

**JAMIA HAMDARD**

**DEPARTMENT  
OF  
OCCUPATIONAL  
THERAPY**

**ENABLED SYLLABUS**  
**Master of Occupational Therapy**

# SYLLABUS FOR MASTER OF OCCUPATIONAL THERAPY (Paediatrics)



**DEPARTMENT OF OCCUPATIONAL  
THERAPY  
JAMIA HAMDARD**

**PROGRAMME NAME : Master of Occupational  
Therapy (Paediatrics)**

**PROGRAMME CODE : MOT 513**

**ACADEMIC SESSION OF INTRODUCTION OF  
PROGRAMME : (2022-2023)**

**SCHOOL NAME : SNSAH**

**DEPARTMENT NAME : DEPARTMENT OF  
OCCUPATIONAL THERAPY**

**APPROVAL DATE OF THE BOARD OF STUDIES  
(B.O.S.) MEETING FOR THE PRESENT SYLLABUS  
22/12/2020**

**APPROVAL DATE AND NUMBER OF ACADEMIC  
COUNCIL OF MEETING FOR THE PRESENT  
SYLLABUS  
15/03/2021**

**MOT FIRST YEAR**  
**(PAEDIATRICS)**

**JAMIA HAMDARD, NEW DELHI - 110062**  
**Internal Quality Assurance Cell (IQAC)**

**Template for Programs under on UGC – Learning Outcomes-Based Curriculum Framework**

**SCHOOL OF NURSING SCIENCES AND ALLIED HEALTH**

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**Vision Statement (Department Level):**

The vision of the Occupational Therapy Department is to Nurture students into skilled and competent professionals to meet needs of diverse and global society and promote health, wellbeing and participate in meaningful activities and occupations.

**Mission Statements (Department Level):**

The mission of the Jamia Hamdard Master of Occupational Therapy Program is

**MS1:** to provide students with a strong foundation in clinical reasoning, knowledge, and Skills to become competent occupational therapists who improve the health of individuals and communities.

**MS2:** Inter-professional education which promotes the development of collaborative, reflective and evidence-based practice across populations and practice settings and develops leadership skills

**MS3:** based on a student-centric approach that welcomes diversity and produces excellence in critical thinking with an overarching focus on ethical decision making and social responsibility through occupation-based practice.

**MS 4:** Engage with national and international professional literature for evidence-based practice, Life long learning, and scholarly endeavors.

## Master of Occupational Therapy (Paediatrics)

### QUALIFICATION DESCRIPTORS (QDs)

Upon the completion of *Master of Occupational Therapy*, students will be able to:

**QD-1.** Demonstrate Clinical reasoning skills of the OT process by using assessment results to complete an evaluation report, develop a treatment plan including client-centered goals and objectives, write a progress note and a discharge summary.

**QD-2.** Develop a sense of personal awareness, reflect on their personal and/or professional experiences, and articulate their skills, goals, and areas of strength/growth to occupational therapy practitioners through evidence based practices for the development of a comprehensive and ethical professional portfolio.

**QD-3.** Prepare and implement research works and conduct dissertation through participation in local and global communities.

**QD-4.** Understand and plan Occupational Therapy treatment in various practice settings.

**QD-5.** Demonstrate the competence for higher studies and careers in the public and private sectors

### Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
<b>QD-1</b>	3	3	2	2
<b>QD-2</b>	3	3	3	3
<b>QD-3</b>	3	3	3	3
<b>QD-4</b>	3	3	2	3
<b>QD-5</b>	3	3	3	3

Write '3' in the box for 'High-level mapping, 2 for 'Medium-level mapping, 1 for 'Low-level mapping.

**SCHOOL OF NURSING SCIENCES AND ALLIED HEALTH**

**DEPARTMENT OF OCCUPATIONAL THERAPY  
Master of Occupational Therapy (Paediatrics)**

**PROGRAM LEARNING OUTCOMES (PLOs)**

After completing this Course, the students should be able to .....

**PLO-1.**Demonstrate understanding of determinants of occupation and developmental milestones (anatomical/neurological, psychological, cognition, playfulness, social-cultural, and environmental).

**PLO-2.**Occupation and its determinants as well as use occupation as a means to improve health and well-being of communities.

**PLO-3.**Assert the role of occupation and occupational therapy in a team and community setting.

**PLO-4.**Exhibit occupation-based practice in entry level occupational therapy practice in a clinic, fieldwork, and other professional setting.

**PLO-5.**Apply all types of reasoning in providing assessments and interventions for clients across the lifespan in a safe and meaningful manner.

**PLO-6.**Implement and critically evaluate research activities, community programs and outcomes.

**PLO-7.**Perform all fieldwork and capstone experiences demonstrating professionalism and highest ethical standards.

**PLO-8.**Explain the meaning and role of occupations and impact of health and environmental conditions on occupational performance of persons, groups, and populations.

**PLO-9.**Establish a profile, analyze occupational performance, plan/implement/evaluate interventions using remedial, adaptive, compensatory, consultative and educational approaches.

**PLO-10.**Show effective interaction and communication with clients and the care team in order to promote safe and needed services ethically.

**PLO-11.**Make informed decisions based on best evidence and outcomes data.

**PLO-12.** Demonstrate competency in occupational therapy intervention. Provide unique contribution of occupational therapy practice through biomedical , Rehabilitative and social science concepts.

**PROGRAM SPECIFIC OUTCOMES (PSOs)**

(according to specific academic program )

After completing this Course, the students should be able to .....

**PSO-1.** Demonstrate the advanced treatment techniques involved in the treatment of pediatrics conditions, apply the principle of biomechanics and do a job analysis and vocational fitness programme.

**PSO-2.** Evaluate the intervention and application of advanced treatment techniques, do a therapeutic functional work assessment, work simulatory training and functional training.

**PSO-3.** Demonstrate the advanced treatment techniques involved in the treatment of conditions affecting hand, apply the principles of biomechanics and do a job analysis and vocational fitness programme.

**PSO-4.** Assess appropriate treatment procedures in various pediatric conditions.

**Mapping of Program Learning Outcomes (PLOs)  
With Qualification Descriptors (QDs)**

	<b>QD-1</b>	<b>QD-2</b>	<b>QD-3</b>	<b>QD-4</b>	<b>QD-5</b>
<b>PLO-1</b>	3	3	3	3	3
<b>PLO-2</b>	3	3	3	3	3
<b>PLO-3</b>	3	3	3	3	3
<b>PLO-4</b>	3	3	2	3	3
<b>PLO-5</b>	2	3	3	3	3
<b>PLO-6</b>	3	3	3	3	3
<b>PLO-7</b>	3	3	3	3	3
<b>PLO-8</b>	3	3	3	3	3
<b>PLO-9</b>	3	3	3	3	2
<b>PLO-10</b>	3	3	3	3	3
<b>PLO-11</b>	3	3	3	2	3
<b>PLO-12</b>	3	3	3	3	3
<b>PSO-1</b>	3	3	3	3	3
<b>PSO-2</b>	3	3	3	3	2
<b>PSO-3</b>	3	2	3	3	3
<b>PSO-4</b>	2	3	3	3	2

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.



