



## **School of Rehabilitation**

Tehran University of Medical Sciences & Health Services  
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### **Course Description Guide**

**Islamic Republic of Iran**

**Ministry of Health, Treatment & Medical Education**



**Tehran University of Medical Sciences & Health Services**

**School of Rehabilitation**

**Master of Science, Occupational Therapy Program**

## **Introduction**

Occupational therapy evaluates, treats, and counsels patients with physical, psychological, social and mental disabilities using the principles of biomechanics, psychology and neurology. Wide range of clients from premature infants to the elderly, refer to Occupational Therapy centers to achieve independent living. Occupational Therapy helps not only the individual but also the family, caregivers and community. Thus, ordering occupational therapy not only prevents the occurrence of disabilities and increases the quality of life, but also improves family and caregiver's health, and finally community.

## **The Aim of the Course**

The aim of this course are as follows:

- Research activities that provide a scientific view in their practice.
- Familiarity with the models and theories of occupational therapy in practice.
- Obtaining required abilities for presenting educational services.

## **Eligibility**

In order to be admitted to this program, a student needs to have a Bachelor of Occupational Therapy.

## **The Terms and Conditions of Admission to the Course**

Based on the application forms, assessment of documents, and research and treatment background of applicants.

## **Expected abilities and skills**

### **General Competencies**

- Interactive communication skills with clients, careers/family members as well as team members □  
Research skills
- Critical thinking and problem solving skills
- Evidence-based management skills
- Professionalism

### **Educational Strategies**

- Task based Education
- Problem based Education

- Evidence based Education

### **Assessment methods**

- Written Exam
- Oral Exam
- Assignments

### **Number of credits and classification**

The minimum number of credits required for obtaining a master's degree in Occupational Therapy is 32 (24 core credits, 4 non-core credits and 4 credits for thesis).

### **Ethical issues**

Students should

- Strictly observe Biosafety and Patient Safety Rules<sup>1</sup> concerning clients, personnel, and workplace.
- Truly respect faculty members, the staff, classmates and other students and work for creating an intimate and respectful atmosphere. □□Observe social and professional ethical considerations in criticism.

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<sup>1</sup> Biosafety and Patient Safety Rules will be set out by the Educational Departments and will be available to the students.

### *Core credits*

Core course refers to courses that all students are required to take before they would be eligible to complete the MSc degree in Occupational Therapy.

### *Course description:*

#### **Table of Compensatory Courses**

Code	Course Title	Number of Credits			Hours			Prerequisite	Term
		Total	Theory	Practice	Theory	Practice	Total		
01	Medical Information Technology	1	0.5	0.5	9	17	26	None	1

#### **Table of Core Courses**

Code	Course Title	Number of Credits			Hours			Prerequisite	Term
		Total	Theory	Practice	Theory	Practice	Total		
02	Research Method	3	2	1	34	34	68	None	1
03	Biostatistics	2	1	1	17	34	51	None	2
04	Theories and Models of Practice in Occupational Therapy	3	2	1	34	34	68	None	1
05	Application of neuroscience in Occupational Therapy	2	2	-----	34	-----	34	None	1
06	Movement science and analysis of functional movement	2	1	1	17	34	51	None	2
07	Specialized tests and Occupational Therapy equipment	2	1	1	17	34	51	None	2
08	Occupational Therapy in Elderly	2	2	-----	34	-----	34	None	2
09	Ethics in occupational Therapy	1	1	-----	17	-----	17	None	1
10	Evidence Based Occupational Therapy	2	2	-----	34	-----	34	Medical Information Technology	3
11	Consultation in Occupational Therapy	1	1	-----	17	-----	17	None	3
12	Clinical Training	3	-----	3	-----	153	153	None	3
13	Seminar	1	1	-----	17	-----	17	Medical Information Technology	2
14	Thesis	4	4					-----	4
Total		28 credits							

### Non-core credits

Non-core course refers to courses that students may or may not require to complete if they already meet their criteria credits for completion of the MSc degree in occupational therapy.

