

University of Florida
College of Public Health & Health Professions
Syllabus
OTH 3200 - Applied Human Development 1 (3 Credits)
Fall, 2016
Delivery Format: On-Campus
Course Site: <https://ss.at.ufl.edu/>

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PURPOSE AND OUTCOME

Course Overview: This course gives the student an overview of human development from conception through childhood with an emphasis on the areas that are important to occupational therapy and other health professions. Issues which pertain to health care and rehabilitation are discussed including: major developmental achievements at each age level particularly physical, motor, sensorimotor, perceptual-motor, cognitive, psychological, and social functions; beginning developmental assessment and observation; professional communication skills; developmental task analysis; examples of major health problems and issues for each age with application to health care and rehabilitation.

Course Objectives: Upon conclusion of the instructional activities for the course, the students will be able to:

1. Demonstrate knowledge and understanding of prenatal, infant young and late childhood development (ACOTE Standard B.1.5)
2. Demonstrate knowledge and appreciation for the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in the development of young children. (ACOTE B.1.7)
3. Relate the concepts of traditional developmental theorists to the health care of children.
4. Describe typical development of occupational behaviors during the periods of infancy, pre-school, and school age, and explain the influences of family, and cultural and society context on occupational performance. (ACOTE B.2.5)
5. Demonstrate beginning skills in observation and interpretation of objective behaviors relative to motor, perceptual-motor, cognitive, psychological, and social development, and within the sociocultural environment of that child.
6. Develop initial skills to observe developmental milestones, and describe its influence of on occupational skill development.
7. Observe the development behaviors of a typical child. Prepare clear and accurate written documentation describing a child's current developmental performance.
8. Identify common problems that may lead to an interruption in occupational skills development such as health and environmental issues, and developmental delay. Discuss methods of prevention and the promotion of children's health (ACOTE B.2.4)

9. Demonstrate objectivity in documentation and professional work behaviors through participation in the laboratory activities and execution of course assignments.

10. Demonstrate ability to critically review articles developmental research by preparing a review and taking part in a discussion of the implications of research in health care.

Instructional Methods: Lecture with in class and student led discussions. Students will conduct observation based assignments with young children from the community.

COURSE MATERIALS AND TECHNOLOGY

Course website: <https://lss.at.ufl.edu/> Course announcements, syllabus, slides, handouts, assignments and additional readings posted here.

Required Readings: Additional readings will be posted on the course site

Berk, L.E. (latest edition). Exploring *lifespan development*. Boston: Elveiser

Foss, J. (unpublished) *Manual of normal development of motor patterns*. (Available at Target Copy)

For technical support for this class, please contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments: Individual assignments are described under *Assignments* on the course website. Each assignment will be discussed in class and students will be given the opportunity to ask questions about the assignment requirements.

Grading

Requirement	Due date	Points
Exams (2)	Oct. 17 Dec. 10	50 points each
Reflex Quiz	Oct. 26	20 points
Infant–Toddler Checklist	Oct. 5	10 points
Article Review	Nov. 14	10 points
School-aged Observations	Nov. 28	10 points
Total points =		150 (100%)

Points earned	150-140	139-135	134-131	130-125	124-120	119-116	115-105	104-101	100-95	94-93	Below 92
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

For further discussion of these policies see the undergraduate BHS or Masters in OT Student Handbooks.

Letter grade to grade point conversions:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Points																				

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy: students will be held responsible for all material presented and discussed in class regardless of attendance. Attendance to exams is mandatory. In the rare instance that a student must be absent to an exam, the student must notify the instructor prior to the time of the test in order to schedule a makeup. Make-ups for exams will only be approved prior to the time of the test for the student's hospitalization, death in the family, or a similar serious situation. Documentation is required. Students missing an exam without notification or documentation as described above will be given a grade of 0 on that exam.

Policy Related to Make up Exams or Assignments: all assignments are due by class time on the on the date assigned. In the rare instance that a student must miss a deadline for an assignment, the student must notify the instructor prior to the deadline in order negotiate additional time. Additional time will only be approved prior to the deadline for the student's hospitalization, death in the family, or a similar serious situation. Documentation is required. Students submitting a late assignment without notification or documentation as described above will be given a grade of 0 on that assignment.

