



Syllabus: Occupational Therapy for Developmental Disabilities II Practical (140503339) First Semester 2021 /2022

COURSE INFORMATION		
Course Name: Occupational Therapy for Developmental Disabilities II Practical Semester: Second Department: Department of Physical and Occupational Therapy Faculty: Faculty of Applied Medical Sciences		Course Code: 140503332 Section: 2 Core Curriculum: Occupational Therapy
Day(s) and Time(s): Tuesday: 14:00-16:00 Classroom: 3157 Medical Building		Credit Hours: 1 Prerequisites: 140503338 or Concurrent
COURSE DESCRIPTION		
In this course, the students will administer the learned tests in occupational therapy for developmental dysfunction 1 practical with children with special needs. Afterwards, students will be able to develop intervention plan that includes short- and long-term goals and intervention strategies. Moreover, the students will be able to evaluate their intervention plan and trace the child's progress.		
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 • E-learning resources: e-reading assignments through Moodle		

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:	
Office Hours:	Tuesday 11:30-12:30 Thursday 11:00-12:00 <i>Please send an e-mail (haifa@hu.edu.jo) to meet at any other time.</i>
Teaching Assistant	Ms. Shaden Abed Alkader, shadenabed@yahoo.com

REFERENCES AND LEARNING RESOURCES

Required Textbook:

Case-Smith, J., & O'Brien, J. C. (2014). *Occupational therapy for children and adolescents (7th ed.)*. Elsevier Health Sciences.

Hinchcliffe, A. (2007). *Children with cerebral palsy: A manual for therapists, parents, and community workers (2ed ed.)*. Sage Publication

Children with Autism Assessment: CARS2 Applied Behavioral Analysis: Manual and test.

DeGangi Berk Test: Manual and test.

DOTCA-CH Dynamic Occupational Therapy Cognitive Assessment-Manual and test.

Additional Textbook:

Ayres, J. (2005). *Sensory Integration and the Child: Understanding Hidden Sensory Challenges*. 25th Anniversary edition, Mosby.

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 for children using standardized tests and other pediatric therapeutic strategies.	1. Students will learn how to perform a comprehensive occupational therapy process quidded by clinical reasoning and lead to efficacious outcomes.	1.1 Students will utilize professional judgment and clinical reasoning adequate to be able to choose the most appropriate sources of data gathering including formal and informal resources. 1.2 Students will learn how to devise an intervention plan that will enhance the child's functioning based on his/her needs and desires. 1.3 Students will learn how to choose the most appropriate intervention approach for selected cases and utilize intervention activities based on the selected approach 1.4 Students will learn how to write a narrative that describes the child's functional performance 1.5 Students will learn how to document the evaluation results and their interpretation utilizing professional language 1.6 Students will learn how to document their intervention utilizing professional writing. 1.7 Students will learn how to develop a home program and discharge notes.	- Exams - Quizzes - Assignments - Group discussion
		2. Students will practice the administration of different standardized assessment tools related to pediatric conditions	2.1 Utilize the essential procedures to become a competent user of standardized tests. 2.2 Students will develop technical and analytical skills that will foster their abilities to administer different tests and get useful data from the properly chosen assessment methods. 2.3 Students will learn how to interpret data gathered from different resources	- Exams - Quizzes - Assignments
		3. Students will learn and practice therapeutic strategies and skills for treating common pediatric conditions.	3.1 Students will learn how to become creative in choosing intervention strategies. 3.2 Students will be competent in administering pediatric therapeutic strategies.	- Exams - Demonstration - Quizzes - Group discussion

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
Midterm Exam	30%	
Demonstration Exam	15%	
Reports	15%	
Final Exam	40%	
Total	100%	

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 Reports:

1. Write a report of each week's standardized test that will be covered throughout the semester (detailed requirements of each standardized report will be provided at the end of each lab)
2. Practical exam on a colleague demonstrating the therapeutic techniques that will be covered throughout the semester.
3. Home program report assignment (detailed requirements of this assignment will be provided to all students).