**MASTER OF OCCUPATIONAL THERAPY  
BYE-LAWS  
ANNUAL SYSTEM**

**1. OBJECTIVES**

To train Occupational therapists who will be able to:

- Assume leadership roles in the field of occupational therapy.
- Assume enhanced patient care responsibilities.
- Formulate and implement educational programs.
- Analyze and undertake research.

**2. THE PROGRAMME**

- |   |   |
|---|---|
| a. Name   | Master of Occupational therapy (M.O.T.)   |
| b. Nature   | Regular and Full time.  |
| c. Duration   | Two Years   |
| d. Pattern  | Annual system   |
| e. Eligibility Criteria for Admission                               | Educational: A candidate seeking Admission to the M.O.T. Programme must have a Bachelor's degree in Occupational therapy with a minimum of 50% marks in aggregate. The Bachelor's course should be recognized by the regulatory body from a University recognized by Jamia Hamdard. |
| f. Commencement   | July/ August of every year.   |
| g. Mode of admission  | Written entrance test (as prescribed by the University)<br>Reservation in seats will be as per University norms   |
| h. Admission of Foreign Nationals/NRI /Company Sponsored Candidates | Eligibility same as for general candidates<br>Selection Procedure as prescribed by Jamia Hamdard from time to time.   |
| i. Total Seats  | As notified in the Jamia Hamdard prospectus   |
| j. Span Period:   | 4 years.  |
| k. Teaching days:   | In each year there shall normally be teaching of 180 Days.  |
| l. Medium of instruction and examination                            | : English   |

**3. THE CURRICULUM**

Master of Occupational therapy M.O.T.

- |                         |   |
|-------------------------|---|
| Total theory papers:    | 7 |
| Total Practical:        | 4 |
| Dissertation Viva voce: | 1 |

Seminars

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, lab work, project, case studies, participation in relevant events, field visit , educational tour etc.

#### 4. THE COURSE STRUCTURE: M.O.T.

##### a. Hours Distribution

##### First Year

##### FIRST YEAR

Code	Subject	Hours
MOP 161	Research Methodology and Biostatistics	64
MOP 162	Application of occupational Therapy Theory, Assistive / Rehabilitation technology & Environmental Adaptation	80
MOP 163	Practice environments for Physical Dysfunction (Theory)	80
MOP 164	Practice environments for Physical Dysfunction clinical practice	416
MOP 165	Practice Environments in Mental Health (Theory)	64
MOP 166	Practice Environments in Mental Health clinical Practice	416

**Total hrs. 1120 theory 288 practical 832**

##### SECOND YEAR

Code	Subject	Hours
MOP 261	Profession Development	80
MOP 262	Occupational therapy in pediatrics I (Theory)	64
MOP 263	Occupational therapy in pediatrics I (practical)	416
MOP 264	Occupational therapy in pediatrics II (Theory)	80
MOP 265	Occupational therapy in pediatrics II (practical)	352
MOP 266	Dissertation	64
MOP 267	Seminar	64

**Total hrs. 1120 theory 224hrs Practical 832hrs Seminar 64 hr**

## Marks Distribution

### First year

Code	Subject	IA	SE	TOTAL MARKS
MOP 161	Research Methodology and Biostatistics	25	75	100
MOP 162	Application of occupational Therapy Theory, Assistive / Rehabilitation technology & Environmental Adaptation	25	75	100
MOP 163	Practice environments for Physical Dysfunction (Theory)	25	75	100
MOP 164	Practice environments for Physical Dysfunction clinical practice (PRAC)	25	75	100
MOP 165	Practice Environments in Mental Health (Theory)	25	75	100
MOP 166	Practice Environments in Mental Health clinical Practice (PRAC)	25	75	100

**TOTAL MARKS: 600**

### SECOND YEAR

Code	Subject	IA	SE	TOTAL MARKS
MOP 261	Profession Development	25	75	100
MOP 262	Occupational therapy in pediatrics I (Theory)	25	75	100
MOP 263	Occupational therapy in pediatrics I (Practical)	25	75	100
MOP 264	Occupational therapy in pediatrics II (Theory)	25	75	100
MOP 265	Occupational therapy in pediatrics II (Practical)	25	75	100
MOP 266	DISSERTATION	0	100	100
MOP 267	SEMINAR	100	0	100

**TOTAL MARKS: 700**

### 5. ATTENDANCE

A. All students must attend every lecture / lab hours held in each subject. However, to account for late joining or other such contingencies the attendance requirement for appearing in the examinations shall be minimum of 75% of the classes actually held from date of admission. Each student is also required to participate in educational trips/ tour of the class.

B. In order to maintain the attendance record of a particular subject, a roll call will be taken by the teacher in every scheduled lecture and practical classes.

C. The teacher in -charge will consolidate the attendance record for theory & practical separately for each semester session. Attendance on account of participation in the prescribed functions of NCC, NSS , Inter-University Sports, Educational tours/ Fieldwork , shall be credited to the aggregate , provided the attendance record is duly signed by the Officer in-charge ,is sent to the Dean of the school within two weeks of the function / activity, etc.

D. The statement of attendance of students shall be displayed on the school notice board twice in each semester session. Copies of the same shall be kept in the Office of the Dean of the school/ of the concerned Department for record. Notice displayed on notice board shall be deemed to be a proper notification and no individual notice to students will be necessary.

E. If a student is found to be continuously absent from the classes without information for a period of thirty days, the teacher in-charge shall report it to the Head of Department. The Head will report it to Dean for necessary action.

F. A student with less than 75% attendance in theory and practical of each subject in an session shall be detained from appearing in the Annual Examination of the subject (s) in which the attendance is short. If the student has less than 85% attendance in the clinical practice he/ she shall be detained from appearing in the practical examination. a 75% attendance is necessary in ‘Seminars on Clinical Issues’, failing which the marks in this subject will not be forwarded for final result, and the student shall have to reappear in the next academic session. However, the Dean of the Faculty may consider for the condonation of attendance up to 5% on account of sickness or any other extenuating circumstances, provided the application condonation of attendance, duly certified by a Registered Practitioner/supported by documentary evidence has been submitted within seven days from recovery.

