



**Jordan University of Science and Technology**  
**Faculty of Applied Medical Sciences**  
**Department of Rehabilitation Sciences**  
**First Semester 2013/2014**  
**Course Syllabus**

<b>Course Information</b>	
<b>Course Title</b>	Clinical Practice (Physical 1)
<b>Course Code</b>	OT 445
<b>Prerequisites</b>	None
<b>Time</b>	
<b>Location</b>	King Abdullah University Hospital
<b>Instructor</b>	Dr. Khader Almhdawi
<b>Office Location</b>	Faculty of Applied Medical Sciences
<b>Office Phone #</b>	00962-2-7201000 Ext 23827
<b>Office Hours</b>	
<b>E-mail</b>	khader@just.edu.jo
<b>Teaching Assistant(s)</b>	Salma Shqair

<b>Course Description</b>	
<p>During this fourth year course, the students will develop their occupational therapy clinical skills and knowledge. This course is delivered in OT departments in various hospitals and centers. The students will gradually progress from an observation and orientation status, to practical participation under supervision, and finally to independent involvement. It is essential that where students are placed for clinical practice, a full-time qualified occupational therapist is in attendance for supervisory and teaching purposes. Additionally intensive supervision will be guaranteed through the University occupational therapy teaching assistants and faculty members. This course will be dedicated for physical dysfunctions occupational therapy practice as a practical extension for OT 344 (Occupational Therapy Applied for Physical Dysfunction 1), OT 443 (Occupational Therapy Applied for Physical Dysfunction 2)</p>	

<b>Textbook (1)</b>	
<b>Title</b>	Occupational therapy for physical dysfunction
<b>Author(s)</b>	Radomski, M. V. & Latham, C. A. T.
<b>Publisher</b>	Lippincott Williams & Wilkins
<b>Year</b>	2008
<b>Edition</b>	6th

<b>Course Objectives</b>	<b>Percentage</b>
• Reflect acceptable professional behavior in the clinical setting	15%
• Demonstrate sufficient clinical knowledge and skills	25%
• Master occupational therapy documentations	15%
• Apply occupational therapy theoretical knowledge on a clinical case study	30%
• Demonstrate occupational therapy knowledge/teaching abilities through a condition presentation	8%
• Adopt evidence-based practice as a clinical standard	7%

<b>Teaching &amp; Learning Methods</b>
Self directed learning, presentations, journal clubs, supervised clinical practice, and case-based learning.
<b>Teaching duration:</b> 4 weeks: 3 full days/week

<b>Assessment</b>		
<b>Assessment</b>	<b>Expected Due Date</b>	<b>Percentage</b>
<b>Attendance and Professionalism</b>	Ongoing	20%
<b>Clinical Knowledge and Skills</b>	Ongoing	25%
<b>Weekly Reports/SOAP</b>	Weekly	15%
<b>Final Case Study</b>	Last training day of the rotation	40%

<b>Useful Resources</b>
<ul style="list-style-type: none"> <li>• JUST university Library.</li> <li>• Textbooks/handouts.</li> <li>• Setting therapists, TA's, and instructors.</li> <li>• The "e-learning" website will be the most useful resource to the students, it will contain study materials, articles, power point presentations, websites, videos, pictures, and other useful resources.</li> </ul>

**Schedule and Learning Activities**

The following table reflects the teaching/learning schedule for each training day. However, the supervisor will provide more guidance, instructions, and support during the first week

<b>Time</b>	<b>Activity</b>
8:00 – 9:00	Morning report: questions/answers and cases discussions
9:00 – 3:00	Therapeutic sessions
3:00 – 4:00	Condition Presentation/discussions

<b>Additional Notes/Polices</b>	
<b>Assignments</b>	All of the assignments are individual except for the condition's presentation and the journal club. The instructors will assign the students into their groups and content. A 30% penalty would apply on any assignment if the student(s) broke the deadline without the instructor's prior authorization.
<b>Cheating</b>	All reports, assignments and learning activities should be of the student's own work unless instructed differently. The instructor will

	follow JUST's roles and regulation in the cases of cheating and/or plagiarism.
<b>Attendance/Professional Behavior</b>	Absence of two days or more of the training rotation will end the student's participation in the course; this will prevent the student from registering for next semester training courses without re-taking the course. All students are expected to respect the setting polices, dress professionally, attend and leave on time, and obey the supervisors' instructions. Any significant violation of these expectations will lead to serious impacts on the grade proportional to the violation.
<b>Expected work load</b>	Students are expected to work sufficiently in order to ensure high learning quality. Each clinical rotation consists of 12 full clinical training days. The students are expected to spend more time out of the clinic time preparing for the training and dealing with the assignments.
<b>Feedback</b>	Concerns, complaints, questions, and/or feedback are appreciated and will be important for the instructor. You can contact your instructor using the e-mail: khader@just.edu.jo

