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| 1 | Course title | Self and Strategies/Approaches of Occupational Therapy |
| 2 | Course number | 1802330 |
| 3 | Credit hours | Theory: 3 hours |
| | Contact hours (theory, practical) | Theory: 3 hours/week |
| 4 | Prerequisites/co-requisites | Fundamentals of Occupational Therapy (1802102) |
| 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) | 1st semester, 3 rd year |
| 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, 2024 |

17 Course Coordinator:

Name: Hanan I. Madi, MSc., OTR
Office number: 532
Phone number:

Contact hours: Sun & Thu 11-12 a.m., or by an appointment.



18 Other instructors:

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19 Course Description:

This module presents the strategies that occupational therapists use to develop their therapeutic role in a professional way, and to be responsive to perplexing and ambiguous situations. This module aims to internalize the value of reflective learning, and the ability to make independent and professional decisions. First, it introduces the process of professional development from a larva (novice practitioner) to a butterfly (an expert professional). Then, it introduces the skills of self-discovery, the therapeutic use of self, reflection, and communication skills.

20 Course aims and outcomes:

A- Aims:

Upon successful completion of this course, students will be able to develop a basic understanding of theory development and its importance to occupational therapy; Identify and discuss theories, models of practice and frames of reference of occupational therapy profession; Understand how theories, models of practice and frames of reference influence occupational therapy evaluation and intervention.

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 (10) | SLO (11) |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|-------------|
| 1. Develop a basic understanding of theory development and its importance to occupational therapy | X | | | | | | | | | | |
| 2. Identify and discuss theories, models of practice and frames of reference of occupational therapy profession | X | | | | | | | | | | |
| 3. Understand how theories, models of practice and frames of reference influence occupational therapy evaluation and intervention | X | | | | | | | | | | |
| 4. Apply the theoretical concepts and constructs in the treatment planning process to promote meaningful occupation. | | X | | | | | | | | | |
| 5. Identify different assessment tools related to their theories, models, and frame of references. | | | X | | | | | | | | |
| 6. Build and develop a treatment plan based on the concepts and assumptions of different models and theories. | | | | X | | | | | | | |

[illegible]





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, can think critically and solve problems.
11. Bearing the responsibilities and exercising 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 |
|--|------|--|---|---|
| <ul style="list-style-type: none"> - Course syllabus - Introduction to OT Theories - Occupational Behavioral Model & Person-Environment-Occupational-Performance Model (PEOP) | 1 | 1, 2,3,4,5 1,2,3,4,5,6,7,8,9,10 | <ul style="list-style-type: none"> -Q&A -Discussion | <ul style="list-style-type: none"> - Syllabus and course plan -- ATOT: Ch1 & Ch 6 |
| <ul style="list-style-type: none"> - Ecology of Human Performance Model & Model of Human Occupation (MOHO) | 2 | 1,2,3,4,5,6,7,8,9,10 | <ul style="list-style-type: none"> -Q&A -Discussion | ATOT: Ch1 & Ch 6 |
| <ul style="list-style-type: none"> - Model of Human Occupation (MOHO) - | 3 | 1,2,3,4,5,5,6,7,8,9,10 | <ul style="list-style-type: none"> -Q&A -Discussion | - ATOT: Ch1, Ch6, & Ch 7 |
| <ul style="list-style-type: none"> - Behavioral Frame of Reference | 4 | 1,2,3,4,5,5,6,7,8,9,10 | <ul style="list-style-type: none"> -Q&A -Discussion | - ATOT: Ch 7 |
| <ul style="list-style-type: none"> - Psychodynamic Approach | 5 | 1,2,3,4,5,6,7,8,9,10 | <ul style="list-style-type: none"> -Q&A -Discussion | ATOT: Ch14 & Readings |

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|---|----------|----------------------|-------------------------|------------------------------|
| - Trait Approach - Psychosocial Approach | 6 | 1,2,3,4,5,6,7,8,9,10 | -Q&A -Discussion | ATOT: Ch14 & Readings |
| - Humanistic Approach | 7 | 1,2,3,4,5,6,7,8,9,10 | -Q&A -Discussion | ATOT: Readings |
| - Midterm Exam | 8 | ----- | ----- | ----- |
| - Cognitive Perceptual Model | 9 | 1,2,3,4,5,6,7,8,9,10 | -Q&A -Discussion | --Pedretti: Ch 26 |
| - KAWA Model | | | | - Readings |
| - Sensory Integration - Sensory Processing | 10 | 1,2,3,4,5,6,7,8,9,10 | Q&A Discussion | - Readings - Readings |
| - Cognitive Behavioral Therapy (CBT) | 11 | 1,2,3,4,5,6,7,8,9,10 | Q&A Discussion | ATOT: Ch 8 & Ch 9 |
| - Therapeutic Use of Self & The intentional Relationship Model - Therapeutic Communication | 12 | 8,9,10 | Q&A Discussion | Readings |
| - Students' Presentations | 13 | 1,2,3,4,5,6,7,8,9,10 | Interactive discussions | |
| - Students' Presentations | 14 | 1,2,3,4,5,6,7,8,9,10 | Interactive discussions | |
| - 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 |
| Group Class Presentation | 20% | Work in groups; select one of the announced topics to be presented. Discuss it, and find the relationship to the practice and research | ABCDE | Week 13 &14 | On campus |
| | | | | | |
| Final Exam | 50% | All the topics | ABCDE | Week 15 | On campus |