**Table of Non-Core Courses**

Code	Course Title	Number of Credits			Hours			Prerequisite	Term
		Total	Theory	Practice	Theory	Practice	Total		
15	Home Adaptation and Adjustment	2	1	1	17	34	51	-----	3
16	Writing Skills in Occupational Therapy	2	2	-----	34	-----	34	-----	1
17	Community Based Rehabilitation	2	1	1	17	34	51	-----	
18	Cognitive Interventions in Occupational Therapy	2	1	1	17	34	51	Application of neuroscience in Occupational Therapy	
Total		4 credits							

**Code of the course:** 1

**The Title of the Course:** Medical Information Technology

**Number of Credits:** 1

**Type of the course:** Compensatory course

**Prerequisite:** None

**Objective:**

The familiarity of students with how to access scientific information and databases in the field of medicine and rehabilitation.

**Course Description:**

At the end of the course, the student acquires the ability to use library templates and various search methods in important databases in the field of occupational therapy and rehabilitation. In addition, the student is able to use the software needed to write his dissertation.

**Theoretical Outline**

- How to select keywords related to the research topic
- How to use Boolean operators
- Introducing medical science databases and the characteristics of each

**Practical Outline**

- How to search databases such as:
- Web of Science, CINHAL, Google Scholar, Psyc info, pubmed, SID
- How to use advanced search sections in databases,
- How to use software for Reference writing such as End note
- How to use Word and Excel software

**Methods of Evaluation:**

Practical computer test by presenting a topic, finding keywords, how to search and get results

**References:**

- 1-Finding Information in Science, Technology and Medicine Jill Lambert, Taylor & Francis. Last Edition.
- 2- Information Technology Solutions for Healthcare Krzysztof Zieliński et al. Last Edition.

: 2  
: Research Method  
3  
Core

Familiarity of students with methods of research and writing of a proposal related to occupational therapy

### **Course Description:**

In this course, the student gets acquainted with the basics of research and the components of research proposals in a theoretical and practical way and practices the stages of its compilation.

### **Theoretical Outline**

- Introduction of all kinds of articles in scientific journals
- Internal and external validity of scientific articles and their considerations
- Definition of research
- Components of the research plan and how to write them: Expressing the problem and importance of research, goals, hypotheses, and questions, defining concepts, table of variables, study population, inclusion and exclusion criteria, sampling method and its types, sample size, data collection techniques (Observation, questionnaire, test, and tools, method of implementation, data analysis)
- Quantitative studies and their types: observational (descriptive, cross-sectional, case-control, cohort) and interventional (before and after, quasi-experimental, clinical trial)
- Qualitative studies and their types (phenomenology, ethnography, ...)
- Psychometrics of the questionnaire (definition of validity and its types (face validity, content validity, ...), the definition of reliability and its types (test-retest, internal consistency, sensitivity, and specificity))
- Ethical considerations in research
- How to submit a research in the form of a dissertation/article and observe ethical principles in writing them

### **Practical Outline**

- Collecting articles in different formats and getting acquainted with their different sections
- Writing and practicing different parts of the proposal in each session where the theoretical part is presented.
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### **Methods of Evaluation:**

**Code of the course**

**The Title of the Course**

**Number of Credits: Type  
of the course:**

**Prerequisite:** None

**Objective:**

Presenting a research proposal on a topic related to the field of work, descriptive test

**References:**

- 1- Kielhofner G. Research in occupational Therapy: Methods of Inquiry for Enhancing Practice. Last Edition.F.A. Davis Company.USA.
- 2- Carpenter, C., Suto, M. Qualitative research for occupational and physical therapists:  
.A Practical guide. Last Edition. Wiley-Blackwell.
- 3- Quinn, L. Functional outcomes documentation for Rehabilitation: A Guide to Clinical Decision Making. Last Edition. Saunders.USA.

: 3  
: **Biostatistics**  
2  
Core

After passing this course, students will be able to conduct field research with the correct statistical method and analyze the information obtained and make logical results from the research to make decisions.

