**SAVEETHA INSTITUTE OF MEDICAL AND TECHNICAL SCIENCES**

**SAVEETHA COLLEGE OF OCCUPATIONAL THERAPY**



**REGULATION & SYLLABUS**

**MASTER OF OCCUPATIONAL THERAPY (M.O.T)**

**(2 YEAR POST GRADUATE DEGREE COURSE) DEGREE COURSE**

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# This syllabus is applicable from the academic year 2023-2024

Saveetha Nagar, Thandalam, Chennai - 602105. Tamil nadu, India

**M.O.T REVISED REGULATION & CURRICULUM 2023-2024**

# VISION

To promote and setting up the ideal standards of Occupational Therapy Education Research and practicing Occupational Therapy in a place where challenges are as great as the rewards in the professional aspirant in the institution thereby a route to fulfill the vision of the University.

# MISSION

* To promote evidence based Occupational Therapy practice and guide towards research to create awareness and provide quality services to the society.
* To update and sharing of existing and new knowledge in the field of Occupational Therapy and providing equal opportunity for the faculty to update.

# OBJECTIVES

 The Master of Occupational Therapy course is intended to help prepare students for assumption of responsibility in positions of leadership in Occupational Therapy as:

1. Specialised practitioners
2. Researches
3. Teachers
4. Consultants
5. Supervisors
6. Administrators

# DEGREEAWARDED

A candidate who is declared successful in the M.O.T examinations shall be awarded a Degree of Master of Occupational therapy in the specialty by the University.

# SPECIALITYOFFERED

1. Master of Occupational therapy in Paediatrics.
2. Master of Occupational therapy in Neurosciences.
3. Master of Occupational therapy in Mental Health.
4. Master of Occupational Therapy in Hand Rehabilitation.
5. Master of Occupational Therapy in Orthopaedics.

# PROFESSIONAL DRESS CODESTANDARDS:

It is important to portray a professional image. A clinician with inappropriate dress, grooming or conduct can damage the patient's confidence in the quality of their care, sometimes even resulting in a delay in the restoration of health.

Haircuts, hairstyling, and personal grooming need to be neat, conservative and inconspicuous. Grooming and style should be practical and allow one's duties to be performed without embarrassment or inconvenience

# DRESSCODE:

Clinical /Lab Dress: Aprons for all clinical assignments, any class that is held in a clinical facility and in any class where patients are present.

# ELIGIBILITY

* 1. **Qualifying Examination**

Candidates who have passed BOT degree from institutions where the mode of study is a full time program, with minimum 3½ years / 4 ½ years duration from this university or any other university in India or abroad as equivalent with not less than 50% of marks in aggregate and have completed 6 months of compulsory rotatory internship are eligible.

# Obtaining Eligibility Certificate

No candidate other than this university passed out candidate shall be admitted for the postgraduate degree course unless the candidate has obtained and produced the eligibility certificate issued by Saveetha University. The candidate has to make the application to the university with the following documents along with the prescribed fee.

* + 1. B.O.T. equivalent provisional / degree certificate issued by the respective university.
		2. All Mark cards of the university examinations passed issued by the respective university.
		3. Internship Completion Certificate issued by the respective College.
		4. Migration certificate issued by the respective university.

Candidate should obtain the eligibility certificate before the last date for admission as notified by the university.

A candidate who has been admitted to postgraduate course should register his/her name in the university within a month of admission after paying the registration fee.

# INTAKE OF STUDENTS

The intake of students to the course shall be in accordance with the ordinance in this behalf. The guide student ratio shall be 1:5.

# DURATION OF THE COURSECOMPLETITION

The duration of Master of Occupational therapy course shall be extended over a period of two continuous years on a full time basis. Any break in the career, power of extension of the course and the fixation of the term shall be vested with the University.

M.O.T I year: 0 – 12 months M.O.T II year: 13 – 24 months

The maximum period for completion of the course is double the duration of the course i.e. 4 years to pass all the examinations, from the date of joining the course. The candidate who fails to complete the course within the period of 4 years shall be readmitted as per university norms.

# MEDIUM OF INSTRUCTION AND EVALUATION

The Medium of instruction and evaluation for all the courses of the study for M.O.T Program will be English.

# METHODS OF TRAINING

The training of postgraduate for M.O.T degree shall be on a full time pattern with graded responsibilities in the management and treatment of patients entrusted to his / her care. The Participation of all the students in all facets of educational process is essential. Every candidate should take part in seminars, group discussions, symposium, assignment, clinical rounds, case demonstrations, clinical postings, journal review meetings, micro teaching and Continuous occupational therapy Education. Every candidate should be required to participate in the teaching and training programs of undergraduate students. Training should include involvement in laboratory experimental work and research studies.

1. **MONITORING PROCESS OF STUDIES (INTERNAL MONITORING)**

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only helps teachers to evaluate students, but also students to evaluate themselves. The monitoring is done by the staff of the department based on participation of students in various teaching / learning activities. It may be structured and assessment be done using checklists that assess various aspects.

# Work diary:

Every candidate should maintain a work diary and record his/her participation in the training program conducted by the department such as journal reviews, seminars etc.

Special mention may be made of the presentations by the candidate as well as details of clinical procedures; all candidates are required to carry their work diary at their clinical postings regularly which will be duly signed by their consider staff in charge, and clinical in charge for Regular monitoring.

# Periodic tests:

The College will conduct periodic tests. The test will include written theory papers, practical, viva voce and clinical in the pattern of university examination. Records and marks obtained in such tests will be maintained by the Head of Department and sent to the University, when called for.

# ATTENDANCE

A candidate is required to attend a minimum of 80% of training and of the total classes conducted during each academic year of the M.O.T course, provided further leave of any kind shall not be counted as part of academic term without prejudice to minimum 80% of training period every year. Any student who fails to complete the course in this manner shall not be permitted to appear for the University Examinations. A candidate who does not satisfy the requirement of attendance even in one subject or more will not be permitted to appear for University Examination. He / She will be required to make up the deficit in attendance to become eligible to appear in subsequent examinations.

# WORKING DAYS IN AN ACADEMIC YEAR:

From the academic year **2021-2022** onwards each academic year shall consist of not less than **270** working days.\*

|  |  |  |
| --- | --- | --- |
| **Total No. of days in a year 365 days**No. of weekly off( Sundays) No. of Government Holidays No. of Holidays | * 52 days
* 22 days
* 21 days
 |  |
|  |  |  | 95 days |
| Total No. of working days including |  |  | 270 days |
| examination period |  |  | ----------- |

Each academic year shall consist of not less than 270 working days.

# INTERNAL ASSESSMENT

It shall be based on evaluation of periodic tests assignments, log book maintenance, record book and clinical presentations whichever applicable for that year. Regular periodic examinations will be conducted throughout the course. There should be a minimum of three (3) sessional examinations during each year. The average of the three examination marks should be reduced to 30 for internal examination, 10 for log book, 5 for attendance and 5 for assignments collectively calculated for 50 as internal and sent to the University before the University examination as per notification. Proper record which forms the basis of the internal assessment should be maintained for all students and should be available for scrutiny. The marks of periodical tests should be displayed on the student notice board by Principal. A Candidate must obtain a 35% mark in internal assessment in prescribed subject to be eligible to write the university examination.

# CLINICALPOSTING

The clinical posting of M.O.T degree shall be with graded responsibilities in the observation, management and treatment of patients entrusted to his / her care corresponding to the year of study. The Participation of all the students in all facets of clinical posting is essential. Every candidate should take part in small group discussions, assignment, clinical rounds, case demonstrations during the clinical postings. It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only helps teachers to evaluate students, but also students to evaluate themselves. The monitoring is done by the staff of the concerned clinical department based on participation of students in various activities as mentioned above. It may be structured and assessment be done using checklists that assess various aspects.

Every candidate shall maintain a work diary/log book and record his/her participation in the training program conducted by the concerned clinical department. The work diary shall be scrutinized and certified by the concerned clinical department in-charge / principal.

During the period of Clinical Posting the concern department faculty should evaluate the students clinical skills, patient handling methods, the way of clinical case documentations, clinical reasoning skills, recent evidences collections may be evaluated by structured and assessment checklists. The Check list has an overall 50 marks and the student should get minimum 50% of marks for procuring the clinical posting credits. If the candidate not full fills the above criteria, he/she should redo the concern department posting and obtain the grade and candidate cannot progress to the next semester and will be detained in the same semester until he/she fulfills the required credit by attending Clinical posting during the extension/detention period in the said clinical posting and passes the examination.

# DISSERTATION & EVALUATION OF DISSERTATION:

The candidate shall submit a dissertation in the field of specialty, three month before the MOT-II Examination for valuing and certification. During the program of study, the candidate is required to do the dissertation in his/her specialty.

The candidate should follow the dissertation guidelines for preparation of dissertation given in annexure. The dissertation shall be certified by the Guide, Head of the Department / Principal.

