

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6527C Occupation-based Practice and Rehabilitation for Children and Youth
(3 credits)
 Spring: 2021
 Delivery Format: Synchronous Remote & On-Campus

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Office Hours: Wednesdays 12:00-12:30 (via zoom) & Thursdays 11:40-12:30 (in person 1107 or via zoom) or by appointment made via email to ckreider@ufl.edu

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Course Times:

- **Section A:** Mondays 8:30 – 9:20 am (2nd period) & Thursdays 10:00 – 11:55 am (~3rd & 4th periods)
- **Section B:** Mondays 2nd period & Thursdays 12:50 – 2:45 pm (6th & 7th periods)

Classrooms (both sections):

- **Monday** Classrooms **G-103** (I will teach live in this room; seats 20), G-201 (seats 9), 1101 (seats 9), & Zoom
- **Thursday** Classrooms **1107** (I will teach live in this room when I communicate with all students in the section; seats 9), 1103 (seats 3), 1101 (seats 9), & G-201 (seats 9)

Prerequisites

OTH 6437: Occupation-based Practice and Rehabilitation: Physical Domain and OTH 6620C: Occupation-based Practice and Rehabilitation: Cognitive, Perceptual, Social Domains with a grade of C or higher; or equivalent coursework with permission of the instructor.

PURPOSE AND OUTCOME

Course Overview

This course addresses occupation-based practice for children and youth with impairments resulting in rehabilitation needs. Students will learn to facilitate occupational performance of clients and their families across occupational therapy domains and through the occupational therapy process as related to rehabilitation.

Relation to Program Outcomes

This course is situated in the spring semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in children and youth is emphasized. Students develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy for children and youth. The course builds upon knowledge and skills for adult clients that as taught in the fall semester. Laboratory activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes, from Phase 1 of the curriculum framework, related to the following curricular themes: critical thinking for practice and scholarship, psychomotor skills, collaborative practice, professionalism, and valuing of diversity.

Course Objectives and/or Goals

Student Learning Objectives- Upon successful completion of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety of Self and Others	Critical Thinking
Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating	B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference	Critical Thinking; Valuing of Diversity

intervention plans that address occupational therapy's domain of practice (i.e. ADL, IADL, work, rest/sleep, etc.) for children, youth, and their families.	B.4.4 Standardized and Nonstandardized Screening and Assessment Tools B.4.5. Application of Assessment Tools and Interpretation of Results	
Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills for children and youth.	B.4.2. Clinical Reasoning	Critical Thinking
Administer assessment tools using appropriate procedures and protocols related to practice with children and youth.	B.4.5 Application of Assessment Tools and Interpretation of Results	Psychomotor Skills
Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools related to practice with children and youth in rehabilitation and hospital settings.	B.4.7. Interpret Standardized Test Scores B.4.8. Interpret Evaluation Data	Critical Thinking
Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety for children and youth in rehabilitation and hospital settings.	B.3.5 Effects of Disease Processes B.4.9. Remediation and Compensation B.4.10. Provide Interventions and Procedures B.4.16. Dysphagia and Feeding Disorders	Critical Thinking; Psychomotor Skills
Apply the concepts of grading and adapting to client-centered and/or family-centered occupational therapy interventions, including those involving the environment.	B.4.18. Grade and Adapt Processes or Environments	Critical Thinking; Psychomotor Skills
Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings for children and youth.	B.4.24. Effective Intraprofessional Collaboration B.4.25. Principles of Interprofessional Team Dynamics	Collaborative Practice
Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan.	B.4.22. Need for Continued or Modified Intervention	Critical Thinking
Determine appropriate specialists and community agencies for client and family referrals.	B.4.26. Referral to Specialists	Collaborative Practice
Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team.	B.4.28. Plan for Discharge	Critical Thinking; Collaborative Practice
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism

Instructional Methods

This class uses advanced readings and advanced homework preparation (i.e., homework worksheets completed ahead of class), presentations, and facilitated discussions and group activities (e.g., cases and problem-solving activities) to grapple aloud with classmates regarding the ideas presented in the readings, videos, and lectures. Students will be provided structured opportunities to engage in the processes entailed in pediatric rehabilitation evaluation and intervention/practice. Specifically, through in-class laboratory

experiences, group work, and individual and group out-of-class work, students will engage in the processes of formulating clinical questions, identifying relevant clinical and structured observations, and then use that understanding in determining a course of action based on the appraisal and the child's age and life situation.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of independent preparation activities, technology, and face-to-face instruction – this year via Zoom with cameras on - to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided via chapter and article readings, preparatory exercises, and online content before the live class takes place. This lets me focus my in-class teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of me?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all preparatory out-of-class assignments.

