Course Syllabus

1	**Course title**	Observation in Occupational Therapy (1)	
2	**Course number**	1802408	
3	**Credit hours**	1 (0 theory, 1 practical)	
	Contact hours (theory, practical)	0 theory, 4 practical	
4	**Prerequisites/corequisites**	Theories in Occupational Therapy 1802104	
5	**Program title**	Occupational Therapy	
6	**Program code**		
7	**Awarding institution**	The University of Jordan	
8	**School**	School of Rehabilitation Sciences	
9	**Department**	Occupational Therapy	
10	**Course level**	Undergraduate	
11	**Year of study and semester (s)**	Second Year/ First Semester	
12	**Other department (s) involved in teaching the course**	None	
13	**Main teaching language**	English	
14	**Delivery method**	☐Face-to-face learning ☐Blended ☐Fully online	
15	**Online platforms(s)**	☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom ☐Others…………	
16	**Issuing/Revision Date**	October 5, 2025	

17 Course Coordinator:

Name: Salma Abduljaber, MSc, OT   Contact hours: Sunday, Tuesday (12:30-1:30) Office number: 505 Email: S.Abduljaber@ju.edu.jo Name:yusur

18 Other instructors:

19 Course Description:

This is a fieldwork training course where students observe the occupational therapy process in different settings in its formal sequence, starting from screening, assessment, intervention, and discharge for different patient groups. Students are distributed to different places where individuals with various clinical disorders are served

20 Course aims and outcomes:

A- Aims:

Upon successful completion of this course, students will be able to observe the occupational therapy process in different settings

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. Identify the application of occupational therapy to client populations in different settings			X							
2. Critically appraise the application of occupational therapy to client populations in different settings	X									
3. Reflect on the role of the occupational therapy practitioner in service delivery		X								
4. Reflect on ethical, cultural, environmental, and social factors influencing the occupational therapy process in client populations in different settings.				X						

Occupational Therapy Program Students Learning Outcomes (SLOs):
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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:

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Wk.	Lec.	Topic	Student Learning Outcome	Learning Methods	Platform	Synchronous / Asynchronous Lecturing	Resources
1	1.1						
2		In House Labs – Clinical Orientation	1				
3		Clinical visits	1 – 4				
4 5	4.1 4.2 5.1 5.2	Clinical visits	1 – 4				
6	6.1 6.2	Clinical visits	1 – 4				
7	7.1 7.2	Clinical visits	1 – 4	Face to Face	Moodle	Synchronous	
8	8.1 8.2	**Midterm Exam**					
9 10	9.1 9.2 10.1 10.2	Clinical visits	1 – 4				
11	11.1 11.2	Clinical visits	1 – 4				
12	12.1 12.2	Clinical visits	1 – 4				
13	13.1 13.2	Clinical visits	1 – 4				

			1 – 4				
14	14.1 14.2	Clinical visits					

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
Discussion Forum	20	As delineated in the topic outline	1, 2, 3, 4	3, 5, 7, 10, 12	E-learning
Observation Reflection	20	As delineated in the topic outline	1, 2, 3, 4	4, 6, 9, 11, 13	E-learning
Approaches and OTPF Analysis Assignment	15	As delineated in the topic outline	1, 2, 3, 4	21 Dec. 2025	E-learning
Supervisor assessment	5	As delineated in the topic outline	1, 2, 3, 4	During semester	Clinical setting
Final Exam	40	As delineated in the topic outline	1, 2, 3, 4	Week 15	In Class

23 Course Requirements

The students should have access to computer/tablets and internet.

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 (2) 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 of 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:
   Website: https://www.icelearningcenter.com/

B- Recommended books, materials, and media:
   a. AOTA. **Occupational Therapy Practice Framework: Domain and Process 3rd Edition.** (4th ed). AOTA Press. www.aota.org
   b. Applied Theories in Occupational Therapy: A Practical Approach. Cole, M., Tufano, R. (2008)
   c. Willrad and Spckman's Occupational Therapy (2023)

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: _Duaa Alwawi_
Head of Department: Duaa Alwawi	Signature: _Duaa Alwawi_
Head of Curriculum Committee/Faculty: Dr. Lara Al-khlaifat	Signature: L.K
Dean: - Dr. Lara Al-khlaifat Signature: L.K	

Appendix I: Discussion Forum (20 points)

This online discussion forum, facilitated through e-learning, aims to promote critical thinking, professional communication, and collaborative learning among occupational therapy students.
Each student will:

1. **Respond** to the main discussion question posted by the instructor and post your answer related to the weekly topic
2. **Reply** to one of your classmates' posts by offering thoughtful feedback, examples, or additional perspectives supported by occupational therapy concepts or frameworks.