Five hard bound copies of dissertation and a soft copy of dissertation in CD thus prepared shall be submitted to the Controller of Examinations through principal, three month before MOT-II.

Examination / on or before the dates notified by the university. Publication of the research work in indexed journal (preferably Scopus / Pub med / Thomson Reuters) is mandatory for submission of dissertation.

Submission of dissertation shall be a precondition for the candidate to appear for the final examination. Dissertation shall be valued by an internal and external examiner in the concerned specialty appointed by the university.

Resubmission of thesis with corrections can be submitted within 5 months from the date of result. Resubmission of thesis with total re-doing can be done within 1 year. The result will not be declared until otherwise the candidate’s dissertation is approved.

## Note: Minimum 80% attendance and Approval of ISRB certificate for their dissertation is mandatory for passing criteria in MOT-I year.

**Minimum 80% attendance and is mandatory for passing criteria in MOT-II year.**

1. **GUIDE**

The academic qualification and academic teaching experience required for recognition by this university is as per the criteria for recognition of M.O.T teachers for guides.

# Criteria for recognition of M.O.T Guide /Teacher

* + 1. Five years of full time academic teaching experience after M.O.T degree
		2. The age of Guide / Teacher shall not exceed 65years.
		3. The guide student ratio shall be 1:5 each year.

# Allotment of Guide

Concerned specialty faculty shall be eligible to guide the candidate of his/her specialty. In case of interdisciplinary research guides can be allotted based on area of research. The allotment of guide will be purely based on lot system depending on guide student ratio and number of candidates previously allotted to guide.

# Change of Guide

In the event of guide leaving the college for any reason or in the event of death of guide, guide may be changed with prior permission from the college.

# MAINTENANCE OF LOGBOOK

Every candidate shall maintain a record of skills he/ she has acquired during the two years of study period, duly certified by various Heads of departments under whom he / she has undergone clinical posting. The Head of the department should scrutinize the Log book once in every three months. At the end of the program, the candidate should summarize the contents and get the Log book certified by the Head of the Department and Institutions before 1 month of M.O.T-II Examination University theory examinations.

## Note: 12 cases / month is mandatory for maintaining log book.

# SCHEDULE OF EXAMINATION

The University shall conduct examination for M.O.T course at the end of each year. The Examinations shall be known as M.O.T-I Examination and M.O.T-II Examination. A student shall register for all the papers of a year when he/she appears for the first time. If a student fails in the first attempt M.O.T of M.O.T-I Examination, the student may reappear for the subsequent examination which will be conducted within 6 months of declaration of results.

If a student fails in the first attempt M.O.T of M.O.T-I Examination, or the subsequent examination for M.O.T-I thereof, he/she will continue the course with his/her batch without any break.

If a student fails in the first attempt M.O.T of M.O.T-II Examination, the student may reappear for the subsequent examination which will be conducted within 6 months of declaration of results.

# SUBJECTS OF STUDY

**I YEAR**

# Part –I Common to all Branches:

 Paper I-Research Methodology

 Paper II- Education, Technology and Management in Occupational Therapy Education and Practice.

Paper III- General Occupational Therapy.

# II YEAR

**Part – II Common to all Branches**

1. Clinical Speciality Paper I
2. Clinical Speciality Paper II
3. Dissertation

# 22.a Theory Examination pattern:

|  |  |  |
| --- | --- | --- |
|  | Marks per Paper | Time |
| **Two Essay question each 20 Marks Ten short Notes-each 6 Marks** | **40 Marks****60 Marks** | **3 hrs** |
| TOTAL | 100 Marks | 3.00 hrs |

**22. b. PRACTICAL EXAMINATION PATTERN**

I year (OT General Paper)

Long case - Detailed OT evaluation, goal setting and Management Short case - To diagnose the patient with investigations

 Spotting - to identify, various scales for evaluation, OT equipments, orthotics prosthesis

II Year

 Clinical specialty Paper – I

Long case - For Discussion of differential diagnosis and conclusion of provisional diagnosis

 Short case - Evaluation of performance components (higher cortical evaluation, voluntary control, sensory, balance, soft neurological signs etc...)

Clinical specialty Paper – II

 2 short cases - Evaluation of Occupational performance area (ADL, Hand function, vocational, Home making evaluation)

Spotting - to identify, various standardized scales for evaluation, OT equipments, orthotics prosthesis (Relevant to their specialty)

# CRITERIA FORPASS

A candidate is declared to have passed university examination in each Course, if she/he secures 50 % of the marks in theory and 50% marks in practical/viva voce separately in same attempt and in aggregate. Computation of aggregate marks will be based on addition of the marks scored in university conducted written / practical examinations and Internal Assessment.

# SCHEME OF EXAMINATION

* 1. **Subjects and distribution of marks**

# YEAR ONE (Part – I):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.****No.** | **Subject** | **Internal Assessment (IA)** | **Theory** | **Practical** | **Viva** |
|  |  | **Max** | **Min** | **Max** | **Min** | **Max** | **Min** | **Max** | **Min** |
| 1. | Research Methodology | 50 | 25 | 100 | 50 | - | - | - | - |
| 2. | Education, Teaching and Management in Occupational Therapy Education & Practice | 50 | 25 | 100 | 50 | - | - | - | - |
| 3. | General Paper\* (Occupational Therapy) | 50 | 25 | 100 | 50 | 100 | 50 | 50 | 25 |

*Includes Practical’s for examination and should include clinical placement for Psychiatry, Physical Medicine and Rehabilitations (OR Medicine and Surgery), Community based Rehabilitation, Neurology, Orthopaedic and II and (including Burns and Plastic Surgery),Paediatrics and Cardio Respiratory.*

# YEAR TWO (Part – II)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S.No. | Subject | Internal Assessment (IA) | Theory | Practical | Viva |
|  |  | Max | Min | Max | Min | Max | Min | Max | Min |
| 1. | Clinical Speciality Paper – I | 50 | 25 | 100 | 50 | 100 | 50 | 50 | 25 |
| 2. | Clinical Speciality Paper - II | 50 | 25 | 100 | 50 | 100 | 50 | 50 | 25 |

\* Clinical placements can begin from Year One.

Branch: I-Master of O.T in Paediatrics

Branch: II – Master of O.T in Neurosciences

Branch: III – Master of O.T in Mental Health

Branch: IV – Master of O.T in Hand Rehabilitation

Branch: V – Master of O.T in Orthopaedics

|  |  |
| --- | --- |
| Dissertation | 200 |
| Oral on Dissertation | 50 |
| IA/Presentation | 50 |
| Total | 300 |
| Passing Minimum | 150 |

## Internal Assessment Minimum:

A Candidate must obtain a 35% mark in internal assessment in elective and non-elective subjects to be eligible to write the university examination\* as per university guidelines and the changes may made at par with university norms then and there is applicable.

# Particulars of viva-voce for Dissertation:

Viva-Voce for Dissertation Examination shall aim at assessing depth of knowledge in research skills, execution of treatment methodology, literature review, logical reasoning, confidence and oral communication skills.

# QUALIFICATION OF EXAMINERS FOR CLINICAL / PRACTICAL EXAMINATION:

There shall be two examiners. One of them shall be external outside the university and the other shall be internal as decided by the university. Minimum of eligibility for examiner is five years of full time academic teaching experience in the respective specialty after M.O.T degree and the age of Examiners shall not exceed 65years.

# QUALIFICATION OF QUESTION PAPERSETTER:

Minimum eligibility for question paper setter is five years of full time academic teaching experience in the respective specialty after M.O.T degree and the age of question paper setter shall not exceed 65 years.

# REVALUATION OF ANSWERPAPERS

Revaluation of answer papers will be done as per the bye laws framed by the university. It can be subjected to change from time to time upon prior notification.

# MIGRATION/TRANSFER OFCANDIDATES

Request for transfer during the course of study will not be entertained under any circumstances.

1. **BREAK OF STUDY AND RE-ADMISSION AFTER BREAK OF STUDY**

 Break of Study and Eligibility for readmission after Break of Study for the Course is prescribed in the Regulations of this University.