G. The students will get half summer and winter breaks only. Students will not get the autumn break. During the working half of summer and winter breaks, the students will continue with their clinical posting for the full day at their respective placements.

## **6. INTERNAL ASSESSMENT**

A. There will be 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15marks theory/practical, 5marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final/Semester exams.

B. The dates of the internal assessment examination will be notified in the academic calender.

C. The Head of the Dept. shall consolidate the marks of major tests before forwarding it to the Asst. Registrar (Exam) at the conclusion of each academic session

D. Sessional exams are to be conducted during the scheduled lecture time of the subject and other classes scheduled for that day are not to be cancelled.

E. A promoted candidate, who has to reappear in the Final/annual examination of the paper, will retain internal assessment marks of the previous academic session.

F. For ‘Seminars on Clinical Issues’ the marks will be based on presentations done by the students throughout the session. The assessment will be done by teachers of the specialty.

G. In the case of readmission the candidate shall go through the internal assessment process afresh and shall retain nothing of the previous academic session.

H. Missing an examination without prior permission of the competent authority will be counted as an attempt.

I. The marks of the internal assessment as well as the attendance will be notified and the examination answer sheets will be shown to the students and kept in record after receiving their signatures.

J. In exceptionally genuine and deserving cases, additional internal assessment tests may be held at the discretion of the competent authority.

## 7. ANNUAL & SUPPLEMENTARY EXAMINATIONS

Final/annual examination of theory and practical shall be conducted at the end of each session as outlined below.

a. Mode: Theory Papers	Written only
Lab Hours	Written, Demonstration and/ or Viva Voce
Viva Voce	Viva Voce
b. Duration: Theory	3 hours
Practical	Upto one hour per candidate
c. Examiner Theory	01 examiner from the panel
Practical	02 i.e. 1 internal and 1 external examiner from the panel

\*Panel to be prepared by the department and approved by the competent authority.

d. Moderation of Theory Papers For papers set by external examiners only. Change cannot be more than 30% by the teacher nominated by the Head.

e. Dissertation evaluation There will be an internal and an external evaluator for each dissertation. The dissertation will be evaluated by the internal examiner and the viva voce will be conducted by the external examiner.

## MINIMUM PASS MARKS

The minimum pass marks in each subject (theory and practical separately) shall be 50% of the maximum marks of the aggregate of Internal Assessment marks and Annual Examination marks. The student will need to obtain 50% of the maximum marks as aggregate of internal and external assessment, and need not obtain 50% of maximum marks in internal and external

assessment separately.

## **8. PROMOTION RULES:**

In order to pass a paper a student has to secure at least 50% marks in paper. A student has to clear theory and practical separately.

### **❖ From 1<sup>st</sup> year to 2<sup>nd</sup> year**

A candidate will be promoted from 1<sup>st</sup> year to 2<sup>nd</sup> year provided that he/she has passed in atleast 3 papers out of 6 of prescribed in 1<sup>st</sup> year in annual /supplementary examination. If the candidate fails to satisfy the criteria mentioned above, he or she shall be detained in 1<sup>st</sup> year.

A candidate failing in any subject will not be required to reappear in the internal assessment. His/her old internal assessment marks will be considered.

### **❖ Second year**

After having passed all subjects of first and second year, the students shall be eligible for award of masters of occupational therapy(MOT) degree from Jamia Hamdard. A candidate failing in any subject will not be required to reappear in the internal assessment. His/her old internal assessment marks will be considered.

Note: A candidate will be permitted to apply for re-evaluation if he/ she wish to do so. There will be supplementary examinations within 45 days of declaration of results of annual examination.

## **9. CLINICAL PRACTICE**

Students will engage in clinical practice in Occupational therapy Departments in the Orthopaedics/ Neurology/ Cardiopulmonary/ Psychiatry setting to enhance their clinical skills and apply theoretical knowledge gained during teaching sessions.

## **10. AWARD OF DEGREE**

A. The candidate shall be awarded a Degree Certificate only on successful completion of the course including clinical practice for both the years.

B. The entire course of study in O.T. for both the years must be completed within 6 years of the date of first admission.

## **11. MINIMUM PASS MARKS**

The minimum pass marks in each subject (theory and practical separately) shall be 50%.

## **12. SPAN PERIOD**

The entire course should be completed within a period of 6 years from the date of first admission to the program.

### 13. PAPER FORMAT

Max marks: 75

Duration: 3 hours

- |  |                  |            |
|--|------------------|------------|
| 1. Essay Type Answer<br>Attempt any two out of three | 15 Marks each ×2 | (30 marks) |
| 2. Long Answer<br>Attempt any two out of three       | 10 Marks each ×2 | (20 marks) |
| 3. Short Answer<br>Attempt any five out of six       | 5 Marks each ×5  | (40 marks) |

## TYPICAL COURSE DESIGN

Course Code: **MOP 161**

Title of the Course: **Research Methodology and Biostatistics**

L- T-P=64 L

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

### COURSE LEARNING OUTCOMES (CLOs)

**CLO-1.** Understand and apply different teaching – learning methods for imparting Occupational Therapy education.

**CLO-2.** Apply managerial skills in planning, implementation and administration of clinical activities.

**CLO-3.** Demonstrate adequate knowledge and skill in ethical principles of Occupational Therapy.

**CLO-4.** Apply and analyze the concept of learning evaluation and curriculum development.

**CLO-5.** Implement effective teaching sessions in Occupational Therapy, the basic issues of Occupational Therapy management & administration and practice as an informed professional on Legal & ethical issues.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PSO 4
<b>CLO 1</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 2</b>	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2
<b>CLO 3</b>	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
<b>CLO 4</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 5</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

**Detailed Syllabus:**

**MOP 161**



## **RESEARCH METHODOLOGY and STATISTICS {64Hrs.}**

To enhance the ability of the Occupational Therapist to conduct scientific studies thereby addressing the concerns of a commitment to inquiry , knowledge development & responsible (knowledge based ) clinical practice & to construct valid & reliable assessment tools capable of yielding data of scientific value.