Instructions

- Post your **initial response** (approximately 50-75 words).
- Provide **one reply** (50-75 words) to your peers' posts
- Use professional and respectful language in all interactions.
- Support your points with references to the **OTPF-4** or examples from practice/fieldwork.

Evaluation Criteria (Rubric)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Initial Post (Content & Understanding)	Demonstrates deep understanding of the topic; applies OT concepts and evidence effectively.	Shows good understanding; some application of OT concepts.	Limited understanding; minimal application of OT knowledge.	Off-topic or lacks understanding.
Critical Thinking & Original Question	Provides insightful analysis and poses a thought-provoking, relevant question.	Shows some analysis; the question is somewhat engaging.	Basic or unclear analysis; question lacks relevance.	No critical thinking; question missing or unrelated.
Peer Responses & Engagement	Adds meaningful comments that extend discussion;	Responds thoughtfully but with limited depth or evidence.	Minimal engagement; responses are	Fails to engage or responses missing.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	references OT theory or evidence.		general or repetitive.	
Professional Communication	Clear, respectful, and professional tone; free of errors.	Generally professional; a few minor errors.	Occasionally unclear or unprofessional.	Inappropriate or unclear communication.
Timeliness	All posts submitted on time.	One post late.	More than one post late.	No posts or all late.

Appendix II: Reflection Assignment Guide (20 points)

Year 2-1ˢᵗ semester- Observation I (1802408)

Goal: Develop basic observation and awareness of the OT process.

Template: Guided Descriptive Reflection

Section	Prompt	Notes
1. Setting Description	Where did the session take place? Who was the client (age, condition)?	Keep objective and brief
2. What I Observed	What activities or interventions did the therapist use?	Describe the sequence clearly
3. Therapist–Client Interaction	How did the therapist communicate, motivate, or adapt?	Focus on communication and ethics
4. My Reactions	What surprised or inspired me?	Encourage honest reflection
5. Link to Learning	Which concept from your coursework (Activity Analysis, OT Fundamentals, etc.) did you recognize?	Relate to classroom learning
6. Key Takeaway	What did I learn about the OT role today?	Close with one insight

Formatting and Grading

- **Length: one page,** approximately (500–600) words total. Font type (Times New Roman) and font size 12.
- **Professional Presentation and Organization:** Lacks typos, grammatically correct, concise

<mark>**Appendix III: Approaches and OTPF Analysis in Practice Assignment (15 Points)**</mark>

Assignment Description

This assignment requires you to observe an occupational therapy session and critically analyze the intervention choices made by the therapist. Your analysis must clearly identify the primary **Frame of Reference (FOR)** or **Practice Model (Approach)** used and provide a robust justification for its appropriateness. You must also demonstrate clinical reasoning by proposing a valid alternative approach. Plus, you need to describe the scene, the individual's actions, and the environment in rich detail.

Part 1: Observation & Context (The "What")

- **Client Profile:** Briefly describe the client (e.g., age, primary diagnosis, key occupational deficit). **Do not use names.**
- **Activity Observed:** Detail the specific activity the client and therapist were engaged in
- **Performance:** Describe the client's performance and level of success. Note any modifications or cues provided by the therapist.
- **The Environment:** Where did the activity take place? Describe the light, sounds, seating, and available tools/materials.
-

Part 2: Primary Approach Analysis (The "Why")

Identify the main occupational therapy approach (frame of reference or practice model) that guided the therapist's choice of activity and intervention.

1. **Identify the Approach:** Clearly state the primary approach observed (e.g., Biomechanical, Rehabilitative, Cognitive Behavioral Therapy, PEO, Motor Learning, etc.).
2. **Define the Approach:** Briefly define the core focus and theoretical assumption of this approach.
3. **Justify the Fit:** Provide a detailed justification for *why* this specific approach is suitable for the client's current needs and goals. This requires linking the approach's core principles directly to the client's observed deficits.
   - *Example: If you choose the Biomechanical Approach, your justification must explain how the activity targets increasing range of motion, strength, or endurance to improve a specific occupational task.*

Part 3: Alternative Approach & Rationale (The "What If")

Demonstrate flexible clinical reasoning by proposing a different, but still appropriate, occupational therapy approach that could be used for the same client and goal.

1. **Alternative Approach:** State a distinctly different FOR or model (e.g., if you used Biomechanical first, a good alternative might be a Motor Learning or Rehabilitative approach).
2. **Explain the Rationale:** Explain *why* this alternative approach would also be beneficial. Focus on what unique aspect of the client's needs (e.g., cognitive component, desire for adaptation, or focus on participation) this approach addresses that the original approach might not emphasize as strongly.
3. **Describe the Shift:** Briefly suggest what the therapy activity might look like if the therapist implemented this alternative approach.