# RECOMMENDED CLOCK HOURS OF INSTRUCTION FOR EACH SUBJECT

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.No** | **Subject** | **Theory Hours** | **Clinical / Practical Hours** |
| **1st YEAR** |
| 1. | Research methodology | 100 | 150 |
| 2. | Education, Teaching Technology and Management in Occupational Therapy education and Practice | 200 | 100 |
| 3. | Teaching Practice | **-** | **100** |
| 4. | General Paper (OccupationalTherapy) | 80 | **1340** |
| 5. | Seminar / case presentation /Journal | **-** | **150** |
| 6. | Dissertation | **-** | **100** |
| **2nd YEAR** |
| 1. | Clinical specialty Paper - I | 100 | **800** |
| 2. | Clinical specialty Paper – II | 100 | **800** |
| 3. | Seminar / case presentation / Journal Review | - | **150** |
| 4. | Dissertation | - | **370** |

**MOT SYLLABUS I YEAR**

**PART – I**

# PAPER – I RESEARCH METHODOLOGY COMMON TO ALL BRANCHES

**THEORY – 100 Hrs PRACTICAL – 150 Hrs**

# Overall Objectives:

1. The student is able to apply the basic concepts of statistics and principle of scientific enquiry in planning and evaluating the results of Occupational Therapy practice.
2. Participate in and or conduct descriptive, exploratory and survey studies in Occupational Therapy.
3. Evaluate and apply the result of research studies in health and related fields of practice. ( Four copies of the dissertation shall be submitted four months, before final examination)

# Behavioural objects:

The student is able to –

1. Identify and state relevant assumptions, hypothesis.
2. Select and analyse the literature for facts and theory relating to the problem.
3. Critique Occupational Therapy studies.
4. Design a study identifying a population and methods of selection of the sample required.
5. Construct instruments for eliciting data through questioning, observation and measurement methods and techniques.
6. Quantify, analyse, describe and interpret data.
7. Present data in appropriate tables, graphs and diagrams.
8. Calculate averages, variation, linear correlation and regression.
9. Calculate confidence intervals and simple tests of significance. Using normal X and X2 distribution.
10. Compute commonly used vital and health statistics and estimate population using arithmetic progression methods.
11. Make recommendations based on the findings for application to Occupational Therapy and further research.
12. Prepare and write a scientific report of the study.

# COURSE CONTENT:

**Part A**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No** | **Topics** | **Theory hours** | **Practical hours** |
| 1 | Unit 1 – Introduction to Biostatistics Quantitative, Qualitative and Mixed methods | 10 | - |
| 2 | Unit 2 – Vital and health statistics * Proposition mean
* Hypothesis testing
* Test of significance
* Inferential techniques
 | 10 | - |
| 3 | Unit 3 – Methods of presenting statistical data | 10 | - |
| 4 | Unit 4 * Types of data
* Types of sampling
* Presentation of data – Tabulations, diagrammatic & graphic form
 | 10 | - |
| 5 | Unit 5* Types of Qualitative research design & Analysis
* Types of Quantitative research design & Analysis
 | 10 | - |
| 6 | Unit 6Describe parametric and non-parametric methods of statistics | 10 | - |
| 7 | Unit 7Formation and Standardization of scales, tools & questionnaires or batteries | 10 | - |
| 8 | Unit 8History of Occupational Therapy research before 1960 to present | 10 | - |
| 9 | Unit 9Critique of OT studiesReview- Historical studiesReview- Studies pertaining to Occupational Therapy educationReview- Instruments & tools usedReview- Occupational Therapy administration and practice | 10 | - |
| 10 | Unit 10Role of Computers in Research | 10 | - |
|  | Total | 100 | - |

**Part B**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No** | **Topics** | **Theory hours** | **Practical hours** |
| 1 | Unit 1 – Practical application of research process* Selection of statement of problem & hypothesis
* Review of Literature
* Selection of Research approach
* Selection of Sample
* Selection of data gathering and developing the data gathering instrument
* Designing the data gathering plan
* Developing data analysis plan
* Identifying assumptions and limitations of the study
* Pilot study
 | - | 50 |
| 2 | Unit 2Conducting the study – Implementing the data gathering planImplementing the data analysis plan | - | 35 |
| 3 | Unit 3Preparing the research report* Writing the report
* Documenting findings Presentation of the study for discussion
 | - | 35 |
| 4 | Unit 4Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities. | - | 40 |
|  | Total | - | 160 |

# I YEAR M.O.T. SYLLABUS

**PAPER – II: COMMON TO ALL BRANCHES**

# EDUCATION, TEACHING TECHNOLOGY AND MANAGEMENT IN OCCUPATIONAL THERAPY

**EDUCATION AND PRACTICE**

# Methods of instructions: Lectures, Seminars

Theory – 200 hours Practical – 100 hours

INSTRUCTION HOURS – GENERAL SUBJECTS

Education and Teaching technology 100 hours

Management in OT Education & Practice 100 hours

# SECTION – A

**EDUCATION AND TEACHING TECHNOLOGY**

# OVER ALL OBJECTIVES:

To help students assume teaching and leadership positions in Occupational Therapy education programme.

# BEHAVIOURAL OBJECTIVES:

After undergoing the course students should be able to:

* Define and explain the concept of educational technology, the major educational theories and illustrate their applications in curriculum development and teaching
* Explain concepts and principles of curriculum development, teaching- learning process and evaluation.
* Describe and explain principles of guidance and counseling and the responsibility of the school for providing a suitable environment for learning
* Design a curriculum for a basic Occupational Therapy courses

# UNIT – I

**EDUCATIONAL TECHNOLOGY AND PHILOSOPHY OF EDUCATION:**

* + Meaning and concept of educational technology, Technology of education and Technology in education.
	+ Education and philosophy, philosophical concepts of Idealism, pragmatism, Naturalism, Existentialism, progressivism and reconstructionism
	+ Philosophies of education in India – Contributions of Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi to Indian Philosophies
	+ Globalization and current trends and issues in education

# UNIT II

**PSYCHOLOGY OF TEACHING – LEARNING PROCESS:**

* + - Concepts of teaching and learning
		- Psychology of education-theories of learning – and their significance
		- Pavlov’s classical conditioning
		- Thorndike theory of learning – Laws of learning
		- Skinner’s Theory of Operant conditioning
		- Gestalt Theory of learning, Hull’s need reduction theory
		- Dynamics of Behaviour
		- Motivational process of learning
		- Perception and Individual difference
		- Intelligence and personality

# UNIT – III

# CURRICULUM DEVELOPMENT:

* Definition, curriculum and syllabus
* Curriculum determints, process and steps in curriculum development
* Curriculum models
* Formation of philosophy, objective selection and organization of learning experiences
* Master plan of courses – Master rotation plan - Individual rotation plan
* Course plan – unit plant – lesion plan
* Hospital and community areas for clinical assignments

# UNIT –IV

**CURRICULUM EVALUATION:**

* Process of curriculum change, role of students faculty administrations statutory bodies and other stake holders.
* Current trends in curriculum planning
* Faculty development programmes, Development of personnel in Occupational
* Therapy services.
* Input-process-output evaluation.

# UNIT – V

**TEACHING AND LEARNING PROCESS**

* Concepts of teaching and learning- Relationship between teaching and learning
* Educational aims and objectives – domains-writing of educational objectives
* Competency Based Education (CBE)
* Problem based learning (PBL)
* Instructional media and methods-selection and use of media in education –print and non-print media
* Developing learning resource material using different media
* Instruction aids-types-uses-preparation-utilization
* Teacher’s role in managing instructional aids – projected and non- projected aids
* Multimedia, video-teleconferencing

# UNIT VI

# INSTRUCTIONAL STRATEGIES:

(A brief account of strategies and their merits and demerits)

* Lecture
* Discussion
* Demonstration
* Simulation
* Laboratory methods
* Seminar – panel discussion, symposium and workshop
* Problem based learning (PBL)
* Project work
* Role play
* Clinical teaching methods
* Self-directed learning (SDL)
* Programmed instruction
* Microteaching
* Computer assisted instruction(CAI)- Computer assisted learning (CAL)

# UNIT – VII

# MEASUREMENTS AND EVALUATION IN EDUCATION:

* Concept of evaluation- Types of evaluation – formative, summative, diagnostic placement
* Internal assessment and external examination – advantages and disadvantages
* Criterion and norm-referenced evaluation
* Standardized and non-standardized test
* Desirable qualities of tests – objectivity, validity, reliability, usability
* Construction of tests - Blueprint
* Essay-Short answer questions and multiple choice questions
* Item analysis – cumulative evaluation

# UNIT – VIII

**TECHNIQUES OF ASSESSMENT OF NON-COGNITIVE DOMAINS:**

* Tests of intelligence, aptitude, attitude and personality
* Sociometry anecdotal record, Rating scales, Check list and Socio – economic status scale
* Question bank preparation
* Validation, administering a test, scoring, grading versus marks, scoring essay test
* Credit System and online testing

# UNIT IX

**GUIDANCE AND COUNSELING:**

* Philosophy, concept, principles and need
* Difference between guidance and counseling services
* Types of guidance and counseling services – Diagnostic and remedial
* Techniques of counseling – Interview and case study
* Characteristics of Counsellor problems in counseling
* Professional preparation and training for counselling

# UNIT – X

**CLINICAL EDUCATION**

* Levels and purposes
* Roles and responsibilities
* Transition from students to professional
* Field work – interview
* Field work – evaluation
* Supervisory relationship
* Methods of clinical education.

# \*\*\*\*

**Part – B Practicals:**

1. Prepare a philosophy, overall and behavioural objectives for a basic Occupational Therapy programme.
2. Design a curriculum for a basic Occupational Therapy Programme.
3. Plan a unit of instruction for a course in a selected speciality in Occupational Therapy.
4. Prepare 5 lesson plans and conduct 5 supervised classes.
5. Construct one written objectives type test for a lesion you have taken.
6. Prepare a plan for evaluating O.T. students.