### **Course Description:**

Since the science of statistics forms the basis of analysis and interpretation of findings for research, students' familiarity with the topics of this science is necessary to use research findings and conduct research at the master's level. The concepts of this course provide the basis for the more advanced concepts required in the dissertation, and the emphasis of this course is on identifying the statistical test required to answer the hypotheses.

### **Theoretical Outline**

- One-way analysis of variance
- Two-way analysis of variance
- Correlation analysis of bivariate regression
- Correlation between two quantitative traits (correlation analysis and regression analysis)
- Analysis of epidemiological studies (Relative Risk calculation, odds Ratio) and related tests
- Psychometric analysis (Kappa, ICC, Alpha cronbach, CVR, CVI) - Non-parametric tests

### **Practical Outline**

- Familiarity with common statistical software such as SPSS
- Data encoding
- Data entering
- Critique and analysis of statistical section of articles

**Code of the course**

**The Title of the Course**

**Number of Credits: Type  
of the course:**

**Prerequisite:** None

**Objective:**

**Methods of Evaluation:**

Presenting statistical-computer project (practical), critique and statistical analysis of articles writing test

**References:**

1- Fabio R. P. Di. Essentials of Rehabilitation Research: A Statistical Guide to Clinical Practice Last Edition. F.A. Davis Company.

2- Rosner B, Fundamentals of Biostatistics. Last Edition. Cengage Learning. : 4  
: Theories and Models of Practice in Occupational Therapy 3  
Core

Familiarity of students with philosophical, social and practical perspectives of occupational therapy models and frameworks in relation to clinical and research activities.

**Course Description:**

Occupational therapy was formed by many approaches, theories, models of practice and frames of references to provide methods for therapy. After a brief introduction to rehabilitation service delivery models, this course describes and discusses the conceptual models of practice and frames of reference used in occupational therapy.

**Theoretical Outline**

- Definition of concepts: Theory and its levels - Paradigm - Model - Approach – Frame of Reference
- Introduction of the following models and frameworks and practice in the form of scenarios, videos, and clinical activities
- General systems theory
- Canadian Model of Occupational Performance (CMOP)
- International classification of functioning, Disability and Health (ICF)
- Occupational Therapy Practice Framework (OTPF)
- Model of Human Occupation (MOHO)
- Cognitive orientation to Daily Occupational Performance
- Allen
- Toglia Integrative
- Motor control & Learning Approach
- Cognitive orientation to daily occupational performance (CO-OP)

## **Practical Outline**

- Practical implementation of evaluation forms and interventions based on models proposed in the theoretical section
- Attendance at clinical centers and implementation of at least 2 models as a case study - Presenting items as lectures

## **Methods of Evaluation:**

Class participation, in-class activities, presentations, and final exams.

## **References:**

1. Cole, M., Tufano, R. *Applied Theories in Occupational Therapy: A Practical Approach* Last Edition, Slack Incorporated. USA.
2. Turpin, M.J., Iwama, M.K. *Using Occupational Therapy Models in Practice: A Field Guide* Last Edition. Churchill Livingstone Elsevier. China.
3. Ikiugu, M.N., Ciaravino, E.A. *Psychosocial conceptual practice models in Occupational Therapy: Building adaptive capability*. Last Edition. St. Louis, Mosby. USA.
4. Allen, C. K. (1992). Cognitive disabilities. In N. Katz (Ed.), *Cognitive rehabilitation: Models for intervention in occupational therapy* (pp. 1-21). Stoneham: Butterworth-Heinemann.
5. Crepeau, E.G., Cohn, E.S.& Schell, B.A.B. (Eds.) (11th ed.)(2009). *Willard & Spackman's occupational therapy*, Philadelphia: Wolters Kluwer
6. McColl, M.A., Law, M., Stewart, D., Doubt, L., Pollock, N. & Krupa, T. (2003). *Theoretical basis of occupational therapy* (2<sup>nd</sup> ed.), Thorofare, NJ: Slack.
7. Townsend, E.A., & Polatajko, H. (2013). *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation*, (2<sup>nd</sup> ed). Ottawa, ON: CAOT Publications ACE.

