Syllabus: Introduction to Occupational Therapy (140503140)
Second Semester 2021 /2022

COURSE INFORMATION	
Course Name: Introduction to Occupational Therapy **Semester:** Second **Department:** Department of Physical and Occupational Therapy **Faculty:** Faculty of Applied Medical Sciences	**Course Code:** 140503140 **Section:** 1 **Core Curriculum**: Occupational Therapy
Day(s) and Time(s): Sunday: 14:00-16:00 **Classroom:** Online Course	**Credit Hours:** 2 **Prerequisites**: -

COURSE DESCRIPTION

This course provides the students with an overview about occupational therapy profession within the health care delivery system. It introduces the students to the history and philosophy of the occupational therapy profession. Information on ethics, occupational therapy practice settings, as well as occupational therapy process included.

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies. These will include:

- PowerPoint lectures and active classroom-based discussion
- Collaborative learning through small groups
- Relevant films and documentaries
- Demonstration and application of the taught skills and materials by the establishment of the course project
- E-learning resources: e-reading assignments through Moodel and Microsoft Teams

FACULTY INFORMATION

Name	Dr. Haifa Batarseh
Academic Title:	**Assistant Professor**
Office Location:	Faculty of Applied Medical Sciences building- office 2177
Telephone Number:	5494
Email Address:	haifa@hu.edu.jo
Office Hours:	Tuesday: 11:30-12:30 Thursday: 11:00-12:00 *Please send an e-mail (haifa@hu.edu.jo) to meet at any other time.*

REFERENCES AND LEARNING RESOURCES

Required Textbook:

American Occupational Therapy Association. (2014). Occupational therapy practice framework (3rd ed.). American Occupational Therapy.

Pendleton, M & Schultz-Krohn, W. (2013). Pedritti's occupational therapy: Practice skills for physical dysfunctions, 7th edition, Elsevier.

Christiansen, C. & Townsend, E. (2009). Introduction to Occupation: The Art of Science and Living (2nd Ed.). New Jersey: Prentice Hall

O'Brien, C. & Hussey.M., & Sabonis-Chaff,B. (2011). Introduction to occupational therapy (4th Ed). Oxford: Elsevier Health Sciences.

Crepeau, E. B., Cohn, E. S., & Boyt Schell, B. A. (2008). Willard and Spackman's occupational therapy (11th Ed.). Philadelphia: Lippincott Williams and Wilkins.

The Reference Manual of the Official Documents of the AOTA, (14th ED.). (2009). AOTA, Inc.

Additional Textbook:

Anderson, L. & Malaski, C. (1999). Occupational Therapy as a Career: An Introduction to the Field and a Structured Method for Observation. Philadelphia: F.A. Davis Company

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
CC-LO-5 Think critically and creatively in a variety of methods in order to make decisions and solve problems.	Apply critical thinking and demonstrate problem-solving skills in the process of evaluation of the occupational therapy process, history of occupational therapy, Philosophy, and ethics of the occupational therapy.	1. Students will be introduced to occupational therapy history and philosophy ethical and professional organizations that shaped this profession.	1.1 Students will be introduced and understand the concepts related to occupation, activities, tasks, participation, and engagement. 1.2 Students will discuss the ways in which meaning is derived from engaging in occupations. 1.3 Discuss current evidence of the connection between occupations and health, wellbeing, and participation. 1.4 Discuss the historical events that shaped the occupational therapy profession. 1.5 Understand the values, beliefs, truths, and principles that serve as a set of the profession's philosophy. 1.6 Understand and discuss the standard of conduct that guides the occupational therapy profession	• Exams • Quizzes • Exams • Group discussion/project
		2. Students will be introduced in detail to the occupational therapy process.	2.1 Understand the evaluation process includes referral, screening, developing an	• Exams • Group discussion/pr

			occupational profile, and analysing occupational performance. 2.2 Understand the intervention process includes intervention planning, implementation, and revaluation. 2.3 Learn how to utilize occupational therapy process in future occupational therapy courses and practice.	oject
		3. Students will learn about occupational therapy personnel, occupational therapy settings, and associated roles/responsibilities; assessment tools, treatment modalities, disease and disability.	3.1 Students will recognize the different practice area that occupational therapy services are provided. 3.2 Students will learn about the major roles and responsibilities of the occupational therapy practitioners and assistant in the occupational therapy process.	• Exams • Group discussion/project
		4. Students will learn how to how to utilize the concepts of the clinical reasoning and therapeutic use of self in the occupational therapy process.	4.1 Students will learn how to gather and analyse the client's information to effectively use the clinical reasoning through out the occupational therapy process. 4.2 Students will learn the different aspects of the therapeutic use of self for an optimal experience and outcome.	