23 Course Requirements:

24 Course Policies:

A- Attendance policies:

- You are expected to be in class on time. Students coming late are allowed to enter but will be marked absent on the attendance sheet. The same applies to leaving class early. **No exceptions.**
- Participation and students' involvement are crucial to the success of the course. All students are expected to have read the assigned materials before coming to class in order to fully engage in the discussions. In addition to in-class discussions, students are encouraged to post their comments and questions **on E-Learning (Moodle) which can be accessed at <http://elearning.ju.edu.jo/>.**
- The University allows students to be absent a maximum of THREE excused absences. The only excuse that would remove your absence from your record is in case of a conflict with another course (a scheduled written exam). If you exceed this limit, you will not be allowed to sit for the final exam.

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

No make-up exams. In case of sickness, only reports issued directly from a public clinic or hospital will be accepted. Medical reports from private practiced doctors or private hospitals will not be accepted even if they are stamped by the university's clinic. Reports should be produced within a week of the date of the exam. **No exceptions.**

C- 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 a 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-A 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 the appropriate accommodations for this course can be made.

25 References:

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

Cole, M., Tufano, R. (2008) Applied Theories in Occupational Therapy: A practical Approach. SLACK inc.

B- Recommended books, materials, and media:

Crepeau, E. B., Cohn, E. S., & Schell, B. A. B. (2003). Willard and Spackman's occupational therapy.

Pendleton, H. M., & Schultz-Krohn, W. (2017). *Pedretti's Occupational therapy-e-book: Practice skills for physical dysfunction*. Elsevier Health Sciences.

26 Additional information:

Students' Group presentations on Selected Applied Models; group of 5 students

In this assignment, each group of students should pick one applied model, frame of reference, or theories of Rehabilitation practice, and prepare an informative summary presentation about the model. You have to search the literature and available library resources to fully familiarize yourself with underpinnings, concepts and application of this model of practice.

The PowerPoint presentation should have the following:

- a) Definitions of main concepts/constructs/variables of the model
- b) Relationship of main concepts/constructs/variables of the model
- c) What are the main assumptions of the model?
- d) How change is produced based on the model
- e) Any evidence-based method of assessment derived from the model.
- f) Explain how the model is used in practice.
- g) Explain how the model is used in research & give examples.

The list of models, frames of reference or theories:

- 1) Biomechanical Frame of Reference
- 2) Applied Behavioral Analysis (ABA)
- 3) Rood, NDT
- 4) Brunnstrom, PNF
- 5) Carr & Shepherd's Motor Relearning Program
- 6) Motor learning theory
- 7) Occupational Adaptation Approach
- 8) Biopsychosocial Model
- 9) Dialectical Behavioral Therapy (DBT)
- 10) Canadian Model of Occupational Performance (CMOP)
- 11) Dynamic System Theory

- Your presentation should not last for more than 15-20 minutes

- Be innovative in your style of delivery.
- Use clear voice.
- Be concise.
- Make slides as clear as possible.
- Post your PPT online before your presentation.
- Respond to questions professionally and thoughtfully

| Item | Grader Comments | Student Grade |
|---|-----------------|---------------|
| Content of Presentation (15 points) | | |
| Definitions of main concepts (2 points) | | |
| Relationship of main concepts (2 points) | | |
| What are the main assumptions (2 points) | | |
| How change is produced based on the model (2 points) | | |
| Any evidence-based method of assessment derived from the model (2 points) | | |
| Explain how the model is used in practice (3 points) | | |
| Explain how the model is used in research & give examples (2 points) | | |
| Presentation Style (2 points) | | |
| Spelling | | |
| Punctuation (i.e. parenthesis, periods, commas) | | |
| Font (i.e. consistency, size, type, color) | | |
| Background | | |
| Paragraphs (i.e. space, length) | | |
| Appropriateness of used pictures/videos | | |
| Bibliography and referencing | | |
| Staying within the subject | | |
| Consistency of ideas | | |
| Content (inclusion of all subject matters) | | |
| Coherence of ideas | | |
| Presenter's professional standard (3 points) | | |
| Pronunciation | | |
| Appearance | | |
| Communication with the audience (i.e. | | |



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| | eye contact, stance) | | | |
| | Body language (i.e. hands) | | | |
| | Handling questions | | | |
| | Staying within time limits | | | |
| | Team work & team member cooperation | | | |
| | Total (20) | | | |

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| Name of Course Coordinator: ----- Hanan I. Madi Signature: -H.I.M-- Date: Sep 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----- |
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