# SECTION B

**Management in Occupational Therapy Education and Practice**

 **PART A: Management in Occupational Therapy**

# Course Objectives:

At the end of the course the student is able to –

1. Describe philosophies, concepts, theories, principles, and current trends related to management process.
2. Analyse the components of management.
3. Assess the behavior of an individual in leadership position and identify leadership styles.
4. Describe organizational patterns, theory and structure.
5. Explain methods and principles of decision making
6. Describe the environmental variables affecting management
7. Appreciate and apply the changing process
8. Analyse the legal issues in management.
9. Prepare budget for an organization.
10. Recognise the importance of creating and innovation in management.

# Course Content:

UNIT 1 Philosophies, theories and principles of management.

Review basic components planning; organizing; staffing; directing; co-ordination; budgets; skill of a manager, definitions of management.

UNIT 2 Concepts of management.

Current trends in management Human resource development. Developmental cycle.

What do we want to influence? Determining maturing.

Time and development cycle.

Changing maturity through behavior modification. Building effective leadership.

Increasing effectiveness. Constructive discipline.

UNIT 3 Organisational patterns

Nature and purpose Organisational structure Organisational theory

Job analysis – job descriptions Authority and power Recruitment and selection.

UNIT 4 Leadership and supervisor

The art of leadership Qualities of a leader

Leadership as an influence process Theories of leadership

The knack of giving instructions How and when to discipline Supervising older workers Supervising office workers Group dynamics

Human relations and the individual and work groups Attitudes and morale

Public relations

Managing conflict, change & stress Planning work schedule

Improving work methods Maintaining equipment and facilities

UNIT 5 Decision making

Types of decisions

Process of decision making

Programmed and non-programmed decision Personal qualities for effective decision making Judging effectiveness of decision

Group decisions Conflict management

UNIT 6 Environment and environment variables Theories

Motivation hygiene theory Theory X and Theory Y Transactional analysis

Ego states, a healthy personality

Life position, transaction between people Strokes, psychological game analysis Hawthorn studies

Increasing international competence

UNIT 7 Motivation

Theory of motivation

Motivated and non motivated behavior in organizations. Drives, needs and motives

Job satisfaction Motivation research

Determinants of jobs satisfaction, performance & organizational effectiveness

Work commitment.

UNIT 8 Effective communication

Principles Interpersonal & group

Reinforcement & feed backs Communication strategies Effective conference Direction giving conference Patient centered conference Reporting conference

UNIT 9 Planning and Implementing change Diagnosis of problem and need for change Planning and implementation of change

Organizational developments Impact of change on total system

UNIT 10 Legal and ethical aspects in practice, regulating mechanism, quality assurance.

UNIT 11 Fiscal management

Cost accounting Budgeting

Material management

UNIT 12 Creativity in management

UNIT 13 Managing stress and work

UNIT 14 Performance evaluation

Purpose in performance evaluation Problems in performance evaluation Self appraisals

Peer review.

# PART – B

# O.T EDUCATION AND PRACTICE

**Course Objectives:**

1. Apply concepts and management principles in administration of an Occupational Therapy Programme.
2. Examine the current trends in Occupational Therapy education.
3. Role of an Occupational Therapy leader in an academic setting.
4. Determining staffing requirement according to prescribed standards of WFOT and University.
5. Apply sound management principles in relation to the welfare of the students faculty.
6. Report on current literature related to O.T Education Programme.

# COURSE CONTENT:

UNIT 1 Role of a leader of an educational programme

# Role of an OT as a manager in Occupational Therapy department

UNIT 2 Administration of the curriculum

Administrative responsibilities for development of the curriculum Planning clinical rotation

Evaluation of the education programme

# Administrative responsibilities within the OT department

UNIT 3 Students management

Recruitment and selection of students Student personnel services

Student associations

Guidance and counseling programme Hostel management.

UNIT 4 Faculty

Recruitment and selection of required number of faculty Promoting faculty competence

Faculty welfare.

UNIT 5 Budget

Preparing a budget for an O.T College

UNIT 6 Physical facilities

Minimum requirements for schools / colleges Class room and clinical facility

Library facility

Office management – Reports & records.

# UNIT 7 Professional Practice

* Resources & systems

# Human resources

* Financial resources

# Information resources

* Self Management

# Effective Practice

* Managing change

# \*\*\*

**PAPER – III: COMMON TO ALL BRANCHES**

# GENERAL PAPER (OCCUPATIONAL THERAPY)

**Course Hours: Theory: 80 Hrs Practical: 1340 Hrs**

# Course Description:

This course will help the students to review basic concepts, process and skills of occupational therapy and identify developing aspects of the profession.

# Course Objectives:

The objective of this course is that after the student will be able to expand their understanding of the purpose and potential of O.T and recent trends in O.T management.

# Course Content:

**SECTION A – Basics Anatomy and Physiology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.No** | **Topics** | **Theory hours** | **Practical hours** | **Total hours** |
| 1 | General Embryology | 1 |  |  |
| 2 | Tissues | 2 |  |  |
| 3 | Bones – (Osteology) - Define, Classifications, ossification | 2 |  |  |
| 4 | Joints (Arthrology) – Define, Classification | 2 |  |  |
| 5 | Muscles (Myology) – Define, Classification | 2 |  |  |
| 6 | Bones of Upper limb & Lower limb* Clavicle
* Scapula
* Humerus
* Radius
* Ulna
* Carpal bones
* Phallanges
* Vertebras
* Pelvic
* Femur
* Tibia
* Fibula
* Tarsal bones
* Phallanges
 | 20 |  |  |
| 7 | Upper Extremity1. Muscles
* Pectoral region
* Scapular region
* Muscles in front and back of Upper arm
* Muscles in front and back of fore arm
* Hand muscles
* Muscles in back
1. Joints
* Shoulder joint
* Elbow joint
* Wrist joint & IP joints
1. Movements & muscles involved in U/E
2. Axilla & Cubital fossa
3. Course, relation and distribution of all nerves in U/E (dermatomes, myotomes)
4. Lymphatic drainage and location of lymph nodes in upper limb
 | 20 |  |  |
| 8 | Lower extremity1. Muscles
* Gluteal region
* Front, Back, Medial side of Thigh
* Front, Back, Lateral side of leg
* Sole of foot
1. Joints
* Hip joint
* Knee joint
* Ankle joint
1. Movements & Muscles involved in L/E
2. Popliteal fossa
3. Course, relation and distribution of all nerves in L/E
 | 20 |  |  |
| 9 | Head and Neck1. Parts, Muscles of face, Nerve Supply
2. Tempero mandibular joint, muscles & movements
3. Cranial nerves
4. Blood supply to the brain
 | 20 |  |  |
| 10 | Basic Physiology1. Respiratory system
2. Cardio Vascular system
3. Musculo skeletal
4. CNS
5. Physiology of exercises
6. Special senses
7. Digestive system
8. Renal system
9. Endocrine system
 | 20 |  |  |

**SECTION B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.No** | **Topics** | **Theory hours** | **Practical hours** | **Total hours** |
| 1 | O.T assessments & Approaches1. Paediatric Assessment
* Developmental Assessment (D.D Reflexes etc)
* Specific assessment for each conditions (specific tools). Eg: Sensory profile, Vanderbilt, ISAA
* Play etc
 |  | 70 |  |
| 1. Physical (Adult & Geriatric)
* Reflexes (postural, superficial, DTR)
* Muscle tone
* ROM
* Muscle strength
* Voluntary control
* Coordination
* Sensation
* Cognitive & Perceptual functions
* Hand function
* Cranial Nerves
* Balance
* ADL
* Vocational
* Leisure
 |  | 70 |  |
| 1. Psychiatric Assessment
* General – History, Intra, Inter personal, Sensory cognition & perception skills, Social & group, Roles and Routines.
* Special tools like PANNS, DAS, Self esteem, etc.
 |  | 70 |  |
| 2 | Therapeutic movements and exercises in O.T* Principles of therapeutic exercise.
* Types of muscle contraction (Isotonic, Isometric)
* Types of Therapeutic movements (Passive, Active, Assistive, Resistive)
 |  | 10 |  |
| 3 | Frames of Reference of Occupational Therapy* Biomechanical FOR
* Developmental FOR
* Neuro Developmental FOR (Paeds & Adult)
* Roods Approach
* Brunnstrom Approach
* PNF
* Motor relearning Programme
* Task Oriented Approach
* CIMT
* Cognitive Disability FOR
* Affolter’s techniques
* Models of Human Occupation FOR & CMOP
* Rehabilitation FOR
* Occupational adaptation – an integrative
* Sensory Integrative FOR
* Acquisitional FOR
* Behavioural FOR
* Peto’s conductive education
* Cognitive, Perceptual training & Re-training
* Cognitive behavioural FOR
* Spatiotemporal adaptation FOR
* Psychodynamic FOR (Psycho analytical)
* Play therapy, Group therapy
* Client centered therapy
* Evidence Based Therapy (Practice)
* Clinical Reasoning
 | 26 | 300 |  |