**Code of the course**

**The Title of the Course**

**Number of Credits: Type  
of the course:**

**Prerequisite:** None

**Objective:**

: 5

: Application of neuroscience in Occupational Therapy 2  
Core

In this course, students will learn about the relationship between the anatomy and physiology of the central nervous system and the function of the central nervous system (brain and spinal cord) and the application of rehabilitation in neuroscience and its clinical application.

**Course Description:**

The scientific study of the nervous system increased significantly during the second half of the twentieth century, principally due to advances in molecular biology, electrophysiology, and computational neuroscience. This has allowed neuroscientists to study the nervous system in all its aspects: how it is structured, how it works, how it develops, how it malfunctions, and how it can be changed. In this course, students will be introduced to the theoretical knowledge of the structures and functions of the human nervous system, the mechanisms of neural activity and their communication with more emphasis on how to integrate information and functions and its application in nervous system disorders.

**Theoretical Outline**

Introduction to neuroscience

Physical and electrical properties of cells in the nervous system

Synapses and synaptic transmission

Neuroplasticity

Somatosensory system and clinical application

Autonomic nervous system  
The motor system: motor neuron  
Cerebellum and movement  
Basal ganglia and movement  
Peripheral nervous system  
Spinal region  
Cranial nerves  
Brainstem region  
Vestibular system  
Visual system  
Cerebrum: clinical application  
Limbic system

**Methods of Evaluation:**

Class participation, Class presentations, In-class activities, and Final exam

**References:**

- *Lourie – Laendy & Ekman. Neuroscience Fundamentals of Rehabilitation. Elsevier Inc; 5th edition, 2017.*
- *Mark F. Bear, Barry W. Connors, Michael A. Paradiso. Neuroscience: Exploring the Brain. Jones & Bartlett Learning; 4th edition, 2020.*

**Code of the course**

**The Title of the Course**

**Number of Credits: Type  
of the course:**

**Prerequisite:** None

**Objective:**

**Code of the course:** 6

**The Title of the Course:** Movement science and analysis of functional movement

**Number of Credits:** 2

**Type of the course:** Core

**Prerequisite:** None

**Objective:**

Familiarity of students with the application of biomechanics in the analysis of movements and activities of daily living and its research and clinical applications.

**Course Description:**

Occupational therapists in the field of research as well as in the field of therapy are faced with movement analysis, their training and improvement of motor functions. Knowledge of movement theories and proper analysis of movements from a biomechanical perspective can be effective in improving the professionalism of occupational therapists and improving their services.

**Theoretical Outline**

- Biomechanics of musculoskeletal system tissue (bone, cartilage, muscle, nerve)
- Principles of motor learning and improving motor performance
- Principles of controlling grasp movements, reach, manipulation, evaluation and treatment and its changes with age and their problems
- Principles of static and dynamic postural control during daily activities
- A variety of exercise regimens to improve endurance, strength, flexibility, coordination and fine movements
- Familiarity with biomechanics of damage

**Practical Outline**

- Analysis of functional movements in the areas of ADL, leisure and work
- Familiarity with the methods of studying and analyzing movements from a kinetic and kinematic point of view
- Familiarity with how to use cameras
- Familiarity with force plate, EMG, Motion analysis, energy consumption, gait analysis and measurement of motor function in different patients with the above tools

**Methods of Evaluation:**

- Multiple choice and descriptive exam and presentation of student conferences - Execution of tests and methods of movement analysis in a practical way

**References:**

- 1-Nordin M. Frankel VH. Basic biomechanics of the musculoskeletal system. Last Edition. williams&wilkins
- 2- Shumway-cook A, Woollacott M.H. Motor control translating research into clinical practice. Last Edition, Wolters Kluwer

- 3- Carl J. Payton and Roger M. Bartlett. Biomechanical evaluation of movement in sport and exercise. Last Edition.
- 4- Hamilton N. Weimar, W. Luttgens, K. Kinesiology: Scientific Basis of Human Motion Last Edition, MacGrawhill.