This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the in-class sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

This course includes blended learning activities and, when appropriate, will interweave concepts from other current and prior OTD courses.

DESCRIPTION OF COURSE CONTENT

Assignments & Grading

You must pass each of the grade categories individually (described below) at a minimum of 70% in order to pass the course. Failure to achieve a minimum score in any one category will result in assignment of a pass/fail make-up activity(s) designed for you to demonstrate adequate knowledge of the content. This may be in the form of written responses to questions or prompts. Once you have demonstrated adequate knowledge of the content, you will be assigned a "pass" for the individual category; however, the original score(s) earned will remain the same and will be used in course grade calculations.

1. **Exams (60% total, 2/16, 3/9, 4/27):** This course includes three multiple choice, multiple answer, matching, and true/false exams that cover lecture, lab, and required preparations and homework. Exams are used to assess critical thinking in relation to knowledge and skills taught in the course and multiple-choice questions are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one "right" answer, but the student must identify the "best" answer).
 - Exams will be given on Canvas using HonorLock and Chrome web browser.
 - Students are responsible for ensuring the working state of their HonorLock app **prior** to beginning exams.
 - Exams are closed note/book/browser exams
 - Exams will be administered at specified times outside of regularly scheduled class times; all sections will take the exam at the same time.
 - The exams are not considered cumulative but do build on knowledge gained throughout the semester and will thus draw on retained knowledge from prior exams.
 - Students who need accommodations for exams must contact the Disability Resource Center and make arrangements prior to the exam.
2. **Quizzes (2% total: due Thur 8 AM 1/21, Mon 8 AM 1/25, 2/15, 3/15)** Multiple choice quizzes will be used to assess your understanding and preparedness to engage with content within the assigned prep (e.g., videos, readings). Quizzes will be administered on Canvas.
 - Quizzes will be given on Canvas using the LockDown browser.
 - Students are responsible for ensuring the working state of their LockDown browser app **prior** to beginning quizzes.
 - All quizzes will be timed.

- Quizzes are single monitor, closed book, closed notes, and closed browser. All quizzes are also single device quizzes; in other words, only your quiz-taking electronic device may be used/open during the quiz administration – ***no other electronic devices may be used during the quiz.***
 - Students may take the quiz up to 3 times. The highest score will contribute toward the final grade.
 - Late quiz submissions will not be accepted – students who are unable to submit the quiz on time due to emergency reasons must notify the instructor as soon as possible if unable to complete on time and the student wishes to have the quiz availability extended past the due date.
- 3. Reflection Preps (15% total; due Thur 8 AM 1/21, and Mon 8 AM 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15, 3/22, 3/29, 4/12)** A large portion of assigned preparations (i.e., readings, videos) will be assessed via students' reflections upon completion of the assigned preparatory activities. Students will be provided with specific prompts to demonstrate their reflective understanding of the assigned preparation. Criteria for full credit include response to all prompts and for prompts requiring critical thinking with thoughtful responses – such responses will evidence (1) analytical self-reflection, (2) linkages to prior learned concepts and/or experiences, and (3) critical/evaluative thinking
- 4. Lab Worksheets (13% total, due Thur 8 AM 1/21, and Mon 8 am 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15, 3/22, 3/29, 4/12, 4/19):** Labs will include lab worksheets completed during and after each lab throughout the semester.
- Criteria for full credit include completion of all lab work, thoughtful responses to critical thinking questions, and evidence of appropriate team collaboration during group activities.
 - Most lab activities cannot be made up if class is missed, therefore not all parts of the lab worksheet may be eligible for points when a lab day is missed – if a lab is missed due to emergency reasons that are consistent with an excused absence, the student is expected to arrange to make up the lab as soon as possible – adjustments to the make-up lab and or lab worksheet will be made as needed.
- 5. Tele-rehabilitation Application Assignment (4% - Assignment is open throughout the semester but must be submitted no later than Mon 3/29 8 AM):** Students will conduct (individually or within a small group) one short tele-based clinical observation and parent interview session with a parent/guardian of a child age 15 or younger and will observe and interact with the child/youth as appropriate to the child's/youth's age. Students will be responsible for identifying appropriate parent/child and for arranging the tele-clinical observation and parent interview; please notify the instructor as soon as possible if you anticipate difficulty identifying a parent/child to engage in this assignment. Students may work in small groups of up to 4 per group in interacting with the parent/child via the tele-technology. However, each student must submit an individually completed written assignment regarding the tele-consultation/observation.
- 6. Pediatric OBP & Rehabilitation Competency (4% total & Pass/Fail, 4/20):** Students will be given instructions for the Competency preparation in class ahead of the Competency. Students will be required to have a thorough knowledge of all the course work before the competency. A minimum score must be achieved and there must be no safety concerns in order to pass the competency. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass any failed competency assessment. Students will be given three attempts to pass a competency assessment.
- 7. Professionalism (2% total, assessed throughout the semester):** Student professionalism will be observed throughout the course and monitored.
- The Professionalism Rubric (see Canvas for the rubric) will be used to guide the instructor in monitoring professionalism and will be used to guide the instructor's assignment of the professionalism grade.
 - Adherence to COVID precautions
 - Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