Policy Related to Required Class Attendance: Students are expected to attend all classes and all class activities. Students will be held responsible for all material assigned, presented, and discussed in class regardless of attendance. It is the responsibility of the student who must be late or absent to notify the instructor prior to the time of the class. Some class activities cannot be made up.

For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.

Preparation for class: To maximize the use of class time, students are expected to read and study assigned readings in text and course syllabus prior to coming to class.

Participation: Students are expected to actively participate in discussions and class activities. Attendance assists student to develop knowledge and skill in interpersonal relationships and communication by relating to others of different backgrounds and performance deficits.

Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, internet, etc.); getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class.

Laptop policy: Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of "use unrelated to course objectives" includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the net, etc.

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied.

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Date	Topic	Readings
Mon., Aug. 22	Course & Functional Development Defined	Theory Review Module (Canvas)
Weds, Aug. 24	Developmental Theory	Berk: ch. 1 Berk – use Subject Index
Mon., Aug. 29	Prenatal & Infant Development	Berk: ch. 2 & 3
Weds., Aug., 31	Systems Development	“Inside the Living Body” https://www.youtube.com/watch?v=HBIYwiktPsQ Systems Development Table (Canvas)
Mon., Sept. 5	<i>No Class - Labor Day</i>	
Weds., Sept. 7	Developmental Theory case reviews Discussion Young Child Checklist	Case Handout (Canvas) Review Checklist Assignment (Canvas)
Mon., Sept.12	Infant Brain Development	Berk: ch. 4 & 5, p. 93-100 & 169-170 National Scientific Council on the Developing Child (2010) (Canvas)
Weds., Sept. 14	“The Baby’s Brain: Wider than the Sky”	
Mon., Sept. 19	Theories of Motor Development	Berk: p.106-107
Weds., Sept. 21	Early Sensorimotor Development	Berk: p. 82-83 Reflex/reaction manual (Target Copy)
Mon., Sept. 26	Sensory Development	Berk: 86-87 Lecture available (Canvas)
Weds., Sept. 28	“The Child’s Brain: Syllable from Sound”	Berk: ch. 5 & 6, p. 136-139
Mon., Oct. 3	Neuromotor Development – Posture and Mobility	Berk: p. 106-107 Course handout (Canvas) Reflex/reaction manual
Weds., Oct. 5	Gross Motor Skill Development	Berk: p. 173-175, 230-232, Infant-Toddler Checklist due
Mon., Oct. 10	Fine Motor Development	Berk: 7 & 8, p. 173-174 & 231 Exam review handout (Canvas) Review Research Article Assignment (canvas)
Weds., Oct.12	Reflex Review Discussion of Research Article Assignment	
Mon., Oct. 17	Exam 1	
Weds., Oct. 19	Humphrey Article Discussion Discussion of School-aged Child Observation Assignment	Article - Humphrey (2002) (Canvas) Review School-aged Child Observation Assignment (Canvas)
Mon., Oct. 24	Oral Motor Development	Berk: 100-101
Weds., Oct. 26	Reflex Quiz	Reflex review exercise (Canvas) Quiz review handout (Canvas)
Mon., Oct. 31	Play Skills Development	Berk: ch. 9 & 10, p. 175-176, 203-2015
Weds., Nov.2	<i>No class - Observation assignment</i>	
Mon., Nov. 7	Perceptual Development	Berk: p. 86-87, 109-114
Weds., Nov. 9	TBA	
Mon., Nov. 14	Cognitive Development	Berk: ch. 5, p. 175-181, 234-242
Weds., Nov. 16	Research Article Discussion	Research Article Due
Mon., Nov. 22	Attachment and Temperament	Berk: p. 149-159
Weds., Nov. 23	<i>No class - Thanksgiving Break</i>	
Mon., Nov. 28	The Role of Family & Culture in Development	Berk: p.45-48 School-aged Observation Due
Weds., Nov. 30	Current Issues in Child Development: Toxic Stress	

		National Scientific Council on the Developing Child (2008)
Mon., Dec. 5	"Babies"	
Weds., Dec. 7	Exam Review	Review Handout (Canvas)
Sat., Dec. 10	Exam 2	