### **SECTION I- RESEARCH METHODOLOGY {32HRS.}**

#### **UNIT-I**

1. An introduction to research methodology
2. Defining the research problem
3. Review of literature/use of IT & Database for ROL
4. Research Design –Experimental & Non-experimental
5. Measurement and scaling techniques
6. Methods of data collection
7. Sampling

#### **UNIT-II**

8. Level of evidence
9. Research ethics.
10. Writing proposal
11. Use of animals in research
12. Critiquing article
13. Choosing & Developing Research question
14. Presenting research Proposal

#### **UNIT-III**

15. Applying for research funding
16. Writing in scientific style
17. Writing thesis & journal article
18. Presenting research
19. Attending a scientific conference
20. Preparing a conference poster
21. Guidelines for development / refinement, evaluation and use of assessment tools (including attitude scales): scoring, administering tests & critiquing tools.  
{2Hrs}

### **SECTION-II BIOSTATISTICS**

**{32HRS}**

#### **UNIT-IV**

1. Processing and analysis of data
2. Testing of hypothesis (parametric or standard tests of hypotheses, non parametric or distribution-free tests)
3. Statistical analysis for differences and correlation: Basic, Advanced special technique
4. Analysis of variance and covariance
5. Multivariate analysis techniques
6. Interpretation

#### **UNIT-V**

7. Sample size estimation and power calculation

8. Qualitative analysis
9. Research analysis
10. Software use for data analysis – STATA, SPSS etc.
11. Repertory grid analysis and its application to health care research.
12. Delphi technique (to arrive at a consensus of professional opinion on any given topic).

### **RECOMMENDED BOOKS**

- S Jenkins, CJ Price & L Straker: The Research Therapist-
- F Smith & J Smith: Clinical Research
- Domholdt: Physical therapy Research
- Carolyn Hicks : Resesrch Methodology for clinical therapist
- Research Methodology-K.R. Sharma 2002
- Research Methods For Clinical Therapist Carolyn M.H.
- Medical Uses Of Statistics John C. Bailar III And Frederick Mosteller.
- Fundamentals of Biostatistics Khan & Khanam 1<sup>st</sup> Edition.
- Biostatistics By KV Rao 1<sup>st</sup> Edition.

#### **Teaching-Learning Strategies in brief (4 to 5 sentences)**

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, project, case studies, participation in relevant events, field visit, educational tour etc.

#### **Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Paper is written only (3 hours) having 01 examiner from the panel.

Course Code: **MOP 162**

**Title of the Course: APPLICATION OF  
OCCUPATIONAL THERAPY THEORY, ASSISTIVE / (RE) HABILITATION  
TECHNOLOGY & ENVIRONMENTAL ADAPTATIONS.**

L-T-P = 80 L

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE LEARNING OUTCOMES (CLOs)**

After completing this Course, the students should be able to .....

**CLO-1** acquire in depth knowledge in understanding the biomechanics and kinesiology.

**CLO-2.** Understanding of Biomechanics and Kinesiology of human body movement and basics of orthopaedic conditions.

**CLO-3.** Identify and apply the principles of biomechanics and kinesiology in understanding the normal functioning of the human body.

**CLO-4.** identify and apply the principles of biomechanics in understanding patho-mechanics of various conditions and and apply the applications of movement dysfunction into therapeutic exercise prescription.

**CLO-5.** use these principles in managing various clinical orthopaedic conditions.

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PSO 4
<b>CLO 1</b>	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2
<b>CLO 2</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
<b>CLO 3</b>	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 4</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2
<b>CLO 5</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

## Detailed Syllabus:

### **MOP 162, APPLICATION OF OCCUPATIONAL THERAPY THEORY, ASSISTIVE / (RE) HABILITATION TECHNOLOGY & ENVIRONMENTAL ADAPTATIONS. {80 Hrs.}**

#### **SECTION-I APPLICATION OF OCCUPATIONAL THERAPY THEORY (30 HRS.)**

To enhance the abilities of the Occupational Therapist to choose the appropriate evaluations and treatment procedures based on the philosophy of Occupational Therapy.

##### **UNIT-I**

- Influences of professional knowledge development philosophical & conceptual base.
- Emerging paradigm
- Model Base
  - Conceptual models: occupation, Ecological
  - Practice models: Traditional or contemporary
- Bridging the gap between theory & practice
- Therapeutic roles & functions
- Clinical reasoning
- Assessment & Diagnosis

##### **UNIT-II**

- Planning & Intervention
- O. T. Process Model
- Service program
- Critical analysis of the various approaches used (e.g. specific techniques, evaluations etc.)
  
- OT Practice framework
- ICF-International classification of functioning
- Occupational Science

#### **SECTION-II ASSISTIVE / (RE) HABILITATION TECHNOLOGY {30 HRS.}**

To enhance the capabilities of the Occupational Therapist in maximizing the client's / patient's function in occupational performance areas by using appropriate technology.

##### **UNIT-III**

- Introduction & Definitions of technology
- History
- Competencies required by Occupational Therapists
- Information sources for technology
- Matching technology to human needs (assessing client's needs & skills, problem solving Approach to evaluate consumers for ATD's)

##### **UNIT-IV**

- Technological applications Therapeutic interventions:
  - Seating system (including pressure management)

- Selection of appropriate power
- Self – care aids.
- Educational & vocational aids
- Interface switches & mounting aids
- Pointing & writing aids
- Manipulatory & mobility aids
- Recreational aids
- Visual aids
- Communication aids
- Aids for the tactilely impaired
- Upper, lower extremity & spinal orthoses & upper & lower extremity prostheses (Emphasizing application of CAD/ CAM technology)
- Environmental controlled units
- Models for Assistive technology
- Concept of telemedicine/rehabilitation & information technology
- Technology in India (CBR)
- Current practice & recent advances (Including material technology)
- Future of Technology & O. T.

### **Section–III ENVIRONMENTALADAPTATIONS**

**20 HRS**

#### **UNIT-V**

To enhance the capabilities of the Occupational Therapist in optimizing the client's / patient's performance of a desired task in the environmental context.

- Introduction
- Regulations concerning accessibility to physical environment.
- Elimination of environmental barriers in various contexts
- Ergonomics-Working conditions and work design
- Disabilities evaluation

#### **RECOMMENDED BOOKS**

- Environmental science by NCERT
- Cook AM, Polgar JM. Cook's and Hussey's Assistive Technologies: Principles and Practice, St. Louis.
- Stephen Pheasant: Ergonomics, Work and Health. Aspen publishers
- Karen jacobs: Ergonomics for therapist

#### **Teaching-Learning Strategies in brief (4 to 5 sentences)**

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, lab work, project, case studies, participation in relevant events, field visit, educational tour etc.

#### **Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Papers is written only (3 hours) having 01 examiner from the panel.

Course Code: **MOP 163** Title of the Course: **PRACTICE ENVIRONMENTS for PHYSICAL DYSFUNCTION**

L-T-P =80 L

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Course Code: **MOP 164** Title of the Course **PRACTICE ENVIRONMENTS PHYSICAL DYSFUNCTION CLINICAL PRACTICE**

L-T-P=416 P

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

### COURSE LEARNING OUTCOMES (CLOs)

On completion of the study of this Course the student should be able to:

**CLO-1.** Implement the basic concepts of statistics and principles of scientific enquiry in planning and evaluating the results of OT practice.