Topical Outline/Course Schedule

Detailed schedule information and additional assigned readings are provided on the course website.

Week	Date(s) * = in person	Topic(s)	Readings/Preparation/Assignments <i>Additional readings/preparation (video, reflections)/lab assignments will be posted on course website in the corresponding week. Be sure to stay updated by regularly checking the course website.</i>
1	1/11 1/14	Introduction to Course OT for Children and Youth in the ICU, Acute Care, Inpatient Rehabilitation, Outpatient Rehabilitation	<p><i>Readings in preparation for Lab activities:</i> Hattjar, 2019. Chapter 4 (on Canvas) Grullon et al., 2019 A need for occupational justice... https://nsuworks.nova.edu/occupation/vol3/iss1/4 Novak et al., 2019 Effectiveness of paediatric occupational therapy for children with disabilities. https://doi.org/10.1111/1440-1630.12573 (focus on Results section and Figures 2 & 3; review Table S1 (<i>link to Word document containing the table at bottom of webpage</i>))</p> <p>Video lecture(s) - on Canvas</p> <p>DUE [Thurs 1/21 @ 8AM]: LabWS_Wk1_2021</p>
2	1/18 (MLK Holiday) 1/21*	Infant OT: NICU <ul style="list-style-type: none"> • Infant handling, positioning, feeding • Parents 	<p>Case-Smith Ch. 26 Hospital & Pediatric Rehabilitation Services. <i>Guiding Questions 1, 2, & 3</i> Case-Smith Ch. 22 NICU. <i>Guiding Questions 1, 3, 4, 5, 6, & 8</i> VandenBerg 2007 State system development... doi: 10.1097/01.JPN.0000270630.96864.9a Video (3 min) – Developmentally supportive care https://vimeo.com/27553535</p> <p>Video lecture(s) - on Canvas</p> <p>DUE [Thurs 1/21 @ 8AM] Quiz_Wk2_2021 covers (1) Ch 26 Hosp & Peds Rehab (2) Ch 22 NICU DUE [Thurs 1/21 @ 8AM] ReflectionPrep_Wk2_Infant-2021 DUE next week LabWS_Wk2_2021</p>
3	1/25 1/28*	Infant OT cont.: Transition to Home and Infant/Toddler Interventions <ul style="list-style-type: none"> • Case studies: goal-setting and intervention planning • data driven decision-making • proximal & distal outcomes 	<p>Marcus, 2009. Interprofessional practice and the role of occupational therapy in the management of infant feeding issues. https://caot.in1touch.org/document/3906/OTNow_Nov_09.pdf Case-Smith Ch. 10 Assessment and Treatment of Feeding, Eating, and Swallowing. <i>Guiding Questions 2, 4, & 5</i> Marcus & Brenton Ch5: Difficulty Transitioning to Foods (on Canvas) Videos regarding oral motor & to observe chewing patterns: <ul style="list-style-type: none"> • How the body works – chewing & biting (1 minute) https://youtu.be/tvpLj5Tcnig • Infant eating purees (2 ½ minutes) https://youtu.be/h0UPFlodUpQ • Toddler munching cereal (2 minutes) https://youtu.be/udKv15Nt9Rs </p> <p>Video lecture(s) - on Canvas</p> <p>DUE ReflectionPrep_Wk3_2021 DUE Quiz_Wk3_2021 covering Ch 10 Feeding, Eating & Swallowing DUE next week LabWS_Wk3_2021</p>

