Syllabus*: Occupational Therapy for Developmental Disabilities II (140503338)
Second Semester 2021 /2022

COURSE INFORMATION	
Course Name: Occupational Therapy for Developmental Disabilities II **Semester:** Second **Department:** Department of Physical and Occupational therapy **Faculty:** Faculty of Applied Health Sciences	**Course Code:** 140503338 **Section:** 2 **Core Curriculum**: Occupational Therapy
Day(s) and Time(s): Sunday: 10:00-11:00 Tuesday: 10:00-11:00 Thursday: 10:00-11:00 **Classroom:** 105 ط	**Credit Hours:** 3 **Prerequisites: 140503332**

COURSE DESCRIPTION

The course discusses selected developmental disabilities in depth and addresses the occupational therapy evaluation and intervention processes for these conditions. It also addresses the occupational therapy process in evaluating and treating the occupational limitations resulting from those disabilities such as feeding, motor control, hand function, sensory integration, etc.

DELIVERY METHODS

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

- PowerPoint lectures and active classroom-based discussion
- Relevant films and documentaries
- E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team

FACULTY INFORMATION

Name	Dr. Haifa Batarseh
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Office Hours:	**Tuesday** 11:30 – 12:300 **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:

- Case-Smith, J., & O'Brian, J. C. (2015). *Occupational therapy for children* (6th ed.). St. Louis: Mosby.
- Ayres, J. (2005). *Sensory Integration and the Child: Understanding Hidden Sensory Challenges*. 25th Anniversary edition, Mosby.
- Case-smith, J. (Ed.) (2010). *Occupational Therapy for Children* (6th edition). St. Louis: Mosby.
- Danton, A; Pruzanansky, M. (2011). *1001 Pediatric Treatment Activities: Creative Ideas for Therapy Sessions* Slack.
- Gillen, G. (2009). *Cognitive and Perceptual Rehabilitation: Optimizing Function*. Mosby
- Herdman, S. (2007). *Vestibular Rehabilitation* (3rd Edition). F.A. Davis
- Kramer, P. (Author); Hinojosa, J (Editor) (2009). *Frames of Reference for Pediatric Occupational Therapy* (3rd Edition). Lippincott Williams & Wilkins
- Morris, D. (2010). *Child: How Children Think, Learn and Grow in the Early Years*. Hamlyn publisher

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
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 field of occupational therapy for children.	1. Recognize the key concepts of motor control and motor learning theories.	Describe the child, task, and environmental factors influence motor skills acquisition and occupational performance.	• Exams • Quizzes • "On-line' reading assignments • homework assignments
		2. Identify the principles and strategies of	Recognize how do practitioners apply motor learning concepts to promote children's occupational performance.	• Exams • Quizzes • "On-line' reading assignments

		contemporary motor control intervention.		
		3. Recognize the process of transfer of learning, feedback, practice, sequencing and adapting tasks, modeling or demonstration, and mental rehearsal used to promote children's motor performance.		• Exams • Quizzes • "On-line' reading assignments • homework assignments
		4. Identify the term "sensory integration" mean as a term referring to neurologic process and as a frame of reference in occupational therapy practice.	4.1 Discuss the key indicators of problems in sensory modulation, perception, vestibular-bilateral functions, and praxis, and how does each of these areas affect child behaviors. 4.2 Explain the active ingredients of occupational therapy applying sensory integration approach.	• Exams • Quizzes • "On-line' reading assignments • homework assignments
		5. Discuss the sequence of hand function development in infants and children.	5.1 Discuss the sequence of hand function development in infants and children. 5.2 Identify the factors contribute to development of hand functions. 5.3 Explain the assessment tool and methods are useful in evaluating children's hands skills. 5.4 Discuss the intervention practice model and principles used by occupational therapist to promote hand function.	• Exams • Quizzes • "On-line' reading
		6. Recognize the role of the occupational therapist in evaluation of and intervention for children with handwriting difficulties.	6.1 Discuss the factors contribute to handwriting readiness for young children. 6.2 Examine the remedial and compensatory strategies improve a student's written communication? 6.3 Discuss the use pediatric occupational therapy models of practice and handwriting intervention program to improve children's handwriting.	• Exams • Quizzes • "On-line' reading assignments • homework assignments

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
Exam 1	25%	
Exam 2	25%	
Low tech device / activity for children	10%	
Final Exam (3)	40%	

Description of Exams

Test questions will predominately come from material presented in the lectures. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

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

Assignment:

Students will be expected to design a (low tech device or activity for children) with a clear therapeutic purpose and write a report to describe: the purpose of the device/activity, the targeted skill, and possible ways to grade up or down the activity. The student will submit the report and device/activity on the set date provided by the course leader. This assignment will be awarded 10% of the total grade.