**CLO-2.** Evaluate the abilities of the occupational therapist to choose the appropriate evaluations and treatment procedures based on the function in occupational performance areas by using appropriate technology.

**CLO-3.** Enhance the abilities of the occupational therapist to evaluate the OT Program effectiveness following planning, development, implementation and organisation in various environments of practice.

**CLO-4.** Determining the effectiveness of follow up intervention program.

**CLO-5.** Assess the abilities of the occupational therapist to evaluate the OT Program effectiveness following planning, development, implementation and organization in various environments of practice.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PSO 4
<b>CLO 1</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 2</b>	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 3</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 4</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 5</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

## Detailed Syllabus:

### **MOP 163, PRACTICE ENVIRONMENTS for PHYSICAL DYSFUNCTION** **{80 Hrs.}**

To enhance the Occupational Therapist's capability to evaluate the O.T. program effectiveness following planning, development, implementation & organization in various environments of practice

- Assessing using appropriate evaluative tools.
- Using goal attainment scales to determine the effectiveness of goals set.
- Determining the effectiveness of planning, implementation and termination of appropriate
- Intervention strategies in treatment (including Frame of references)
- Determining the effectiveness of follow - up intervention program.

#### **IN -**

##### **UNIT-I**

**Neurology:** Neurological, neurosurgical (including neuro-muscular conditions) {20 Hrs}

##### **UNIT-II**

**Pediatrics-**Neonatology Pediatrics neurological conditions {20Hrs.}

##### **UNIT-III**

**Orthopedics -** Traumatic & Non-Traumatic musculoskeletal disorders {20 Hrs.}

##### **UNIT-IV**

#### **General:-**

**{20 Hrs.}**

- HIV Aids
- Leprosy
- Cancer
- Geriatrics
- Women health
- Industrial health
- Community rehab
- Burns
- Life style diseases (Diabetes, Obesity & hypertension)
- Cardiac & Pulmonary Rehab

#### **RECOMMENDED BOOKS**

- K.Park: Park's Textbook of Preventive and Social medicine. M/s Banarsidas Bhanot Publishers
- De Lisa: Rehab. Medicine
- Krusens Hand book of Physical medicine & Rehabilitation
- S byres, Cannon, Lohman: Occupational Therapy with Elders . Mosby
- Malcolm Peat: Community base Rehabilitation. W.B Saunders Carlyon Unsworth, Cognitive and Perceptual dysfunction: A Clinical reasoning approach to evaluation and intervention.. Lippincott Williams and Wilkins
- Laurie Lundy Ekman: Neuroscience: Fundamentals for Rehabilitation. W.B Saunders

- Anne Shumway Woollacott , Motor control: Therapy and Practical Application. Lippincott Williams and Wilkins
- Darcy Ann Umphred: Neurological rehabilitation. Mosby
- Fogel & Schiff's: Neuropsychiatry Therapy. Williams & Wilkins
- O.T. Practice Skills For Physical Dysfunction By L.V. Pedritti.
- Handbook Of Research in Physical Therapy By C.E. Bork.
- Physical Therapy Research: Principals & Applications By E. Domhold
- Physical Rehabilitation- Assessment & Treatment By O' Sul.
- Occupational Therapy for Physical Dysfunction By Trombly.
- Textbook of Work Physiology By Astrand

**Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory/practical, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Papers is written only (3 hours) having 01 examiner from the panel, Lab Hours can be taken as Written, Demonstration and/ or Viva Voce (Upto one hour per candidate) 1 internal and 1 external examiner from the panel.



Course Code: **MOP 165** Title of the Course: **PRACTICE ENVIRONMENT IN MENTAL HEALTH**

L-T-P = 64 L  
(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Course Code: **MOP 166** Title of the Course: **PRACTICE ENVIRONMENT IN MENTAL HEALTH CLINICAL PRACTICE**

L-T-P = **416 P**  
(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)**

After completing this Course, the students should be able to .....

**CLO-1.**Identify problems of relevance to the theory and/or practice of therapy in rehabilitation.

**CLO-2.**Undertake injury into a specific problem area and aim towards knowledge on the topic in the specified problem area.

**CLO-3.** Formally document the stages of such a study, including description of the problem, the process of investigation, the findings and their implications for therapy education, practice and research.

**CLO-4.** Gain an interest in research, writing, and publishing material, which contributes to the ongoing development of professional therapy both as a science and an art.

**CLO-5.** Develop skills in critical thinking, research method (including review of literature, formulation of a problem for study, selection of a research strategy to investigate the problem,) implementation of that strategy), and the formal presentation of information related to the theory and or/ practice of occupational therapy.

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
<b>CLO 1</b>	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2
<b>CLO 2</b>	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 3</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
<b>CLO 4</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 5</b>	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

## Detailed Syllabus:

### MOP 165

### PRACTICE ENVIRONMENTS IN MENTAL HEALTH

{64Hrs}

To enhance the Occupational Therapist's capability to evaluate the O.T. program effectiveness following planning, development, implementation & organization in various environments of practice

#### UNIT-I

- Assessing using appropriate evaluative tools
- Using goal attainment scales to determine the effectiveness of goals set.  
Determining the effectiveness of planning, implementation and termination of appropriate intervention strategies in treatment (including Frame of references)
- Determining the effectiveness of follow - up intervention program.

#### IN:

#### UNIT-II

- Disorders first diagnosed in infancy, childhood, or adolescence
- Delirium, Dementia, amnesic, and other cognitive disorders
- Mental disorders due to a general medical condition

#### UNIT-III

- Substance related disorders
- Schizophrenia and other Psychotic disorders

#### UNIT-IV

- Mood disorders
- Anxiety disorders
- Somatoform disorders
- Eating disorders
- Adjustment disorders
- Personality disorders

#### UNIT-V

- Pains & stress management
- Other Neuropsychiatry disorders
- Preventives & current practice in Psychosocial conditions

### **RECOMMENDED BOOKS**

- Nancie R. Finnie: Handling the young child with cerebral palsy at home. Butterworth & Heinemann
- Sophie Levitt: Treatment of cerebral palsy and motor delay. Blackwell
- Jane Case Smith: Occupational Therapy for children. Mosby
- Paula Kramer. Jim Hinojosa: Frames of reference for pediatric occupational therapy. Lippincott Williams & Wilkins
- Anita Bundy: Sensory Integration: Theory and Practice. F.A Davis
- Linda King Thomas, Bonnie J. Hacker : A Therapist's Guide to Pediatric Assessment. Little Brown & Wilkins
- Marilyn B. Cole: Group dynamics in Occupational therapy. Slack
- Moya Wilson: Occupational Therapy in short term psychiatry. Churchill Livingstone
- Anne Cronin Mosey : Occupational Therapy: Configuration of a profession .Raven Press
- Anne Cronin Mosey: Activities therapy. Raven Press
- Anne Cronin Mosey: Psychosocial components of Occupational therapy. Raven press

- Best Practice Occupational therapy in Community Service with Children and families. Winnie Dunn slack Incorporated
- Carlyon a. McManus: Group Wellness programs for chronic pain and disease management. Butter Worth Heinemann
- Vickie Nixon: Spinal Cord Injury. William Heinemann.
- M. Wilson Occupational Therapy in Long Term Psychiatry 3<sup>rd</sup> Edition.
- G.S. Fidler and J.W. Fidler Occupation Therapy in Communication Process.
- H. Hopkins and H. Smith - Willard and Spackman's Occupational Therapy 8<sup>th</sup> Edition.