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4	2/1 2/4*	Neuromotor: Motor Control & Assessment and Intervention of Motor Systems and Functions	<p>Case-Smith Ch. 16 Application of Motor Control and Motor Learning (focus on Process of Motor Learning). <i>Guiding Questions 5 & 6</i></p> <p>Case-Smith Ch. 29 Neuromotor Conditions: CP. <i>Guiding Questions 1, 2, & 5</i></p> <p>Video Cases</p> <ul style="list-style-type: none"> Explaining low tone https://youtu.be/XGkheazMrD0 (watch until 1:30 timestamp [1 ½ min]) Trying to jump https://youtu.be/7m5F0ndR_0Y (4 min) Kicking skills https://youtu.be/tQnRXYfYqVg (3 min) Learning to stop while running https://youtu.be/TFx_Ct8E_BE (3 ¾ min) Oral motor - child with low tone: https://www.facebook.com/watch/?v=739633272806532 <p>Video lecture(s) - on Canvas</p> <p>DUE Quiz_Wk4_2021 covering (1) Ch 16 Motor, (2) Ch 29 CP DUE ReflectionPrep_Wk4_Motor-2021 DUE LabWS_Wk4_2021</p>
5	2/8 2/11*	Neuromotor cont.: CP and Occupational Performance in Neurodevelopmental Neuromotor Populations	<p>Case-Smith Ch. 18 (pp. 457-461, 474-479)</p> <p>Schiariti et al, 2018. Common data language...CP. https://doi.org/10.1111/dmcn.13723 (<i>skim</i>)</p> <p>Video Case: Zachary Video CP symptomatology https://youtu.be/u0kTAPDCo7A</p> <p>Videos</p> <ul style="list-style-type: none"> Mealtime child with CP, watch min 3min, should watch until 5 min https://youtu.be/3263aJ3sjdl Positioning for mealtime toddler in wheelchair eating from plastic tray; poor head control (1 ½ minutes) https://youtu.be/ub0F-En2js0 Young toddler, low tone; high chair and boppy pillow with adapted spoon (2 minutes) https://youtu.be/TUXTddBK5sw Beckman Oral Motor Patterns (7 minutes) https://youtu.be/1MCfXHN8IC0 <p>Video lecture(s) - on Canvas</p> <p>DUE ReflectionPrep_Wk5_2021 DUE LabWS_Wk5_2021</p>
6	2/15 2/18* Tuesday 2/16 3:35-5:00	Sensory Integration Theory and Sensory Processing Models, Assessment, Intervention, and Documentation – Part 1 Exam 1 Weeks 1-5 [HonorLock; 1107, 1101 & 1103 will be open]	<p>Case-Smith Ch. 20 Sensory Integration <i>Guiding Questions 1, 2, & 3</i></p> <p>Video case: https://www.youtube.com/watch?v=jisAfi381WM</p> <p>Mailloux et al. 2007. Goal attainment scaling... https://doi.org/10.5014/ajot.61.2.254</p> <p>Video lecture(s) - on Canvas</p> <p>DUE Quiz_Wk6_2021 covering Ch 20 DUE ReflectionPrep_Wk6_SI-1_2021 DUE LabWS_Wk6_SI-1_2021</p>