**Code of the course:** 7

**The Title of the Course:** Assessments and Equipment Used in Occupational Therapy

**Number of Credits:** 2

**Type of the course:** Core

**Prerequisite:** None

**Objective:**

This course introduces students to the standard and non-standard tools used in Occupational Therapy.

**Course Description:**

After a brief introduction to rehabilitation service delivery models, this course describes and discusses the conceptual models of practice and frames of reference used in rehabilitation sciences, and discusses functional assessments used in Occupational Therapy.

**Course Outline**

- Occupational Performance: COPM, SFA, Model of Human Occupation Screening tool, PEDI
- ADL, IADL: Katz, Kohlman Evaluation of Living Skills, Barthel index, FIM, Independent living Scale
- Vocational Assessment M C Carron-Dial Evaluation system, Valpar
- Play: Play history, Test of Playfulness
- leisure: Leisure assessment inventory -
- Social Participation:  
Life-H, SF36, Craig handicap QOL Assessment, and reporting -Client factors, Performance Skills:
  - Development: Assessment of preterm infants behavior, Test of infant motor Performance, Bayley scales
  - Motor: Berg, Box and Block, Bruininks- Oseretsky test, Jebson-Taylor Hand function, Quest, Peabody Developmental Assessment
  - Perceptual: LOTCA, TVPS, Clock test, Behavioral inattention Test
  - Sensory: McGill pain Questionnaire, Sensory profile (child, adult)

**Methods of Evaluation:**

Class participation, Class presentations, In-class activities, and Final exam

**References:**

1- Asher, I.E. *Occupational Therapy Assessment Tools: An Annotated Index*. 3<sup>rd</sup> Edition. 2007. AOTA Press. USA.

2-Kevin Bortnick, K. (Ed.). (2016). *Occupational Therapy Assessment for Older Adults:100 Instruments for Measuring Occupational Performance*, SLACK Incorporated.

3-Crepeau, E.G., Cohn, E.S.& Schell, B.A.B. (Eds.) (11th ed.). (2009). *Willard & Spackman's occupational therapy*, Philadelphia: Wolters Kluwer

**Code of the course:**

8

**The Title of the Course:** Occupational Therapy in Elderly

**Number of Credits:** 2

**Type of the course:** Core

**Prerequisite:** None

**Objective:**

This course introduces students with the evaluations, interventions and clinical practices of occupational therapists in the elderly.

**Course Description:**

After passing this course, students will be familiar with theoretical foundations of the aging process, changes in body systems in old age, diseases of older adult, occupational therapy evaluations and interventions and clinical practices for the elderly in the inpatients and outpatients setting.

**Theoretical Outline**

An overview of aging and its definitions

Theories of Aging and Aging based on ICF

Changes in the nervous-musculoskeletal system in the elderly

Occupational therapy assessments in the elderly

Occupational therapy approaches in the elderly

ADL&IADL assessment and intervention in the elderly

Leisure assessment and intervention in the elderly

Fall Assessment and interventions in the elderly

Balance and coordination exercises in the elderly

Occupational therapy in elderly patients with Dementia

Occupational therapy in elderly patients with CVA

Occupational therapy in elderly patients with Huntington

Levels of care, the role of caregivers and self-care education in the elderly

**Practical Outline**

Clinical Occupational therapy in acute & subacute ward in the elderly

Ethical considerations in the elderly especially in inpatient and outpatient setting.

**Methods of Evaluation:**

Class participation, Class presentations, In-class activities, case presentation, clinical practice and Final exam

**References:**

- Atwal A, McIntyre A. Occupational therapy and older people. John Wiley & Sons; 2013.
- Barney KF, Perkinson M. Occupational Therapy with Aging Adults-E-Book: Promoting Quality of Life through Collaborative Practice. Elsevier Health Sciences; 2015.
- Jeffrey B. Halter, Joseph G. Ouslander, Stephanie Studenski, Kevin P. High, Sanjay Asthana, Nancy Woolard, Christine S. Ritchie, Mark A. Supiano. Hazzard's Geriatric Medicine and Gerontology text book. McGraw-Hill Education, 7 Edition; 2016.