**SECTION C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.No** | **Topics** | **Theory hours** | **Practical hours** | **Total hours** |
| 1 | Conditions: Applied anatomy, Applied Physiology, Pathophysiology, Investigative procedures, Medical management (including pharmacology), Surgical management, Complications, Risk factors and Occupational Therapy Management (General, Specific related evidence based, Latest technology, Latest trends)1. Cerebro Vascular Accident (CVA)
2. Brain injuries – Traumatic(TBT) and Hypoxic Ischemic Encephalopathy (HIE)
3. Intra cranial tumours
4. Cerebellar ataxia
5. Spinal cord injuries
6. Burns
7. Muscular dystrophy
8. Parkinson’s disease and all geriatric conditions
9. Motor Neuron disease
10. Multiple Sclerosis
11. Guillian Barre Syndrome
12. Myasthenia gravis
13. Diabetic Neuropathy
14. Brachial Plexus Injury
15. Peripheral Nerve Injuries
16. Tendon & Collateral ligament injuries
17. Complex regional pain syndrome (CRPS)
18. Fractures – Scapula, Clavicle, Shoulder, Humerus, Elbow, Forearm, Wrist & Hand.
19. Hansen’s disease
20. Amputations
21. Low back pain
22. Poliomyelitis
23. Spondylitis, Spondylosis, Spondylolisthesis, etc
24. Total Hip and Knee replacements
25. Arthritic conditions – RA & OA
26. Work related musculoskeletal disorders
27. Hand splinting
28. Spinal and lower extremity orthosis
29. Cardio respiratory conditions of childhood & Adult
30. Cerebral Palsy
31. Spina bifida and hydrocephalus
32. Arthrogryphosis and other congenital orthopaedic disorders
33. High risk infants & Congenial neurological disorders
34. Nutritional disorders
35. Intellectual Disability (MR) ID
36. Down’s syndrome & other chromosomal abnormalities
37. Learning Disability
38. Pervasive Developmental Disorder (ASD)
39. ADHD
40. Behavioural disorder
41. Speech and Communication disorders (Paeds & Adults)
42. Visual / auditory loss (Paeds & Adults)
43. Acquired Immuno Deficiency Syndrome
44. Seizure Disorders
45. Haemophilia
46. Oncology & Palliative care
47. Oro motor dysfunction
48. Pre writing and writing skills
49. School based Intervention
50. Paediatric splinting and adaptive devices
51. Mood disorders – MD
52. Thought disorders – Schizophrenia
53. Anxiety, Phobic disorders, OCD
54. Dissociative & Factitious disorders
55. Eating and sleep disorders
56. Psychosomatic disorders
57. Personality disorders
58. Alcohol dependent syndrome
59. Substance abuse
60. Organic Brain syndrome
61. Conduct disorder
62. Gender dysphoria
63. Psychiatric community reintegration setups
64. Therapeutic community, Geriatric units.
65. Half way homes, Sheltered workshops
66. Day care centers etc
67. Pain & O.T
68. Swallowing disorders
69. Psychological reactions in pts with disability
70. Functional & Wheel chair ambulation
71. Evidence based Practice & Clinical Reasoning
72. Work evaluation and Work Programmes
73. Bio feedback
74. Assistive technology
75. Community Based Rehabilitation
76. Disability evaluation for Physical conditions
77. International Classification of functioning, Disability and Health (ICF)
78. Architectural Barriers (House and Work community), Home making, Child care
 | 3540 | 500 |  |

**SECTION D**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.No** | **Topics** | **Theory hours** | **Practical hours** | **Total hours** |
| I | 1. The Science of Occupation (Definition of the science, subsystems, of occupation)
2. The patients’ world and its impact on therapy – values, beliefs, spirituality, body functions and body structure
3. Self-maintenance and independence – Provide training in education and training of the caregiver, family, significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety.

Selfcare, self-management, health management and maintenance.1. Influence of family on therapy – caring for the caregiver, family, significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety.
2. Computer application in Occupational Therapy
3. Technology and Occupational Therapy
* Select and teach compensatory strategies such, as use of technology, adaptations to the environment, Bio feedback, Functional electrical stimulation, Environmental controls and Assistive Technology.

HAAT and HETI Model (Human Environment / Technology Interface). HAAT (Human Activities Assistive Technology). PEOP (Person Environment, Object & Performance)1. Developing aspects of the Profession
* Evidence based practice
* Client centered practice
* Hospice care
* Occupational Therapy in sports
* Forensic Occupational Therapy
* Industrial Rehabilitation and Ergonomics with relation to industrial rehabilitation and environmental adaptation.
1. Skills for Practice (Clinical Reasoning)
* Reasoning and reflexion in clinical analysis and application
* Gathering and analysis information
* Planning and problem solving
* Identifying suitable solutions
* Evaluation of outcome
1. Community Based Rehabilitation
 | 9 | 200 |  |

# Seminar / Case presentation / Journal Review Visit to Vocational Rehabilitation center – 1 week

Includes practical’s for examination and should include clinical placements for Psychiatry,

Physical Medicine and Rehabilitations (OR Medicine and Surgery), Community based Rehabilitation, Neurology, Orthopaedic and Hand (including Burns and Plastic surgery), Paediatrics and Cardio

Respiratory

# BRANCH – I

**MASTER OF OCCUPATIONAL THERAPY IN MENTAL HEALTH**

**PAPER – I**

**Course hours: Theory: 100 Hrs**

# Practical: 800 Hrs

# Theory & Practical

**Course Description:**

This course provides a theoretical background for Occupational Therapy Practice in Mental Health. It also includes the frames of reference for Occupational Therapy Management; Occupational Therapy Process, Media and context of Occupational Therapy Practice.

# COURSE OBJECTIVE:

The course helps the students to be able to -

* Review theory of Psychological process
* Develop a deeper understanding of Occupational Therapy processes.
* Context & Media in Mental Health
* Have an in depth knowledge of frame of reference in Psychiatric Occupational Therapy
* Understand preventive measures in Psychiatry
* Identify futuristic trends in Occupational Therapy Practice.

# Course Content:

UNIT 01 The Normal Developmental Process from infancy to old age

UNIT 02 Ability testing & intelligence

UNIT 03 Motivation

UNIT 04 Emotions

UNIT 05 Personality

UNIT 06 Learning

UNIT 07 Thinking

UNIT 08 Memory

UNIT 09 Perception and awareness

UNIT 10 Conflict, adjustment & mental health

UNIT 11 Social Psychology

UNIT 12 Cognitive Psychology

UNIT 13 Humanistic Psychology

UNIT 14 Neuro-psychology

Lobes function and dysfunction, Neuropeptide Biology & Regulation, Monoamine Neurotransmitter.

UNIT 15 Family involvement in Psychiatric Occupational Therapy.

UNIT 16 Patient – therapist relationship.

UNIT 17 Conscious use of self definition, Components parts, Common issues & responses.

UNIT 18 Interactional skills and Occupational Therapy

UNIT 19 Counselling skills in Occupational Therapy

UNIT 20 Stress and the vulnerable personality

UNIT 21 History of Occupational Therapy in Mental Health

UNIT 22 The Philosophical and theoretical basis of Occupational Therapy in Mental Health

UNIT 23 The Occupational Therapy process Models of Practice Assessment, Treatment Planning & Implementation

UNIT 24 The context of Occupational Theory Residential Setting

Day service **Sheltered workshop Half –way home** Community

UNIT 25 The Occupational Therapy media

UNIT 26 Frames of reference (FOR)

1. Acquisitional FOR
2. Cognitive disability FOR
3. Developmental FOR
4. Model of Human Occupation
5. Psychodynamic
6. Sensory Integrative
7. Behavioural frame of reference
8. ***Cognitive behavioural FOR***

UNIT 27 Methods of evaluation

* History taking
* Interview
* Behaviour observation
* Task history
* Functional assessment
* Questionnaires
* Self report
* Performance based test
* Standardized & non standardized tests
* Projective technique
* **expressive media used in OT**

UNIT 28 - Preventive aspects of Psychiatry

UNIT 29 - Futuristic trends.

# Seminar / Case presentation / Journal Review

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# BRANCH – I

**MASTER OF OCCUPATIONAL THERAPY IN MENTAL HEALTH**

**PAPER – II**

# Theory & Practical

**Course hours: Theory: 100 Hrs**

**Practical:** 800 **Hrs**

# Course Description:

This course covers the classification of mental disorders & describes various clinical syndromes, medical management and Occupational Therapy approaches used.