Part 4: Contexts and Environments

Describe how the specific **Environmental** and **Social** contexts supported or hindered the client's performance.

- *Guiding Prompt:* How did the accessibility of the materials (environment) or the encouragement from others (social context) influence the outcome?

Part 5: Performance Skills

Identify and provide **specific behavioral examples** for **at least one skill in each category** below. Your examples must be observable actions, not internal traits.

- **Motor Skills:** *e.g., What specific movements of the hands or body did you see? (gripping, reaching, stabilizing)*
- **Process Skills:** *e.g., How did the person logically sequence the steps or manage their time? (sequencing, organizing, terminating)*
- **Social Interaction Skills:** *e.g., If interacting, what communication skills were used? (taking turns, expressing emotion, replying)*

Formatting and Grading

- **Length:** Approximately 900–1000 words total.
- **Format:** Use clear headings corresponding to the sections above (Observation Log, Analysis, Rationale), font type and size (Times New Roman font size 12)
- **Grading:** Refer to the rubric for how your assignment will be scored on detail, identification, and justification of approaches, and depth of reflection.
- **Professional Presentation and Organization:** Lacks typos, grammatically correct, concise

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Grading Rubric: Approaches and OTPF Analysis in Practice (15 points)

This rubric will be used to evaluate your understanding of occupational therapy models and your ability to apply them analytically.

Criteria	Excellent (4 Points)	Proficient (3 Points)	Developing (2 Points)	Needs Improvement (1 Point)
I. Observation Detail & Context	Provides specific, vivid details of the session, client, activity, and therapist's cues. The context is clear and relevant to the analysis.	Provides clear and sufficient details. All necessary context is present and easy to understand.	Details are general or lack the specificity needed to fully support the analysis (e.g., vague activity description).	Significant details are missing, making it difficult to understand the context of the session.
II. Identification & Definition of Primary Approach	Clearly and accurately identifies the primary approach/FOR and provides a precise, concise definition of its theoretical tenets.	Correctly identifies the approach and provides an accurate, understandable definition of its main principles.	Identifies an approach, but the definition is vague, contains minor inaccuracies, or confuses similar models.	Identifies an incorrect approach or fails to provide a definition.
III. Justification of Primary Approach	Provides a thorough and insightful justification, explicitly linking the approach's principles to *specific* observed client deficits and occupational goals.	Provides a clear justification that correctly links the approach to the client's general needs and the activity's purpose.	The justification is weak or generic; the connection between the theoretical approach and the client's specific needs is superficial.	The justification is missing, illogical, or based on a misunderstanding of the approach.
IV. Alternative Approach & Rationale	Proposes a distinctly different, valid alternative approach and provides a strong, well-reasoned rationale explaining its unique benefits for the client. The suggested activity clearly reflects the alternative approach.	Proposes a valid alternative approach and provides a solid rationale for its use, demonstrating competent clinical reasoning.	Proposes an alternative that is too similar to the primary approach, or the rationale is weak and lacks specific theoretical backing.	Proposes an inappropriate approach, or the rationale is missing or fundamentally flawed.
V. OTPF Application: Occupations & Contexts	All identified **occupations** (Leisure, Social Participation, Health Management)	Accurately identifies the primary occupations and	Identifies occupations and contexts, but the definitions are	Fails to correctly identify or define key occupations and

Criteria	Excellent (4 Points)	Proficient (3 Points)	Developing (2 Points)	Needs Improvement (1 Point)
	and **contexts** (Environmental, Social, Cultural) are fully and accurately defined and directly linked to the client's observed participation.	contexts. Links are clear, though some secondary connections might be less developed.	simplistic or the connections to the observation are weak or unclear.	contexts according to the OTPF.
VI. OTPF Application: Performance Skills	**Motor, Process, and Social Interaction Skills** are accurately identified, clearly defined, and supported by **specific behavioral examples** from the observation (e.g., sequencing, taking conversational turns).	Accurately identifies the three types of performance skills and provides relevant examples from the observation.	Identifies the performance skills but provides general or vague examples, or one area is missing or incorrectly applied.	Fails to accurately identify and differentiate between the three types of performance skills.
VII. Clarity, Organization, & Terminology	Writing is exceptionally clear, logically organized, and uses precise, professional OTPF/OT terminology throughout the analysis.	Writing is clear and well-structured, utilizing appropriate professional terminology with few minor errors.	Writing is sometimes difficult to follow; organization is disjointed, or professional terminology is used inconsistently or incorrectly.	Writing is confusing, lacks organization, and/or uses non-professional language that hinders understanding.

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

Student name:	Area of practice:
Date of evaluation:	Instructor's Name:

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

Instructor's comments:

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Student's Signature: _____