9

**The Title of the Course:** Ethics in Occupational Therapy

**Number of Credits:** 1

**Type of the course:** Core

**Prerequisite:** None

**Objective:**

This course will provide students with an introduction to philosophy of ethics, bioethics, ethical principles, and analysis of ethical challenges in occupational therapy practice and research.

**Course Description:**

In this course, after a brief introduction to philosophy of ethics and ethical reasoning, the ethical codes proposed in the occupational therapy profession will be discussed in different scenarios.

**Theoretical Outline**

**Code of the course:**

- Ethical Approaches/Theories
- Meta Ethics
- Normative Ethics
- Practical Ethics
- Bioethics Principles
- Competencies of Occupational Therapists
- Ethical codes in occupational therapy
- Ethical decision-making process and problem solving
- Ethical challenges in occupational therapy

**Methods of Evaluation:**

Class participation, Class presentations, In-class activities, and Final exam

**References:**

- 1-Bailey D.M., Schwartzberg S.L. (2003). *Ethical and legal dilemmas in occupational therapy*, Philadelphia. Davis Company,
- 2-Beauchamp,T., Childress, J. (1989). *Principles of Biomedical Ethics*, New York: Oxford University Press.
- 3-Kush, H., Singer. P. (eds). (2009). *A Companion to Bioethics*, Blackwell Publishing Ltd.
- 4-LaFollette, H., Persson, I. (eds.). (2005). *The Blackwell Guide to Ethical Theory*, Wiley Blackwell.
- 5-Purtilo R, Jensen GM, Royeen C. (2005). *Educating for moral action: A sourcebook in health and rehabilitation ethics*. Philadelphia. Davis Company.

**Code of the course:**

10

**The Title of the Course:** Evidence Based Occupational Therapy**Number of Credits:** 2**Type of the course:** Core**Prerequisite:** Medical Information Technology**Objective:**

One of the objectives of this course is to review the principles and aspects of occupational therapy based on evidence and the application of these principles in clinical practice. By passing this course, students can first turn the problems and needs of clients into clinical questions and then select and use the best evidence to answer the questions by searching and criticizing the available scientific evidence.

**Course Description:**

In this course, the student will be introduced to the basics of evidence-based occupational therapy, including PICO, finding the right keyword, searching and evaluating and reviewing scientific articles, and how to translate knowledge.

**Theoretical Outline**

- Definition and necessity of evidence-based occupational therapy
- Evidence, types of evidence, pyramid of evidence
- An overview of the principles of evidence-based occupational therapy
- Compilation of Pico question
- Finding the right keyword in Mesh
- Searching for evidence (how to search valid sites such as Pubmed, Cochrane, Science Direct)
- Evaluation of evidence (critique at all levels of evidence)
- Clinical guidelines and protocols
- Using evidence in clinical practice
- Evaluation of clinical performance - Publication of results based on evidence - Models for publishing research and knowledge transfer

**Methods of Evaluation:**

Class assignments - Group discussion - Written assessment

**References:**

- 1-Taylor, M.C, Evidence-based Practice for Occupational therapists. Last Edition. Blackawell science
- 2-Law, M., MacDermid,J. Evidence-based Rehabilitation : A guide to practice. Last Edition. Slack incorporated.
- 3-Pendelton, H.M., Dchultz-Krohn, W.S: Occupational Therapy Practice skills for physical Dysfunction. Last Edition. ELSEVIER.

**Code of the course:**

11

**The Title of the Course:** Counseling in Occupational Therapy

**Number of Credits:** 1

**Type of the course:** Core

**Prerequisite:** None

**Objective:**

After successfully completing this course, students will be able to demonstrate understanding of the principles and approaches of the counseling, apply the principles and techniques of counseling at the organizational, community, societal levels in accordance with the philosophy of occupational therapy, and describe ethical issues in their professional practice.