### **Teaching-Learning Strategies in brief**

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, lab work, project, case studies, participation in relevant events, field visit, educational tour etc.

### **Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory/practical, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Papers is written only (3 hours) having 01 examiner from the panel, Lab Hours can be taken as Written, Demonstration and/ or Viva Voce (Upto one hour per candidate) 1 internal and 1 external examiner from the panel.

**MOT SECOND YEAR**  
**(PAEDIATRICS)**

**COURSE DESIGN**  
**TYPICAL COURSE DESIGN**  
**NAME OF THE SCHOOL / DEPARTMENT / CENTRE**

Name of the Academic Program Master of Occupational Therapy(Paediatrics)

Course Code: MOP 261

Title of the Course: **PROFESSIONAL DEVELOPMENT**

L-T-P **80 L**

Credits **NA**

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)**

After completing this Course, the students should be able to .....

**CLO-1.** Understand and apply different teaching – learning methods for imparting Occupational Therapy education.

**CLO-2.** Apply managerial skills in planning, implementation and administration of clinical activities.

**CLO-3.** demonstrate adequate knowledge and skill in ethical principles of Occupational Therapy.

**CLO-4.** Apply and analyze the concept of learning evaluation and curriculum development.

**CLO-5.** Implement effective teaching sessions in Occupational Therapy, the basic issues of Occupational Therapy management & administration and practice as an informed professional on Legal & ethical issues.

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PSO 4
<b>CLO 1</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 2</b>	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2
<b>CLO 3</b>	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
<b>CLO 4</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 5</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

**Detailed Syllabus:**

## **PROFESSIONAL DEVELOPMENT (80 Hours)**

### **Section - I**

#### **SERVICE DELIVERY and MANAGEMENT (30 Hours)**

To enhance the ability of the Occupational Therapist to implement the principles of management & administration in the context of increasing interaction between the Health – care facility & the community.

#### **Unit-I**

##### **1. Health care delivery system (including in health prevention and promotion) Hospital : types and function ,clinical ,supportive and ancillary services of a hospital**

##### **2. Facility planning**

- designing, values based facility, strategic planning , design decisions
- planning steps & process
- planning for growth  
(acute care, rehabilitation center, school system, adult day care, long-term care, home care and private practice , community care , industrial set-up, Hospice)

##### **3. Organizing & engaging people in work setting**

- Achieving organizational vision through people
- Concept of productivity
- Leadership
- Organizational leadership : roles , responsibilities & competencies.
- Theories about managing people
- Management styles
- Work teams

##### **4. Dealing with differences (values, diversity concerns)**

- Conflicting values & motivations
- Organizational ,personal & professional guidance (organizational self-view, fundamental documents )

##### **5. Organizational structure & control for business success**

- characteristics of business structures
- (legal structure, tax status, operating structure)
- Organizational structure  
(organizational chart, hierarchy in organizations, organizational patterns)
- product strategy decisions
- policies & procedures
- re-organization
- human resource management in relation to the operating structure.

##### **6. Recruitment (personnel & entry level students)**

##### **7. Directing and controlling**

##### **8. Monitoring and evaluation**

#### **Unit-II**

##### **9. Information management**

- management & flow of information in an organisation
- use of data
- documentation (personnel ,technological, financial considerationc & realistic expectations)

**10. Outcome management**

**11. Quality management - basis of quality management , Quality assessment / control (adults),quality assurance , international quality system**

**12. Risk management**

**13. Financial management (fiscal management & cost accounting)**

**14. Marketing**

- market orientation, segmentation, consumer research
- basics of marketing
- marketing plan
- marketing strategies in health care.
- promotional considerations ( communication methods & media , the marketing campaign)

**15. Consultancy**

**16. Entrepreneurship: ownership & private practice**

**Section –II**

**PEDAGOGY in OCCUPATIONAL THERAPY EDUCATION (30 Hours)**

To enhance the potential of the Occupational Therapist to become effective communicators especially in the context of education

**Unit-III**

**1. Philosophy of education & emerging issues in education**

- meaning , functions & aims of education
- agencies of education
- formal , informal & non – formal education
- current issues & trends in higher education-
  - Issue of quality in higher education
  - Autonomy & accountability
  - Privatization
  - Professional development of teachers
  - Education of persons with disabilities
- need for educational philosophy
  - Some major philosophies ( idealism, naturalism , pragmatism ) & their implications for education

**2. Concepts of teaching & learning**

- meaning , need & scope of educational psychology
- meaning & relationship between teaching & learning
- learning theories

- dynamics of behaviour
- individual differences

### **3. Curriculum**

- meaning & concept
- basis for curriculum formulation / development
- framing objectives for a curriculum
- process of curriculum development ( including field work )
- effecting curriculum development
- evaluation of curriculum

### **4. Methods & techniques of teaching**

(Lecture, demonstration, discussion, seminar, assignment, project method & case study)

### **5. Planning for teaching**

- Bloom's taxonomy instructional objectives
- writing instructional objectives in behavioural terms
- unit planning & lesson planning
- preparation of unit plan & lesson plan

### **6. Teaching aids**

- Types of teaching aids
- Principles of selection , preparation & use of audio-visual aids

### **7. Measurement & Evaluation**

- Nature of educational measurement : meaning , process & types of testing
- Construction of an achievement tests & its analysis.
- Standardized tests
- Introduction of some standardized tools : important tests of intelligence , aptitude , personality
- Continuous & comprehensive evaluation.