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"

<u>Chapter 1</u>	<u>Pediatric care Plan</u>	<u>Week 1</u>	<u>3 lecture hours</u>
1.	Course Introduction and Overview of the Course Syllabus		
2.	Care Plan for Children		
<u>Chapter 2</u>	<u>Home Program and Discharge Plan</u>	<u>Week 2</u>	<u>3 lecture hours</u>
3.	Home Program		
4.	Discharge Plan		
<u>Chapter 3</u>	<u>Occupational Therapy Goals and Objectives</u>	<u>Week 3</u>	<u>3 lecture hours</u>
5.	Formulation of Long-Term Goals		
6.	Formulation of Short-Term Goals		
7.	Formulation of SMART Goals		

<u>Chapter 4</u>	<u>Motor Control: Positioning and Handling</u>	<u>Week 4</u>	<u>3 lecture hours</u>
8.	Positioning and Handling techniques (Demonstration, video clips, and case studies)		
<u>Chapter 4</u>	<u>Motor Control: Positioning and Handling</u>	<u>Week 5</u>	<u>3 lecture hours</u>
9.	Positioning and Handling techniques (Demonstration, video clips, and case studies)		
<u>Chapter 4</u>	<u>Motor Control: Positioning and Handling</u>	<u>Week 6</u>	<u>3 lecture hours</u>
10.	Demonstration Exam of Positioning and Handling Techniques		
<u>Chapter 5</u>	<u>Activities of Daily living, Sleep, and Rest</u>	<u>Week 7</u>	<u>3 lecture hours</u>
11.	Overview		
12.	Description of the Subitems (Dressing, Feeding, bathing, toileting, Transfer, and ... etc)		
13.	Aids and Adaption for activities of Daily Living		
14.	Case Studies		
<u>Midterm Exam</u>		<u>Week 8</u>	
<u>Chapter 6</u>	<u>Children with Autism; CARS2</u>	<u>Week 9</u>	<u>3 lecture hours</u>
15.	Introduction		
16.	Subtests		
17.	Uses and Structure		
18.	Test Administration		
19.	Guidelines and Scoring		
20.	Interpretation of the Scores		
21.	Students Administering Test Items		
<u>Chapter 6</u>	<u>Holiday</u>	<u>Week 10</u>	
<u>Chapter 7</u>	<u>DOTCAT-CH and DeGangi Berk Test</u>	<u>Week 11</u>	<u>3 lecture hours</u>
22.	Introduction		
23.	Subtests		
24.	Uses and Structure		
25.	Test Administration		
26.	Guidelines and Scoring		
27.	Interpretation of the Scores		
28.	Students Administering Test Items		
<u>Chapter 8</u>	<u>Tone Inhibiting and Tone Facilitation Techniques</u>	<u>Week 12</u>	<u>3 lecture hours</u>
29.	Tone Inhibiting Techniques and Demonstration		
30.	Tone Inhibiting Techniques and Demonstration		
<u>Chapter 8</u>	<u>Tone Inhibiting and Tone Facilitation Techniques</u>	<u>Week 13</u>	<u>3 lecture hours</u>
31.	Tone Facilitation Techniques and Demonstration		
32.	Tone Facilitation Techniques and Demonstration		
University Exams			

ASSESSMENT RUBRICS																
Group Report: Home program																
Element	Excellent					Satisfactory					Needs Improvement					Points
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	
Organization	- There is a logical sequence of information. - Description of program is clearly stated, and therapeutic benefits are explained.					- There is some logical sequence of information. - Description of program is incomplete, therapeutic benefits are not clear.					- There is little or no logical sequence of information. - No inclusion of overall description of program or therapeutic benefits.					
Design	- Report is attractive and appealing to viewers. - Different ways of presenting activities (pictures, links to videos, or drawings) are used creatively.					- Report is somewhat 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 report appealing to viewers. - No creative ways of presenting activities is used.					
Content	- Report covers topic completely and in depth. - Information is clear, appropriate, and accurate.					- Report includes some essential information. - Some information is somewhat confusing, incorrect, or flawed.					- Report includes little essential information. - Information is confusing, inaccurate, or flawed.					
Language	- Spelling, grammar, usage, and punctuation are accurate - Use of easy language appropriate to parents of different academic background.					- There are minor problems in spelling, grammar, usage, and/or punctuation. - Language used is easy, but targets educated parents only					- There are persistent errors in spelling, grammar, usage, and/or punctuation. - Language used is complex and includes terms that are difficult for parents.					
	Total Score (Y x 15 / 60) =															