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"

Note: For Chem 101 sections with 2 lecture periods per week (S/T, M/W or T/R), one lecture period covers 1.5 lecture hours (80 minutes). The course content specifies the sections in chapters 1-10 of the textbook that will be included in quizzes, homework and exams.

Chapter 1	**Treatment Begins with Evaluation and Treatment in Pediatrics**	**Week 1**	**2 lecture hours**

- Overview of the Course Outline
- Treatment in Pediatrics
- Treatment Begins with an Evaluation

Chapter 2	**Motor Control/Motor Learning**	**Week 1-3**	**7 lecture hours**

- Motor Control: overview and definitions
- Dynamical Systems Theory
- Development of Motor Control
- Factors Affecting Motor Control Performance
- Relating Dynamical Systems Theory to Balance
- Vision, Visual Perception, and Motor Control
- Influence of non-motor factors
- Motor Learning

Chapter 3	**Development of Hand Skills**	**Week 4-5**	**6 lecture hours**
• Development of hand skills • Relationship of hand skills to children occupation • Evaluation of hand skills in children • Interventions models, principles, and strategies			
Chapter 4	**Prewriting and Handwriting skills**	**Week 6-7**	**4 lecture hours**
• Prewriting • Handwriting assessment • Educators' perspective • Handwriting development • Handwriting intervention			
Chapter 5	**Cognitive Interventions for Children**	**Week 7-8**	**3 lecture hours**
• Common definitions in cognitive intervention • Rational for cognitive approach • Cognitive intervention			
Chapter 6	**Interventions to Promote Social Participation of Children**	**Week 8-10**	**6 lecture hours**
• Social participation impairments in specific childhood condition • Occupational therapy evaluation of social participation • Theoretical models and approaches for social skills intervention			
Chapter 7	**Feeding**	**Week 10-12**	**7 lecture hours**
• Feeding: Definition and overview • Common medical diagnosis associated with feeding disorders • Developmental sequence of eating skills • Comprehensive evaluation of feeding and swallowing skills • Evaluation and Intervention: General considerations • Evaluation and Intervention strategies			
Chapter 8	**Autism Spectrum Disorders**	**Week 12-13**	**3 lecture hours**
• Specific interventions approaches • Applied behavioral analysis • The cognitive orientation to daily occupational performance approach • Specific intervention for Areas of occupation			
Chapter 9	**Sensory Integration**	**Week 13- 14**	**4 lecture hours**
• Sensory integration in child development. • When problems in sensory integration occurs. • Sensory integration disorder. • Assessment and intervention for sensory integration disorder.			
University Exams		***Week 15***	

ASSESSMENT RUBRICS											
Group/Individual: Activity or Assistive Device											
Element	**Excellent**			**Satisfactory**			**Needs Improvement**				**Points**
	10	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**	
Content and Language of the Report	▪ Report covers topic completely and in depth. Information is clear, appropriate, and accurate. ▪ Spelling, grammar, usage, and punctuation are accurate			▪ Report includes some essential information. Some information is somewhat confusing, incorrect, or flawed. ▪ There are minor problems in spelling, grammar, usage, and/or punctuation.			▪ Report includes little essential information. Information is confusing, inaccurate, or flawed. ▪ There are persistent errors in spelling, grammar, usage, and/or punctuation.					
Appearance and Neatness of the Activity/Assistive device	▪ The activity/assistive device appearance is polished without distractive elements.			▪ The activity/assistive device appearance is somewhat poor. Some distractive elements.			▪ The activity/assistive device appearance is quite poor. Many distractive elements					
Durability of the Activity/Assistive device	▪ The activity/assistive device is durable.			▪ The activity/assistive device is somewhat durable.			▪ The activity/assistive device is not durable.					
Execution, Creativity, and Uniqueness	▪ The activity/assistive device was successfully executed with a very unique and creative approach.			▪ The activity/assistive device was successfully executed with somewhat of a unique and creative approach.			▪ The activity/assistive device was partially executed or with no unique and creative approach.					
Overall Activity/Assistive Device	▪ 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) =											