# Course Objectives:

The course assists the student in

* Classifying Psychiatric disorders
* Describing clinical Psychiatric syndrome in adults, adolescents & children
* Demonstrate knowledge and skill in Occupational therapy in Psychiatric syndrome

# Course Content:

UNIT 1 Assessment of Psychiatric patient

UNIT 2 Criteria classification and definition of Psychiatric disorders UNIT 3 Psychopathology of Psychiatric disorders

UNIT 4 Symptoms of mental illnessa.

Disturbance of consciousness

1. Disturbance of reasoning and judgment
2. Disturbance of memory
3. Disturbance of thought and perception
4. Disturbance of vision
5. Disturbance of motor behavior
6. Disturbance of speech
7. Disturbance of affect

UNIT 5 Description of the various clinical syndromes including Epidemiology, Etiology, clinical features, course, treatment, prognosis and Occupational Therapy approaches in the following syndromes:

# Section – A: Psychiatric disorders in Adults:

1. Neuro Psychiatric aspects of CVA, Tumor, Head Trauma, Multiple sclerosis, headache, demyelinating disorders, infectious disorders endocrine disorders and Epilepsy.
2. Dementia, Delirium, amnestic and other cognitive disorders due to a general medical condition
3. Alcohol dependence syndrome
4. Substance – Related disorder
5. Schizophrenia
6. Affective disorders
7. Other Psychotic disorders-
	* Schizo-affective disorders
	* Delusional disorder
	* Postpartum psychiatric syndrome
8. Anxiety disorder
	* Panic disorder and agoraphobia
	* Specific phobia & social phobia
	* Obsessive- Compulsive disorders, stress disorder.
	* Post traumatic stress disorder
	* Generalized anxiety disorder
9. Somatoform disorder
10. Factitious disorder
11. Dissociative disorder
12. Normal human sexuality, sexual and gender identity disorder
13. Eating disorder
14. Sleep disorder
15. Impulse-control disorder
16. Personality disorder
17. Forensic psychiatry
18. Writer’s cramp
19. HIV associated Psychiatric problems
20. Suicide prevention and management

**Section –B: Child Psychiatry:**

1. Mental retardation
2. Specific Learning disability
3. Pervasive developmental disorder
4. Disruptive behaviour disorder
5. Tic disorder
6. Elimination disorder
7. Mood disorder and suicide
8. Schizophrenia with childhood onset
9. Child abuse
10. Children’s reaction to illness, surgery and hospitalization
11. Antisocial behavior
12. ating disorder, **sleeping disorder, habit disorders**
13. Psychiatric aspects of HIV in childhood
14. Identity problem and border line disorder
15. Other disorders of infancy & childhood
	* Separation anxiety disorder
	* Selective mutism
	* Reactive attachment disorder
	* Stereotyped movement disorder
16. Delinquency
17. Substance abuse
18. ***Sensory processing disorders***

# Section – C: Geriatric Psychiatry

1. Psychiatric disorders of late life
2. Alzheimer’s disease
3. Multi – infarct dementia
4. Pick’s disease
5. Mood disorders
6. Schizophrenia
7. Anxiety
8. Personality disorders
9. Drug and Alcohol abuse.

UNIT6.Standardized scales and tools to be used for evaluation –any two in each of the following

* 1. The Cognitive Assessment ,MSE,
	2. Scale to assess rate of symptoms in psychotic and neurotic conditions i.e depression ,anxiety, schizophrenic symptoms,
	3. Psychosocial Assessment Tool ,Work behaviour
	4. Quality of Life Scale ,global functioning, Interest checklist
	5. Social and Living Skills, Leisure Satisfaction Scale, Living Skills Assessment
	6. Canadian Occupational Performance Measure (COPM)
	7. Comprehensive Occupational Therapy Evaluation Scale (COTE scale)

# Seminar / Case presentation / Journal Review

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**BRANCH – II**

# MASTER OF OCCUPATIONAL THERAPY IN PAEDIATRIC S

# PAPER – I

**Theory & Practical**

# Course hours: Theory: 100 hrs

**Practical:** 800 **Hrs**

# Course Description:

This course covers the theoretical aspects of growth & development, health care services, diagnosis, genetic and embryological influences in development and review of medical and surgical aspects of paediatric conditions.

# Course Objectives:

The student is able to develop an in depth knowledge about

* Process of growth and development
* Prenatal status of development
* Common developmental abnormalities and reason for such defects
* Theoretical approaches to paediatric occupational therapy
* Preventive aspects of paediatric health care
* Medical and surgical aspects of paediatric conditions

# Course Content:

UNIT 1 Embryology

* Development of a foetus
* Development of various systems
* Stressing on neuromuscular and hand development

UNIT 2 Genetics

* Review of cellular mitosis and meiosis
* Chromosomes – sex determination
* Chromosomal aberration
* Patterns of inheritance
* Molecular genetics and protein synthesis
* Heredity and environment
* Medical genetics

UNIT 3 Principles of human development and maturation

UNIT 4 The development process from birth to adolescence including physical-fine and gross motor, adaptive, language, personal, social, cognitive-perceptual, play and self-care.

UNIT 5 Developmental theories including:

* Psychosexual theory of Freud
* Ego psychology of Erikson
* Cognitive theory of Piaget
* Kohlberg’s stages of moral development.
* Maslow’s humanistic psychology
* Gessels’ developmental schedule
* Hanghurst – developmental tasks
* Skinners theory of radical behaviorism
* Rogers’ self theory
* Learning theories

UNIT 6 Current trends in developmental theory:

* Hemispheric specialization
* Sociology
* Interactionism
* Cognition and learning

UNIT 7 Diagnostic problems in Paediatrics

Prenatal problems – birth defects and their causes, the detection and monitoring of high risk pregnancies, foetal diagnostic and intervention procedures, implication for Occupational Therapy.

UNIT 8 Review medical aspects of the following conditions - cerebral palsy, muscular dystrophy, spina-bifida, meningomyelocele, Still’s disease, lung infections, cardiac conditions, orthopaedic problems, arthrogryposis, metabolic bone disease, genetic skeletal dysplasia, mental retardation, nutritional disorder, high risk infant.

UNIT 9 Paediatric health care services in India

* Health promotion and well baby clinics
* Acute episodic care
* Habilitation and Rehabilitation
* Community based care
* Preventive Paediatrics
* Screening tests and procedures
* Immunization and Nutrition

UNIT 10 Role of the family in Paediatric Management

UNIT 11 Major theoretical approaches to Paediatric Management – Models and Approaches

* Neuro-physiological approaches
* Reilly-an explanation of play
* Guilfoyle & Brady – spatiotemporal adaptation
* Sensory integration approach
* Behaviour modification approach
* Conductive education – Peto
* Biomechanical approach
* Activities therapy – including activity analysis for paediatric condition
* Sensory stimulation approach
* Task Oriented approach
* Rehabilitation approach
* Ecological model
* Visual perception
* Acquisition frames of reference

# UNIT 12 Developing trends in treatment of OT in Pediatrics Seminar / Case presentation / Journal Review

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# BRANCH – II

# MASTER OF OCCUPATIONAL THERAPY IN PAEDIATRICS

**PAPTER – II**

# Theory and Practical Course hours: Theory: 100 Hrs Practical: 800 Hrs

**Course Description:**

This course deals with methods of assessment and screening, evaluating components of function in children and Occupational Therapy Intervention in specialized areas of practice.

# Course Objectives:

The students are able to learn:

* Basic methods of assessment and screening
* Evaluating components of behavior
* Evaluating childhood performance
* Self maintenance activities in children
* Work behavior and vocational development
* Occupational Therapy in specialized areas of practice.

# Course Content:

UNIT I Basic methods of assessment and screening

* Clinical observation of basic skills
* Clinical observation of the child interacting with the environment
* Interviewing
* History taking
* Screening instruments including standardized tests criterion- reference tests
* Commercial tests- Apgar score Denver developmental screening test Gessels’ developmental scale
* Use of checklists

UNIT 2 Methods of evaluating component functions of behavior in children:

* Testing motor function, clinical and other systems of evaluation
* Evaluating hand functions
* Testing sensory processing (integrative) dysfunction
* Testing cognitive and perceptual function
* Testing psychosocial function
* Testing and Language and communication
* Hand writing evaluation
* Behaviour evaluation

UNIT 3 Methods to evaluate childhood performance skills

 UNIT 4 Hand function development and treatment

UNIT 5 Self maintenance activities:

* Eating – oral motor control evaluation and treatment
* Toileting
* Grooming and hygiene
* Mobility including mobility aids

UNIT 6 Adaptations for independence

UNIT 7 Orthosis and prosthesis in children

UNIT 8 Group therapy for children

UNIT 9 Play and recreational activities

UNIT 10 School based interventions

UNIT 11 Work behavior and vocational development

UNIT 12 Early intervention programmes

UNIT 13 Preventive management in Paediatrics

UNIT 14 The high risk infant – intervention in the NICU and follow-up care UNIT 15 Occupational Therapy intervention in Children with CP and other

developmental disabilities.