Week	Date(s) * = in person	Topic(s)	Readings/Preparation/Assignments <i>Additional readings/preparation (video, reflections)/lab assignments will be posted on course website in the corresponding week. Be sure to stay updated by regularly checking the course website.</i>
7	2/22 2/25*	Sensory Integration Theory and Sensory Processing Models, Assessment, Intervention, and Documentation – Part 2	<p>Schaaf et al., 2015. Chapter II.2 Step 2: Conducting the Comprehensive Assessment (on canvas)</p> <p>del Pilar Saa et al., 2019. Evaluating Sensory-Related Difficulties: A Review of Recently Available and In-Development Assessment Tools. https://www.aota.org/Publications-News/SISQuarterly/children-youth-practice-connections/SIPSIS-11-19.aspx</p> <p>Stallings-Sahler et al., 2019. Neurodevelopmental Soft Signs...(on canvas)</p> <p>May-Benson et al., 2018. Identifying and Measuring Outcomes in Ayres Sensory Integration (on canvas)</p> <p>Video cases (2)</p> <ul style="list-style-type: none"> • https://youtu.be/4-jqtlwfw5M • https://youtu.be/YUdsgQGHSR8 <p>Video lecture(s) - on Canvas</p> <p>DUE ReflectionPrep_Wk7_SI-2_2021 DUE LabWS_Wk7_SI-2_2021</p>
8	3/1 3/4(??)	Sensory Integration Theory and Sensory Processing Models, Assessment, Intervention, and Documentation – Part 3	<p>Miller et al., 2009. Perspectives on sensory processing disorder... https://dx.doi.org/10.3389%2Fneuro.07.022.2009 (skim)</p> <p>Villasenor et al., 2019. A systematic review of sound-based intervention... https://doi.org/10.1080/19411243.2018.1432444 (on Canvas) (skim)</p> <p>Video lecture(s) - on Canvas</p> <p>DUE ReflectionPrep_Wk8_SI-3_2021 DUE LabWS_Wk8_SI-3_2021</p>
9	3/8 3/11* Tuesday 3/9 3:35 – 5:00 pm	<p>Assessment and Intervention of Visual & Ocular Motor and Visual Perceptual skills</p> <p>Exam 2 Focus: Weeks 6-8 [HonorLock; 1107, 1101, & 1103 will be open]</p>	<p>Videos:</p> <ol style="list-style-type: none"> (1) Ocular-motor https://youtu.be/5DiaUiKGBMk (2) Beery VMI https://youtu.be/eB54MhAtpAc (3) Beery VMI scoring https://youtu.be/sHW7R7t5jal (4) TVPS https://youtu.be/pJdGZNMJDcU <p>Pfeiffer et al., 2015. Developmental Test of VMI: An Effective Outcome Measure... https://doi.org/10.5014/ajot.2015.015826</p> <p>Thorley et al., 2011 doi: 10.1111/j.1440-1630.2010.00852.x</p> <p>Video lecture(s) - on Canvas</p> <p>DUE ReflectionPrep_Wk9_2021 DUE LabWS_Wk9_2021</p>