<b>Course Content</b>		
<b>Week</b>	<b>Topics</b>	<b>Assignment(s)</b>
1	Introductory Observation of Evaluation	One SOAP Report (Along with corresponding Assessment forms)
	Supervised Evaluation	
	Supervised Evaluation	
2	Observation of Treatment	One SOAP Report (Along with corresponding Assessment forms)
	Supervised Treatment	
	Supervised Treatment	
3	Supervised Treatment	One SOAP Report (Along with corresponding Assessment forms)
	Supervised Treatment	
	Supervised Re-Evaluation	
4	Supervised Treatment	<b>Case study:</b> - Two SOAP Reports - COPM - Related evaluations (Roles, interests, MMT, ROM, sensory, hand functions...etc) - Presentation to Dr Khader
	Supervised Evaluation/Discharging	
	Final Presentations	

**WELCOME TO THE CLASS!**



**Jordan University of science and Technology**  
**Faculty of Applied Medical Sciences**  
**Department of Rehabilitation Sciences/Occupational Therapy Program**  
**OT 445 Clinical practice (Physical 1)**  
**Training Logbook**  
**First Semester 2013-2014**

Student's Name: \_\_\_\_\_ Students' ID # \_\_\_\_\_ Student's Final Grade: \_\_\_\_\_

Professionalism	Description( 20 % )	Score	Student's score
	Attend all days	8	
	Be on time	2	
	Attend all session	2	
	Dress appropriately	4	
	Consider setting roles	2	
	Professional interaction with patient , family , colleagues and health care professional	2	
	<b>Total</b>	<b>20</b>	

Clinical Knowledge & Practice	Description( 25 % )	Score	Student's score
	Facilitating change : Assessment , intervention planning , intervention delivery and discharge planning )	10	
	Performance management : Time , and resource management , leadership	5	
	Communication verbal , non-verbal and written Communication ( Documentation )	5	
	Client – therapy relationship	5	
<b>Total</b>	<b>25</b>		

Weekly SOAP/Evaluation Report	Description ( 15 % )	Score	Student's score
	Paper submitted by the deadline	3	
	The paper is well organized and neat	5	
	All paper information involved	2	
	Goal reflect patient's needs and priorities	5	
<b>Total</b>		<b>15</b>	

Final Case study	Description( 40 % )	Score	Student's score
	Introduction the patient's profile / organized the presentation	5	
	Understand the patient's condition	5	
	Describe the assessment process	8	
	Defined therapy goal	7	
	Describe the intervention process	10	
	Therapy reflect occupational base client central criteria	5	
<b>Total</b>		<b>40</b>	

**Result:** 1- Pass    2- Pass with reservation    3-Fail

**Total Grade 100 % -----**

**Instructor Signature      Date              Teaching assistant Signature      Date**

## Clinical Skills Log:

By the end of this clinical practicum, the student is expected to demonstrate competence with the following skills