UNIT 16 Occupational Therapy intervention in Children with Intellectual disability

# UNIT 17 Children with learning disabilities and Developmental co- ordination disorders

UNIT 18 Burn injured child

UNIT 19 Children with seizure disorders

UNIT 20 Children with visual & hearing impairment

UNIT 21 Children with communication impairment

UNIT 22 Death and dying in children

UNIT 23 Children with Orthopaedic disabilities

UNIT 24 Child abuse and neglect

UNIT 25 Neural tube defects

UNIT 26 Juvenile Rheumatoid Arthritis

UNIT 27 Autism Spectrum disorder

UNIT 28 Attention deficit and Hyperactivity disorder

UNIT 29 Children with emotional and behavioural disorders including neurosis, depression, suicidal behaviour, aggressive behaviour dependent child and Schizoid child.

UNIT 30 Children with genetic disorders and muscle disorder – Muscular dystrophy

UNIT 31 Sensory Processing disorder

* + - 1. Any two Scales for visual motor integration, visual perception
			2. Any two scales for ADL evaluation
			3. Diagnostic tools for ADHD, Autism, LD, CP
			4. Any two behavioural assessment
			5. Any two scales for sensory processing
			6. Gross motor skills, (GMFM, assessment of bilateral integration)
			7. Hand function
			8. Assessment of balance and posture
			9. Hand writing assessment
			10. Assessment of developmental milestones (cognitive, perceptual, social, emotional, motor skills)

# Seminar / Case presentation / Journal Review

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# BRANCH – III

**MASTER OF OCCUPATIONAL THERAPY IN NEUROSCIENCES**

**PAPER – I**

# Theory & Practical

**Course hours: Theory: 100 Hrs**

# Practical: 800 Hrs.

**Course Description:**

This course forms a background for Occupational Therapy practice in Neurology.

# Course Objectives:

The student is able to have an in depth theoretical knowledge of the Occupational Therapy approaches to neurological conditions and various aspects of evaluation and treatment.

# Course Content:

**Section A**

UNIT 1 Review of Neurosciences

Neuroanatomy & Neuro Physiology (Structure & Function of Nervous System)

Introduction to Organisation and functions of Nervous system (CNS, PNS & ANS)

UNIT 2 Structure of Nervous, Neuroglia and its functions

UNIT 3 Development of the nervous system

UNIT 4 The Blood supply of the brain and spinal cord

UNIT 5 Meninges of the brain & spinal cord

UNIT 6 Cerebrum and its functions

UNIT 7 Structure and Functional areas of Cerebral Cortex

UNIT 8 Diencephalon – Parts & Functions

UNIT 9 Thalamus, Hypothalamus – Its corrections and functions

UNIT 10 The Brainstem – Parts & functions

UNIT 11 Cerebellum, Parts & functions

UNIT 12 Reticular formation & limbic system

UNIT 13 Basal Ganglia – Parts, connections and functions

UNIT 14 The Spinal Cord – Ascending and Descending tracts

UNIT 15 Nerve fibers, Peripheral nerves (Spinal nerves) Receptor and Effector endings, Dermatomes and Myotomes

UNIT 16 Cranial nerves – location, distribution & functions

UNIT 17 The Autonomic nervous system

UNIT 18 The Ventricular system, Cerebrospinal fluid, Blood – Brain and Blood – Cerebrospinal fluid barriers

**Section B**

UNIT 1 Investigation procedures – CT scan, MRI, ECG, SSEPO, EMG, NCV

UNIT 2 Nervous system: History taking & Observation

UNIT 3 Evaluation of reflexes and reaction

UNIT 4 Evaluation of motor control cranial nerves

UNIT 5 Evaluation of sensory system

UNIT 6 Evaluation of posture and related deficits

UNIT 7 Cognitive and Perceptual evaluation

UNIT 8 Dysphagia & Oral motor evaluation

UNT 9 Evaluation of functional abilities and mobilities

UNIT 10 Evaluation of basic ADL (self-care), IADL (Home making, child care. Leisure time activities etc)

UNIT 11 Pain evaluation

UNIT 12 Evaluation of occupational performance & work assessments

UNIT 13 Neuropsychological evaluation (Use standard assessments for all evaluation)

**Section C**

UNIT 1 Neurophysiology of sensory motor approaches

UNIT 2 Neurophysiological approaches

1. Roods
2. NDT
3. Brunnstrom
4. PNF

UNIT 3 Motor learning theories & Motor control theories

UNIT 4 Contemporary approaches

1. MRP
2. CIMT
3. Task Oriented approach

# UNIT 5 Biomechanical approach

# UNIT 6 Cognitive and perceptual rehabilitation

# UNIT 7 Dysphagia management

# UNIT 8 Vestibular rehabilitation

# UNIT 9 Rehabilitative approach

# UNIT 10 Sensory re-education programmes

# UNIT 11 Work programmes & vocational rehabilitation

# UNIT 12 Pain management

# UNIT 13 Bio-feedback

# UNIT 14 Assistive Technology and use of computer in patient care

# UNIT 15 FES in retarining upper-extremity function

**UNIT 16** Orthosis in Neurological conditions

# Design, fabricate, application, fitting and training in orthotic devices used to enhance occupational performance and participation

UNIT 17 Wheel chair measurement and prescriptions and raining techniques to enhance functional mobility

* Physical transfres
* Wheelchair management
* Wheelchair adaptations
* Power wheelchair and Mobility devices

UNIT 18 Psychosocial rehabilitation - Psychosocial aspects of adaptations and adjustment during various phases of Neurological disability

# Seminar / Case presentation / Journal Review

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# BRANCH – III

 **MASTER OF OCCUPATIONAL THERAPY IN NEUROSCIENCES**

**PAPER –II**

# Theory & Practical

**Course hours: Theory: 100 Hrs**

**Practical:** 800 **Hrs**

# Course Description:

This course describes the Occupational Therapy process of intervention in various Neurological conditions.

# Course Objectives:

The student is able to apply theoretical knowledge in evaluating and treating Neurological conditions.

# Course Content:

The student has to have an in depth theoretical and practical knowledge about neurological conditions including various aspects of medical and surgical management, OT evaluation and intervention procedures.

Unit I – Intracranial Neurological diseases or disorders

1. Congenital and developmental anomalies – CP, Hydrocephalus etc.
2. Cerebro – vasculardiseases
3. Head injury
4. Chronic subdural haematoma
5. Intracranial tumours
6. Benign intracranial hypertension
7. Intracranial abscess and infections
8. Extrapyramidal system & movement disorders

Unit 2 – Disorders of Spinal Cord and root

1. Spinal cord and root compression
2. Disc prolapse
3. Cervical & lumbar disc diseases
4. Spinal cord injury
5. Vascular disease
6. Neural tube defects including spinal dysraphism
7. Cranio vertebral junction anomalies
8. Syringomyelia
9. Tumours & Spinal Arachnoiditis

Unit 3 – Disorders od Peripheral nerve & muscle

1. Polyneuropathies
2. Peripheral nerve injury
3. Plexus syndromes and mono neuropathies
4. Entrapment neuropathies
5. Diabetic neuropathies
6. Myasthenia gravis
7. Disease of skeletal muscle and various types of muscular dystrophy

Unit 4 – Multifocal neurological diseases

1. Infections
* Pyogenic meningitis sequelae
* Tuberculosis infection of CNS
* Poliomyelitis
* Brain abscess
1. Demyelinating diseases (central & peripheral)
* Guillian Barre Syndrome
* Acute disseminated encephalomyelitis
* Transverse myelitis
* Multiple sclerosis
1. Metabolic encephalopathy
2. Degenerative disorders
* Parkinson’s disease
* Dementia
1. Motor neuron disease
2. Neurocutaneous syndrome
3. Epilepsy
4. Neurological complications of drugs and toxins
5. Nutritional disorders

Unit 5 – Disorders of special senses

Unit 6 – Disorders of Consciousness

Unit 7 – Pain and disorders of somatic sensation

Unit 8 – Neuropsychological disorders

Unit 9 – Developing trends in Occupational therapy management in neurological condition

Unit 10 – Standardised assessment scales – for ADL, Hand function, Upper extremity function, Balance, posture, gait, cognitive & perceptual skills, functional abilities, IADL, Home, Leisure etc.

Specific special assessment tools for each conditions. Eg: Stroke, Parkinsonism, TBI etc.

# Seminar / Case presentation / Journal Review

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**BRANCH – IV**

**OCCUPATIONAL THERAPY IN HAND REHABILITATION**

**PAPER – I**

**Course hours: Theory: 100 Hrs**

**Practical: 800 Hrs**

**Theory & Practical**

**Course Description**: This course covers the theoretical aspects of Hand Rehabilitation and Occupational Therapy approaches to Hand Rehabilitation including evaluation and general principles of treatment in Hand Rehabilitation.