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance*. It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class**

irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples, and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images, or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph, or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with university regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
First Exam	25%	
Second Exam	25%	
Project	10%	
Final Exam	40%	

Description of Exams

Test questions will predominately come from material presented in the lectures the course required textbook. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

Assignments and Projects:

Students are required to prepare a creative project individually or in groups about promoting occupational therapy profession to a selected target group (e.g., physicians, public, university students, school teachers…etc.). Projects can be in a form of booklets, brochures, videotapes, or posters, plays, etc. Students are free to use all available resources e.g., electronic databases, internet, hospitals, and centers to complete this project.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00

D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

"Lecture hours and weeks are approximate and may change as needed"

Chapter 1	**Introduction to Occupational Therapy**	**Week 1**	**2 lecture hours**
1.	**Course Introduction and Overview of the Course Syllabus**		
2.	**What is Occupational Therapy?**		
3.	**Occupations**		
4.	**Different levels of the occupational therapy practitioner**		
5.	**Clients Vs Patients**		
6.	**Problems or disabilities are addressed by OT**		
Chapter 2	**Occupational Therapy History**	**Week 2**	**2 lecture hours**
7.	**Eighteenth and Nineteenth centuries**		
8.	**Moral Treatment**		
9.	**Early twentieth century**		
10.	**Development of the profession**		
11.	**Philosophical base: Holistic perspective**		
Chapter 3	**Occupational Therapy Philosophy**	**Week 3**	**2 lecture hours**
12.	**Occupational Therapy History (cont.)**		
13.	**Philosophical Base**		
14.	**Rules of right conduct**		
Chapter 4	**Employment Settings**	**Week 4**	**2 lecture hours**
15.	**Characteristic of settings**		
16.	**Other Professionals in the Health Care Setting**		
17.	**OT Employment Trends**		
Chapter 4	**Ethics of the Occupational Therapy**	**Week 5**	**2 lecture hours**
18.	**Occupational Therapy Code of Ethics**		
19.	**Core Values**		
20.	**Principles and Standards of Conduct**		
21.	**Ethical Dilemma**		
Chapter 4	**Occupational Therapy Practice Framework**	**Week 6**	**2 lecture hours**
22.	**OT Practice Framework: Domain and Process**		
23.	**Theory**		
24.	**Frame of Reference**		
First Exam		**Week 7**	

Chapter 5	**Occupational Therapy Process**	**Week 8**	**2 lecture hours**
25.	**Overview of the Occupational Therapy Process**		
26.	**Occupational Therapy Assessment: Steps in the Assessment Process**		
Chapter 6	**Occupational Therapy Process**	**Week 9**	**2 lecture hours**
27.	**Treatment Planning and Implantation**		
28.	**Service Management Functions**		
Chapter 6	***Holiday***	**Week 10**	
Chapter 7	**Therapeutic Relationship and Treatment Modalities**	**Week 11**	**2 lecture hours**
29.	**Therapeutic Relationship (cont.)**		
30.	**Treatment Modalities Used in Occupational Therapy**		
Chapter 8	**Treatment Modalities and Clinical Reasoning**	**Week 12**	**2 lecture hours**
31.	**Treatment Modalities Used in Occupational Therapy (cont.)**		
32.	**Second Exam**		
Chapter 8	**Clinical Reasoning**	**Week 13**	**2 lecture hours**
33.	**Elements of the Clinical Reasoning**		
34.	**Clinical Reasoning Processing**		
35.	**Clinical Reasoning Strategies**		
Chapter 9	**Terminology**	**Week 1 4**	**2 lecture hours**
36.	**Abbreviations**		
37.	**Prefixes**		
38.	**Suffixes**		
University Exams			

ASSESSMENT RUBRICS												
Group/Individual Report: Promoting Occupational Therapy Project												
Element	**Excellent**			**Satisfactory**			**Needs Improvement**					**Points**
	10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**	
Organization	▪ There is a logical sequence of information. ▪ Description of the promotion project is clearly stated.			▪ There is some logical sequence of information. ▪ Description of the promotion project is not complete and clear.			▪ There is little or no logical sequence of information. ▪ No description of the promotion project.					
Design and Delivery	▪ Promotion project is attractive and appealing to viewers. ▪ Different ways of presenting activities (plays, pictures, brochures, links to videos, social media platforms, or drawings) are used creatively.			▪ Promotion project is somewhat attractive and appealing to viewers. ▪ Different ways of presenting activities (pictures, links to videos, or drawings) used but are not clear or creative.			▪ Little to no attempt has been made to make promotion project attractive or appealing to viewers. ▪ No creative ways of presenting the project are used.					
Content	▪ Promotion project covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate.			▪ Promotion project includes somewhat essential information but not in depth. ▪ Some information is somewhat confusing, incorrect, or flawed.			▪ Promotion project includes little essential information. ▪ Information is confusing, inaccurate, or flawed.					
Language	▪ Spelling, grammar, usage, and punctuation are accurate ▪ Use of easy language appropriate to target population.			▪ There are minor problems in spelling, grammar, usage, and/or punctuation. ▪ Language used is somewhat appropriate to target population.			▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Language used is complex and includes terms that are difficult target population.					
Overall Project	▪ The project fulfills all the requirements of the assignment and represent the student's full potentials.			▪ The project fulfills all but 1-2 of the requirements of the assignment and shows that the student put forth an honest effort to complete assignment.			▪ The project did not fulfill all the requirements of the assignment and it did not represent the student's full potentials.					
	Total Score (Y x 10/50) =											