**Course Description:**

The purpose of this course is to provide an opportunity for the development of basic counseling skills and techniques. Students will able to apply various types of counseling in different settings such as school, hospital, vocational rehabilitation, etc.

**Theoretical Outline**

- History of counseling
- Counselling approaches
- The counseling relationship
- The process of counseling
- Professional issues in counseling
- Ethics in counseling practice
- Occupational therapy counseling in different settings
- Applying counseling approaches and ethical codes in occupational therapy
- Professional consultation with occupational therapist colleagues

**Methods of Evaluation:**

Class participation, Class presentations, In-class activities, and Final exam.

**References:**

1-Etherington, K. (2002). *Rehabilitation counseling in physical and mental health*, Publisher: Jessica Kingsley Publishers

2-Jaff, E. G., Episten, C.F. (1992). *Occupational therapy consultation. Theory, principle and practice*, St. Louis: Mosby Year

**Code of the course:**

3-McLeod, J & McLeod, J. (2011). *Counselling Skills: A practical guide for counsellors and helping professionals* (2th ed.), Open University Press, McGraw-Hill Education.

4-McLeod, J. (5th ed.). (2013). *An Introduction to Counselling*, Open University Press McGraw-Hill.  
12

**The Title of the Course:** Clinical Training

**Number of Credits:** 3

**Type of the course:** Core

**Prerequisite:** None

**Objective:**

Increase theoretical and experimental knowledge in order to apply occupational therapy models, achieve professional competence in communication, innovation, problem solving and professionalism and independence in managing acquired skills

**Course Description:**

In one of the new clinical fields (preferably in line with the dissertation topic), the student evaluates and implements interventions by gaining advanced knowledge and using conceptual and applied models of occupational therapy, and by making timely changes in complex treatment programs, gives depth to service management. The student is required to be accountable to his clients and educators using critical thinking skills and to explain all aspects of interventions to clients and to be in contact with social centers and institutions and to defend the rights of clients.

**Internship Outline**

- Gaining experience in the field of application of conceptual and applied models in evaluation, treatment plan and therapeutic interventions
- Gaining experience in the application of conceptual and applied models in the field of physical, mental and psychological disorders
- Gaining experience in teamwork and clinic management
- Gaining experience in the field of evaluation and interventions in various fields of occupational therapy in infants, burns, cancer, occupational rehabilitation, spinal cord injuries, etc.

**Methods of Evaluation:**

- How to use models and tools of evaluation and interventions
- How to use appropriate clinical evidence
- How to give lectures appropriate to clinical practice
- Answering clinical questions at the end of the clinical course

**Code of the course:**

13

**The Title of the Course:** Seminar

**Number of Credits:** 1

**Type of the course:** Core

**Prerequisite:** None

**Objective:** Gathering research background in one of the fields of occupational therapy, preferably related to the student's dissertation, and presenting it in a meeting with professors and students.

**Theoretical Outline**

- Familiarity with various methods of presenting scientific content: written and oral
- A review of collecting research background

**Methods of Evaluation:**

Oral presentation of the seminar using teaching aids and presentation of written report in typed and written form.

**References:**

Browner, W.S. Publishing & reporting clinical research. Last Edition. Lippincott Williams.

**Code of the course:**

14

**The Title of the Course:** Thesis

**Number of Credits:** 4

**Type of the course:** Core

**Objective:**

Carrying out research in the form of a type of research method proposed in this course with emphasis on solving problems and issues in the field of occupational therapy, under the supervision of the supervisor, from the stage of proposal writing to defense.

**Course Description:**

After selecting the subject of the research based on the opinion of the supervisor and the student, the relevant proposal is written and then defended in the scheduled postgraduate session with the presence of referees. After making corrections, sampling and the practical part will begin. By completing the sampling, statistical analysis and writing the dissertation chapters should be done. After writing the relevant chapters and articles (under the supervision of the supervisor), a defense session with professors of the research team and referees will be held and the research will be evaluated.