 **Course Objectives**: The student is able to develop an in depth knowledge of:

 Anatomy of Hand ,Pathophysiology of Hand Injury , Biomechanics of Hand , Assessment of Hand Treatment Approaches ,Hand Splinting

**Course Content:**

 UNIT 1 Anatomy of Hand: Osteology, Myology, Vascular system, Neurology and Skin.

UNIT 2 Physiologic response to injury

 UNIT 3 Biomechanics of Hand

UNIT 4 Pathomechanics of Hand and Wrist deformities

 UNIT 5 Psychological aspects of Hand injury

UNIT 6 Historical perspectives of Hand management

 UNIT 7 Evaluation of Hand: a. Clinical evaluation b. Instrument selection criteria c. Assembling a test battery d. Current instruments e. Objective measurement of Hand function f. Evaluation of Autonomic dystrophies g. NCV and EMG studies h. Disability evaluation i. Functional capacity evaluation j. Prevocational and vocational evaluation k. Hand function assessment in upper motor neuron lesions l. Paediatric Hand assessment m. Evaluation of Physical daily living skills

UNIT 8 Treatment approaches: a. Motor re-education: Biomechanical approaches, Neurophysical approaches b. Management of sensory dysfunction: Sensory re-education, Desensitization c. Management of Oedema d. Pain Management in the upper extremity e. Management of joint movement pathology f. Hand function training g. Training Physical living skill h. Work resettlement – rehabilitative approach i. Work simulation j. Work hardening k. Biofeedback in Hand Rehabilitation

UNIT 9 Hand function development – Prenatal to 5 years of development

 UNIT 10 Activity analysis for upper extremity Activity adaption for Hand Rehabilitation

UNIT 11 Hand Splinting: a. Static and dynamic splinting b. Principles of splinting c. Splint application for various Hand conditions d. Innovative splinting e. Practical construction of customized, innovative splints for five different patients.

 UNIT 12 Nerve response to injury and repair UNIT 13 Wound classification, wound healing, Biological basis of Hand Surgery.

 **Seminar / Case presentation / Journal Review**

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**BRANCH – IV**

**OCCUPATIONAL THERAPY IN HAND REHABILITAION**

**PAPER – II**

 **Course hours: Theory: 100 Hrs Practical: 800 Hrs**

**Theory & Practical**

**Course Description:**

This course deals with the medical and surgical aspects of various Hand conditions and evaluation and Occupational Therapy intervention in these conditions.

Course Objectives: The student develops an in depth knowledge and skills in treating various hand conditions:

 Learns about preventive aspects of hand rehabilitation - follows recent trends in hand rehabilitation.

Course Content:

 UNIT 1 Management of the mutilated hand

 UNIT 2 Management of the stiff hand

 UNIT 3 Dupuytren’s disease

 UNIT 4 Management of Hand Fractures

 UNIT 5 Joint injuries in the Hand

UNIT 6 Tendons: a. Early care of flexor tendon injuries; Application of principles of tendon healing and early motion. b. Management of flexor tendon injuries in Zone – II c. Extensor tendon injuries and management d. Tendon grafting and tenolysis e. Staged flexor tendon reconstruction.

 UNIT 7 Nerve lesions: a. Tendon transfers as early internal splints following peripheral nerve injuries b. Tendon transfers in upper extremities c. Management of the Tetraplegic Hand, d. Surgical restoration of sensation

UNIT 8 Reflex dystrophies and pain: a. Causalgia b. Complications of wrist fractures c. Shoulder Hand syndrome d. Behaviour Patterns in Reflex Sympathetic Dystrophies

UNIT 9 Replantation: a. Restoration of thumb function following partial or total amputation b. Rehabilitation following replantation of the upper extremity

UNIT 10 Rehabilitation of Burned Hand:

 UNIT 11 Arthritis: a. Pathogenesis of arthritic lesions b. Hand therapy in the early stages of Rheumatoid arthritis c. Post operative management of patients after replacement excision arthroplasty

 UNIT 12- Rehabilitation of the upper extremity following stroke

UNIT 13 Amputation and prosthetic management

UNIT 14 Management of the Paediatric upper extremity: a. Congenital anomalies of the upper limb b. Cerebral palsy c. Arthrogryposis d. Brachial Plexus Injuries e. Poliomyelitis.

UNIT 15 Management of the upper extremity with tremor, dystonia and choreo – athetosis.

 UNIT 16 Hansen’s disease UNIT 17 Cumulative trauma disorder of the upper extremity. Industrial injuries.

 **Seminar / Case presentation / Journal Review**

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**BRANCH – V**

**OCCUPATIONAL THERAPY IN ORTHOPAEDICS**

**PAPER – I**

 **Course hours: Theory : 100 Hrs Practical: 800 Hrs**

**Theory & Practical**

**Course Description:**

This course provides a theoretical background for Occupational Therapy intervention in orthopaedic conditions.

**Course Objectives:**

The student will acquire knowledge in: - Biomechanics - Orthopaedic Assessments, Treatment principles in Orthopaedic Conditions

**Course Content:**

UNIT 1 Review knowledge in Osteology and myology

UNIT 2 Biomechanics : Basic concept in biomechanics Upper limb Lower limb, Spine, Gait

UNIT 3 Evaluation of the musculo-skeletal systems: a. Cervical spine b. The shoulder c. Elbow d. Forearm, wrist and hand e. Thoracic spine f. Lumbar spine g. Hip h. Knee i. Ankle and foot j. Assessment of posture k. Assessment of gait

UNIT 4 Evaluation of range of motion, muscle strength and endurance

 UNIT 5 Treatment to prevent and improve limitation of range of motion

 UNIT 6 Treatment to increase muscle strength

UNIT 7 PNF – Techniques relevant to orthopedic conditions

 UNIT 8 Rehabilitation Frames of reference

UNIT 9 Treatment to increase endurance

UNIT 10 Supportive treatment in Orthopaedic conditions

 UNIT 11 Therapeutic media: a. Activity selection and analysis b. Activity adaptation

 UNIT 12 Biofeedback

UNIT 13 MAS and sling suspension

 UNIT 14 Orthotics

 UNIT 15 Prosthetics

 UNIT 16 Wheelchair measurement and prescription, wheel chair adaptation, power wheel chair UNIT 17 Ergonomics, Growth and Anthropometric measures

UNIT 18 Work hardening

UNIT 19 ADL

UNIT 20 Resettlement

 UNIT 21 Investigations: CT, MRI, X-ray

 UNIT 22 General principles of surgical techniques and approaches

**Seminar / Case presentation / Journal Review Industrial Visit – 1 week (Heavy industries – automobile, textile etc…)**

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**BRANCH – V**

**OCCUPATIONAL THERAPY IN ORTHOPAEDICS**

**PAPER – II**

**Course hours: Theory: 100 Hrs**

 **Practical: 800 Hrs**

**Theory & Practical**

**Course Description:**

 This course covers a wide range of Orthopaedic conditions and Occupational Therapy intervention in these conditions.

Course Objectives:

The student will acquire an in-depth knowledge about various Orthopaedic conditions and will be able to plan and implement Occupational Therapy for the same.

Course Content:

UNIT 1 Infections General principles of infections Osteomyelitis Infectious Arthritis Tuberculosis and other unusual infections

UNIT 2 Tumours Malignant and benign tumours of bone Soft tissue tumours

UNIT 3 Arthrodesis of lower and upper extremity

UNIT 4 Arthroplasty of upper and lower extremity

UNIT 5 Amputation of upper and lower extremity

UNIT 6 Fractures General principles of fracture treatment Fracture of lower and upper extremities Fracture and dislocation in children Malunited fractures Delayed union and non-union of fractures. Other Complications and its prevention and management

 UNIT 7 Dislocations Acute Dislocation Recurrent dislocation

UNIT 8 Traumatic disorders of joints Hip, ankle and knee injuries Shoulder and elbow injuries

UNIT 9 Non-traumatic bone and joint disorders

UNIT 10 Congenital anomalies Lower and upper extremity and trunk

UNIT 11 Nervous system disorders Peripheral nerve injuries Cerebral Palsy Paralytic Disorders Inherited progressive muscular disease.

UNIT 12 Hand Acute Injuries Tendon Fracture Dislocation and ligamentous injury Nerve Injury Wrist Injuries Amputation Paralytic Hand Cerebral palsy hand Arthritis Volkmann’s ischaemic disorder Dupuytren’s contracture Carpal tunnel and ulnar tunnel syndrome

UNIT 13 Spine, Spinal fractures Spinal Dislocations Spinal fracture dislocation Arthrodesis of spine Scoliosis and kyphosis Low back pain and intervertebral disc disorder Infections of the spine Other disorders of the spine

UNIT 14 Developing trends in Occupational Therapy management of Orthopaedic conditions.

UNIT 15 Standardised assessment and scales - Any two scales 1. For ADL evaluation 2. Hand function and Upper extremity function scales 3. Assessment of gait, balance and posture. 4. Ergonomics and work evaluation. 5. Quality of life scale, COPM 6. Pain scale

**Seminar / Case presentation / Journal Review**

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