identified, describe a 45-minute treatment session. Include specific interventions, amount of time spent on each, and any handouts or home exercise programs you would provide (facility-produced handouts are acceptable).



## **VII. Grading:**

- A. Based on the treatment session you described in VI-D above, describe 3 ways that you could grade these activities to be more difficult for this client. For each graded activity, identify which client factors would be challenged by the increased difficulty of this task (e.g., strength, attention, memory, dynamic sitting balance, ROM).
- B. Based on the treatment session you described in VI-D above, describe 3 ways that you could grade these activities to be easier for this client. For each graded activity, identify which client factors would be less challenged by the decreased difficulty of this task (e.g., strength, attention, memory, dynamic sitting balance, ROM).

## **VIII. SOAP note:**

You are required to write **one** SOAP note for a chosen session, use the guidelines below to help you to write it.

### **Page guidelines for final report:**

Sections I – II: 1 page

Sections III – IV: 1 – 2 pages

Sections V – VII: 2 – 3 pages

Section VIII: 1 page

**Font and layout:** You have to hand in a printed portfolio, use font type (Times New Roman), font size (12p) and your portfolio should be neat and organized.