**Methods of Evaluation:**

Based on the opinion of the referees in the defense session and publication of an article.

**Code of the course:**

**Code of the course:** 15

**The Title of the Course:** Home modification and adaptation

**Number of Credits:** 2

**Type of the course:** Non-Core

**Prerequisite:** None

**Objective:**

In this course, students will be familiar with ecological models, ecological principles and treatment, home and school environment and community adaptation in a theoretical and practical way.

**Course Description:**

By passing this course, students can first be familiar with theoretical knowledge of ecological treatment models and principles and techniques and then theoretical knowledge of modification and adaptation of home, school and community environment. In the following they are able to acquaintance with Theoretical knowledge of home compliance correction assessments, Practical knowledge of home, school and community modification and adaptation and implement correction and home adaptation in practice in patients with motor and cognitive disorders.

**Theoretical Outline**

- An overview of home modification and its definitions
- An overview of ecological models
- Principles and techniques of ecological intervention
- Modifications and adaptations in the outdoor environment
- Modifications and adaptations in the bathroom
- Modifications and adaptations in the toilet
- Modifications and adaptations in hallways and stairs
- Modifications and adaptations in the kitchen
- Modifications and adaptations in the bedroom and living room
- Modifications and adaptations in the school
- Modifications and adaptations in the community
- Modifications and adaptations for patients with cognitive disorders □ Modifications and adaptations for patients with motor disorders.

**Practical Outline**

- Clinical modification and adaptation interventions for patients with motor and cognitive impairments at home.

- Clinical modification and adaptation interventions for patients with motor and cognitive impairments at school.
- Clinical modification and adaptation interventions for patients with motor and cognitive impairments in the community
- Clinical modification and adaptation interventions for patients with motor and cognitive impairments at hospital.

**Methods of Evaluation:**

Class participation, Class presentations, In-class activities, case presentation, clinical practice and Final exam.

**References:**

- 1- Carol Siebert, Stacy Smallfield, Susy Stark. Occupational Therapy Practice Guidelines for Home Modifications. AOTA Press, 2014 .
- 2- Elizabeth Ainsworth, Desleigh De Jonge. Occupational Therapist's Guide to Home Modification Practice. SLACK Incorporated, edition 2; 2018.
- 3- Sylvia Clutton, Jani Grisbooke, Sue Pengelly. Occupational Therapy in Housing: Building on Firm Foundations. John Wiley & Sons, 2006.
- 4- Somerville E, Smallfield S, Stark S, Seibert C, Arbesman M, Lieberman D. Occupational therapy home modification assessment and intervention. American journal of occupational therapy. 2016;70(5):1-13.

**Code of the course:** 16

**The Title of the Course:** English text writing skills in occupational therapy

**Number of Credits:** 2

**Type of the course:** Non-Core

**Prerequisite:** None

**Objective:**

Students are required to share their research results in English, both in writing and orally. Therefore, the aim is to improve the ability of students to use English in order to present scientific articles in scientific journals and posters in international congresses.

**Course Description:**

In this course, students will be introduced to the principles of sentence writing, English article preparation and editing, and will practice the method of preparing a lecture and a poster in English.

### **Theoretical Outline**

- Familiarity with the method of writing sentences in English
- Familiarity with how to write a paragraph in English
- Knowing the ritual of writing articles in English
- Recognition of educational posters and its structure
- Familiarity with how to prepare scientific lectures in English
- Development of practical and specialized English vocabulary of the field and appropriate selection for articles and lectures
- Preventing scientific fraud at the international level
- Familiarity with editing and punctuation in English

### **Methods of Evaluation:**

Written exam, preparation and presentation of an article on a specialized topic of occupational therapy in written and oral form.

### **References:**

- Wallwork, A. English for Writing Research Papers. Last Edition Springer International Publishing.
- Cargill, M., & O'Connor, P. Writing Scientific Research Articles: Strategy and Steps. Last Edition. Wiley.
- Englander, K. Writing and Publishing Science Research Papers in English: A Global Perspective. Last Edition. Springer Netherlands.