### **8. Guidance & counselling**

- meaning & concepts of guidance & counselling
- principles
- guidance & counseling services for students & faculty members
- faculty development & development of personnel for O.T. services

### **9. Clinical Education**

- Awareness & guidance to the common people about health & disease, and available Professional services
- Patient education
- Education of health care practitioners
- Use of media in clinical education

## **SECTION – III**

### **Unit-IV**

#### **LEGISLATIVE and ETHICAL ISSUES**

**10 Hours**

1. Legal / Legislative issues concerning:
  - Occupational Therapy profession



- Persons with disability
- 2 Ethical issues
3. Standard of practice

## **Section – IV**

### **Unit-V**

## **ADDRESSING CURRENT ISSUES in OCCUPATIONAL THERAPY**

### **FUTURE PLANNING**

### **RECOMMENDED BOOKS**

- Moon JA. Reflection in learning and professional development: Theory and practice. Routledge; 2013 Sep 5.
- Guskey TR, Huberman M. Professional development in education: New paradigms and practices. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3425-X; clothbound: ISBN-0-8077-3426-8).; 1995.
- McCall MW, Lombardo MM, editors. Leadership: Where else can we go?. Durham, NC: Duke University Press; 1978.
- Bailey DM, Schwartzberg SL. Ethical and legal dilemmas in occupational therapy.

### **Teaching-Learning Strategies in brief (4 to 5 sentences)**

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, lab work, project, case studies, participation in relevant events, field visit, educational tour etc.

### **Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory/practical, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Papers is written only (3 hours) having 01 examiner from the panel.



Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

**Detailed Syllabus:**

**MOP 262 OCCUPATIONAL THERAPY IN PAEDIATRICS I (64 Hours)**

**Unit-I**

- Traditional & contemporary models
- Relationships with other service providers - team work in paed
- Growth & development
- Developmental principles & theories
- Developmental process : prenatal to adolescent

**Unit-II**

- General pediatric health care
- Diagnostic imaging & other investigation
- Diagnostic problems.

**Unit-III**

- Principles & techniques of O.T. Assessment
- History
- Examination & measurement
- Basic principles of O.T. intervention including parent & family involvement

**Unit-IV**

- Major areas of childhood performance
  - Feeding & oral motor skills (lactation counseling)
  - Hand functions and hand writing
  - Other self-maintenance activities
  - Play & recreational activities
  - School work tasks & pre-vocational readiness
  - Orthosis and prosthesis in children

**Unit-V**

14. Service Design & management

- NICU & Hospital based set-ups
- child guidance centers
- Pre-school services.
- school system
- Home based set-ups.
- Sensory Integrative Set up
- Pediatric Rehab
- Play park etc.

**RECOMMENDED BOOKS**

- Nancie R. Finnie: Handling the young child with cerebral palsy at home. Butterworth & Heinemann
- Sophie Levitt: Treatment of cerebral palsy and motor delay. Blackwell

- Jane Case Smith: Occupational Therapy for children. Mosby
- Paula Kramer.Jim Hinojosa: Frames of reference for pediatric occupational therapy. Lippincott Williams & Wilkins
- Anita Bundy: Sensory Integration: Theory and Practice. F.A Davis
- Linda King Thomas, Bonnie J. Hacker : A Therapist's Guide to Pediatric Assessment. Little Brown & Wilkins
- Marilyn B.Cole: Group dynamics in Occupational therapy. Slack
- Moya Wilson: Occupational Therapy in short term psychiatry. Churchill Livingstone
- Anne Cronin Mosey : Occupational Therapy: Configuration of a profession .Raven Press
- Anne Cronin Mosey: Activities therapy. Raven Press
- Anne Cronin Mosey: Psychosocial components of Occupational therapy. Raven press
- Best Practice Occupational therapy in Community Service with Children and families. Winnie Dunn slack Incorporated
- Carlyon a. McManus: Group Wellness programs for chronic pain and disease management.Butter Worth Heinemann
- Vickie Nixon: Spinal Cord Injury. William Heinemann.
- M.Wilson Occupational Therapy in Long Term Psychiatry 3<sup>rd</sup> Edition.
- G.S. Fidler and J.W. Fidler Occupation Therapy in Communication Process.
- H.Hopkins and H.Smith - Willard and Spackman's Occupational Therapy 8<sup>th</sup> Edition.

#### **Teaching-Learning Strategies in brief (4 to 5 sentences)**

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, lab work, project, case studies, participation in relevant events, field visit, educational tour etc.

#### **Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory/practical, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Papers is written only (3 hours) having 01 examiner from the panel, Lab Hours can be taken as Written, Demonstration and/ or Viva Voce (Upto one hour per candidate) 1 internal and 1 external examiner from the panel.



Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

## **MOP 264 OCCUPATIONAL THERAPY IN PAEDIATRICS – II (80Hours)**

### **SPECIFIC O.T. SERVICES including CURRENT & FUTURE TRENDS IN:**

#### **Unit-I**

- Neonatology –High risk infants & Early intervention & respiratory
- Cardiovascular disorder in childhood

#### **Unit-II**

- Neurological disorder in childhood
- Endocrine & metabolic disorders in childhood

#### **Unit-III**

- Malignancies in childhood
- Collagen vascular disorder in childhood
- Genetic disorders childhood

#### **Unit-IV**

- Musculo skeletal disorder in childhood (Traumatic & non-traumatic)
- Psychiatric disorders in childhood
- Thermal injuries

#### **Unit-V**

#### **Others: -**

- Communication, visual and hearing impairment

### **RECOMMENDED BOOKS**

- Nancie R. Finnie: Handling the young child with cerebral palsy at home. Butterworth & Heinemann
- Sophie Levitt: Treatment of cerebral palsy and motor delay. Blackwell
- Jane Case Smith: Occupational Therapy for children. Mosby
- Paula Kramer. Jim Hinojosa: Frames of reference for pediatric occupational therapy. Lippincott Williams & Wilkins
- Anita Bundy: Sensory Integration: Theory and Practice. F.A Davis
- Linda King Thomas, Bonnie J. Hacker : A Therapist's Guide to Pediatric Assessment. Little Brown & Wilkins
- Marilyn B. Cole: Group dynamics in Occupational therapy. Slack
- Moya Wilson: Occupational Therapy in short term psychiatry. Churchill Livingstone
- Anne Cronin Mosey : Occupational Therapy: Configuration of a profession .Raven Press
- Anne Cronin Mosey: Activities therapy. Raven Press
- Anne Cronin Mosey: Psychosocial components of Occupational therapy. Raven press
- Best Practice Occupational therapy in Community Service with Children and families. Winnie Dunn slack Incorporated

- Carlyon a. McManus: Group Wellness programs for chronic pain and disease management. Butter Worth Heinemann
- Vickie Nixon: Spinal Cord Injury. William Heinemann.
- M. Wilson Occupational Therapy in Long Term Psychiatry 3<sup>rd</sup> Edition.
- G.S. Fidler and J.W. Fidler Occupation Therapy in Communication Process.
- H.Hopkins and H.Smith - Willard and Spackman's Occupational Therapy 8<sup>th</sup> Edition.