Required Skill/Event	Level of Competency			Notes/Recommendations
	Poor	Good	Excellent	
<p><b>Evaluating 3 Adult Patients Practicing:</b></p> <ul style="list-style-type: none"> <li>• Chief Complaint(s) &amp; History</li> <li>• Range Of Motion (bony Vs soft tissues)</li> <li>• Manual Muscle Test (Weakness)</li> <li>• Tone (flaccidity, spasticity, &amp; rigidity)</li> <li>• Sensation</li> <li>• Edema (circumferential)</li> <li>• <u>Functional evaluation:</u> <ul style="list-style-type: none"> <li>✓ Canadian Occupational Measure</li> <li>✓ Interest Checklist</li> <li>✓ Role Check List</li> <li>✓ Barthel Index</li> <li>✓ Functional Independence Measure</li> <li>✓ Occupational Profile (work, leisure, &amp; self care)</li> <li>✓ Independence</li> <li>✓ Patient's Expectations</li> </ul> </li> <li>• Visual-perceptual abilities</li> <li>• Cognition</li> <li>• Mental Health Screening</li> <li>• Social Support</li> </ul>				
<p><b>Conducting 15 OT Treatment Sessions Covering:</b></p> <ul style="list-style-type: none"> <li>• <u>Occupational Based &amp; Client-Centered Therapy</u> <ul style="list-style-type: none"> <li>✓ Individualized goal setting</li> <li>✓ Incorporating interests/roles in therapy</li> <li>✓ Using functional real life Therapeutic activities</li> <li>✓ Writing 3-5 SMART functional goals/patient</li> <li>✓ Activity analysis, grading, &amp; adaptation</li> <li>✓ Assistive devices prescription and training</li> </ul> </li> <li>• <u>Range Of Motion Exercises</u> <ul style="list-style-type: none"> <li>✓ PROM</li> <li>✓ AROM</li> <li>✓ Stretching</li> <li>✓ Splinting</li> <li>✓ Deformities preventing &amp; correction</li> </ul> </li> <li>• <u>Strengthening</u> <ul style="list-style-type: none"> <li>✓ Active assisted</li> <li>✓ Active (functional)</li> <li>✓ Active resisted</li> <li>✓ Therabands (isotonic)</li> <li>✓ Isometric</li> <li>✓ Eccentric</li> <li>✓ Concentric</li> </ul> </li> <li>• <u>Tone management</u> <ul style="list-style-type: none"> <li>✓ Weight bearing</li> <li>✓ Stretching/compressing</li> <li>✓ Approximation/elongation</li> <li>✓ Reflex inhibitory pattern</li> <li>✓ Air pressure splint</li> </ul> </li> </ul>				

Required Skill/Event	Level of Competency			Notes/Recommendations
	Poor	Good	Excellent	
<p><b>Conducting 15 OT Treatment Covering: (Cont.)</b></p> <ul style="list-style-type: none"> <li>• Sensory Loss management <ul style="list-style-type: none"> <li>✓ Safety</li> <li>✓ Sensory Relearning</li> </ul> </li> <li>• Working with Therapeutic Activities <ul style="list-style-type: none"> <li>✓ Graded ROM Arc</li> <li>✓ Grahamizer</li> <li>✓ Inclining Board</li> <li>✓ Therapeutic putty</li> <li>✓ Pronation/Supination Wheel</li> <li>✓ Stacking Cone</li> <li>✓ Peg Board</li> <li>✓ Finger Extension Board</li> <li>✓ COGNITOYS Set</li> <li>✓ Arm Skate</li> <li>✓ Shoulder Ladder</li> <li>✓ Vertical &amp; Horizontal Ring Tree</li> <li>✓ Shoulder Abduction Ladder</li> <li>✓ Hand &amp; Finger Exercise System</li> <li>✓ Therabands</li> </ul> </li> <li>• Designing home-based program <ul style="list-style-type: none"> <li>✓ Individualized</li> <li>✓ Real-life activities</li> <li>✓ Of functional meaning</li> <li>✓ Intensive</li> <li>✓ Checking on home-based program compliance (follow-up)</li> </ul> </li> </ul>				
<p><b>Professional documentation</b></p> <ul style="list-style-type: none"> <li>✓ Writing SMART Functional goals</li> <li>✓ Professional SOAP notes</li> <li>✓ Professional filling of evaluation forms (spelling, grammar....etc)</li> <li>✓ Considering Patients confidentiality</li> <li>✓ Clear handwriting/typing</li> </ul>				
<p><b>Patients Variety Requirements;</b> The student is required to work with at least</p> <ul style="list-style-type: none"> <li>• Three individuals with CVA</li> <li>• One individual with TBI</li> <li>• One individual with Spinal Cord (cut/compression)</li> <li>• Two individuals with hand injury</li> <li>• One individual with Burn</li> <li>• One individual with UE fracture</li> <li>• One individual with LE fracture</li> <li>• One individual with Joint replacement</li> <li>• One individual with RA or OA</li> <li>• One individual with neurodegenerative diagnoses (MS, GBS, ALS...etc)</li> <li>• One individual with Parkinson</li> </ul>				

# Notes