**Teaching-Learning Strategies in brief (4 to 5 sentences)**

Mode of Curriculum delivery and execution includes classroom teaching, assignments, tests, lab work, project, case studies, participation in relevant events, field visit, educational tour etc.

**Assessment methods and weightages in brief (4 to 5 sentences)**

- 3 internal assessments in a year. Best two of three will be considered for marks calculation. Tests will carry a weightage of 15 marks theory/practical, 5 marks for attendance and 5 for assignment. The total weightage of the internal exams will be 25% of total marks in each subject in the Final exams.
- Final/annual examination: Mode of Theory Papers is written only (3 hours) having 01 examiner from the panel, Lab Hours can be taken as Written, Demonstration and/ or Viva Voce (Upto one hour per candidate) 1 internal and 1 external examiner from the panel.

Course Code: **MOP 266** Title of the Course: **Dissertation**

L-T-P **64 P** Credits **NA**  
 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

**COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)**

After completing this Course, the students should be able to .....

**CLO-1.** Identify problems of relevance to the theory and/or practice of therapy in rehabilitation.

**CLO-2.** Undertake inquiry into a specific problem area and aim towards knowledge on the topic in the specified problem area.

**CLO-3.** Formally document the stages of such a study, including description of the problem, the process of investigation, the findings and their implications for therapy education, practice and research.

**CLO-4.** Gain an interest in research, writing, and publishing material, which contributes to the ongoing development of professional therapy both as a science and an art.

**CLO-5.** Develop skills in critical thinking, research method (including review of literature, formulation of a problem for study, selection of a research strategy to investigate the problem,) implementation of that strategy), and the formal presentation of information related to the theory and or/ practice of occupational therapy.

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
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<b>CLO 2</b>	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 3</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
<b>CLO 4</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>CLO 5</b>	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

**Assessment methods and weightages in brief (4 to 5 sentences)**



- There will be an internal and an external evaluator from the panel, for each dissertation. The dissertation will be evaluated by the internal examiner and the viva voce will be conducted by the external examiner.

Course Code: **MOP 267** Title of the Course: **Seminar**

L-T-P **64 T** Credits **NA**  
 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

### COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)

After completing this Course, the students should be able to .....

**CLO-1.** Acquire in-depth understanding and skill in seminar presentation in topics of Paediatric Occupational Therapy.

**CLO-2.** Make a well researched presentation on the allocated topic.

**CLO-3.** Demonstrate adequate knowledge and skill in seminar presentation.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PSO 4
<b>CLO 1</b>	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
<b>CLO 2</b>	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
<b>CLO 3</b>	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

#### Assessment methods and weightages in brief (4 to 5 sentences)

- There will be two internal evaluators for each seminar.

## **BOOKS RECOMMENDED:-**

1. Clinical orthopedic Rehabilitation: S.Brent Brotzman, C.V Mosby Company
2. Orthopedics in Rehabilitation: at McKee, Jaypee Brothers
3. Treatment and Rehabilitation of fractures: Stanley Hoppenfeld. Lippicott Williams and Wilkins
4. Therapeutic Exercise: Moving towards function: Carries M. Hall & Lori Thein Broody Lippicott Williams and Wilkins
5. Atlas of limb prostheses-Surgical, Prostheses and Rehabilitation Principles: J.H Bowker, J.H Michael, Mosby yearbook
6. Introduction to splinting: Brenda Coppard, Helene Lohman. Mosby
7. Functional Fracture Bracing :Augustus Sarmiento. Springer
8. Rehabilitation of Hand. Volume I & II. James Hunter.C.V Mosby
9. Rehabilitation of the Hand : C.B Wynn Parry. Butterworths
10. Spinal Cord Injury: Vickie Nixon. William Heinemann
11. Handling the young child with cerebral palsy at home. Nancie R. Finnie. Butterworth & Heinemann
12. Treatment of cerebral palsy and motor delay. Sophie Levitt. Blackwell
13. Occupational Therapy for children. Jane Case Smith. Mosby
14. Frames of reference for pediatric occupational therapy. Paula Kramer.Jim Hinojosa. Lippincott Williams & Wilkins
15. Sensory Integration: Theory and Practice. Anita Bundy F.A Davis
16. A Therapist's Guide to Pediatric Assessment. Linda King Thomas, Bonnie J. Hacker Little Brown & Wilkins
17. Cognitive and Perceptual dysfunction: A Clinical reasoning approach to evaluation and intervention. Carlyon Unsworth. Lippincott Williams and Wilkins
18. Neuroscience: Fundamentals for Rehabilitation. Laurie Lundy Ekman. W.B Saunders
19. Motor control: Therapy and Practical Application. Anne Shumway Woollacott Lippincott Williams and Wilkins
20. Neurological rehabilitation. Darcy Ann Umphred. Mosby
21. Neuropsychiatry Therapy. Fogel & Schiffs. Williams & Wilkins
22. Group dynamics in Occupational therapy. Marilyn B.Cole. Slack
23. Occupational Therapy in short term psychiatry. Moya Wilson. Churchill Livingstone
24. Occupational Therapy: Configuration of a profession . Anne Cronin Mosey .Raven Press
25. Activities therapy. Anne Cronin Mosey. Raven Press
26. Psychosocial components of Occupational therapy. Anne Cronin Mosey. Raven press
27. Community base Rehabilitation Malcolm Peat. W.B Saunders
28. Best Practice Occupational therapy in Community Service with Children and families. Winnie Dunn slack Incorporated
29. Group Wellness programs for chronic pain and disease management. Carlyon a. McManus,Butter Worth Heinemann
30. Park's Textbook of Preventive and Social medicine. K.Park,M/s Banarsidas Bhanot Publishers
31. Ergonomics, Work and Health. Stephen Pheasant. Aspen publishers
32. Ergonomics for therapist – Karen Jacobs

33. Rehab. Medicine – De lisa
  34. Krusens Hand book of Physical medicine & Rehabilitation
  35. Occupational Therapy with Elders – S byres, Cannon, Lohman. Mosby
  36. The Research Therapist- S Jenkins, CJ Price & L Straker
  37. Clinical Research- F Smith & J Smith
  38. Physical therapy Research – Domholdt
  39. Research Methodology for clinical therapist – Carolyn Hicks
- Research Journals related to Occupational Therapy & Rehabilitation**

**Prepared By:-**

**Ms Nazia Ali**  
**Assistant Professor**  
**Mentor- MOT II Year**

**Ms Saba Aziz**  
**Assistant Professor**  
**Mentor- MOT I Year**

**Ms Rashida Begum**  
**Associate Professor**  
**MOT Coordinator**