Week	Date(s) * = in person	Topic(s)	Readings/Preparation/Assignments <i>Additional readings/preparation (video, reflections)/lab assignments will be posted on course website in the corresponding week. Be sure to stay updated by regularly checking the course website.</i>
10	3/15 3/18	Cognition and Cognitive Performance Assessment and Intervention for Children and Youth – Part 1	Case-Smith Ch. 17 Cognitive Interventions pages 431 – 434; Table 17.2; p. 448 column 1 (CO-OP is covered in Dr. Schneider's class) <i>Guiding Questions 2, 3, & 4</i> Key Words - REQUIRED_KeyWords&Terms_Cognition_Ch17_Tables_17-1&17-2.docx Toglia et al., 2012. Anatomy of cognitive strategies. https://doi.org/10.3109/02699051003610474 (<i>Focus on: pp 225-228, Cog. Strategy Use section, Tables 1 & 4</i>) Katz et al., 2007. [D-LOTCA-CH] The Dynamic OT Cognitive Assessment... https://doi.org/10.5014/ajot.61.1.41 (<i>skim</i>) Clark et al. 2013. Systematic Review of Occupational Therapy Interventions to Improve Cognitive Development in Children Ages Birth–5 Years. https://doi.org/10.5014/ajot.2013.006163 (<i>skim</i>) Video Cases (2) <ul style="list-style-type: none"> • Do-Eat Performance Assessment (<i>skim watch timestamp 6:29 – 12:51</i>) https://youtu.be/6dl7F0-4gol • Scaffolding https://youtu.be/-iki2hAYK74 Video lecture(s) - on Canvas <i>Videos/Readings in preparation for Lab activities:</i> BRIEF 2 assessment tool: https://youtu.be/fmLu-LA2MGY BRIEF assessment tool: https://youtu.be/SZY_mGXRAts Kamradt, 2019 Barkley Deficits in Executive Functioning Scale (BDEFS): Validation in a Large Multisite College Sample https://doi.org/10.1177%2F1073191119869823 DUE Quiz_Wk10_2021 covering Ch 17 & KeyWords DUE ReflectionPrep_Wk10_2021 DUE LabWS_Wk10_2021
11	3/22 3/25	Cognition and Cognitive Performance Assessment and Intervention for Children and Youth – Part 2	Katz & Toglia Ch 17 – Metacognitive Model for Children with Neurodevelopmental Disorders (on canvas) Diamond, 2011. Interventions shown to aid executive function development. https://doi.org/10.1126/science.1204529 (<i>skim</i>) Assessing EF, Self-regulation, ADHD (Barkley, 2015) https://youtu.be/QtyN0v4aRF3Y ; <i>timestamp 19:45 - 28:20</i> ([*22:00 self-regulation; *23:30 EF; *25:10 EF listed out]): Overholser, 2013. Guided Discovery. https://doi.org/10.1007/s10879-012-9229-1 (<i>skim</i>) Video lecture(s) - on Canvas <i>Readings in preparation for Lab activities:</i> Toglia et al. 2012. Anatomy of cognitive strategies... https://doi.org/10.2182/cjot.2012.79.4.4 Booth & Land webpage – Cognitive Strategies Toolkit http://www.adlit.org/article/21573/ (<i>Links to an external site.</i>) (<i>2nd table Cognitive Strategies Sentence Starters</i>) Take a look at the prompts for guided discovery (i.e., facilitator's questions) of the cognitive strategies: http://wps.ablongman.com/wps/media/objects/11566/11843712/ch11/11.2.Cognitive_Strategies_Booklets.pdf Diamond 2016 EF Review article https://doi.org/10.1016/j.dcn.2015.11.005 (<i>skim</i>) DUE ReflectionPrep_Wk11_2021 DUE LabWS_Wk11_2021

Week	Date(s) * = in person	Topic(s)	Readings/Preparation/Assignments <i>Additional readings/preparation (video, reflections)/lab assignments will be posted on course website in the corresponding week. Be sure to stay updated by regularly checking the course website.</i>
12 & 13	3/29 - 4/9 Level 1 Fieldwork Week & Asynchronous Peds Rehab week	Trauma-informed Care & Fostering resilience in pediatric populations	<p>DUE (Mon 3/29 8 AM): Tele-rehabilitation Application Assignment</p> <p>Warner et al., 2014. The Body Can Change the Score: Empirical Support for Somatic Regulation in the Treatment of Traumatized Adolescents. https://doi.org/10.1007/s40653-014-0030-z (skim)</p> <p>Fette et al., 2019. Understanding and Applying Trauma-Informed Approaches Across Occupational Therapy Settings (https://www.ota.org/~media/Corporate/Files/Publications/CE-Articles/CE-article-May-2019-Trauma.pdf) (skim)</p> <p>Cook et al., 2005. Complex Trauma in Childhood. https://doi.org/10.3928/00485713-20050501-05 (skim)</p> <p>Video Lecture – Trauma & Resilience</p> <p>DUE (Mon 4/12 8 AM): ReflectionPrep_Wk12-13_2021 DUE (Mon 4/12 8 AM): LabWS_Wk12-13_2021</p>
14	4/12 4/15(???)	Pulling it all together – revisiting assessment, treatment planning, and documentation for children and youth with sensory, motor, and self-regulation/executive functioning challenges impacting occupational performance	<p>Case-Smith Ch. 30 Autism Spectrum Disorders <i>Guiding Questions 1 & 3</i> Benson SOS-CAT (on canvas) Peterson 2016 Modified SOS vs. ABA (on canvas)</p> <p>Videos of feeding & therapy sessions that focus on behaviors during feeding:</p> <ul style="list-style-type: none"> • (3 ½ minutes) https://youtu.be/0mGbOeuuuB8 • (1 ½ minutes) https://youtu.be/pGW-e0sIXk0 <p>Additional preparation to be assigned – refer to course website</p> <p>DUE ReflectionPrep_Wk14_2021 DUE LabWS_Wk14_2021</p>
15	TUE 4/20 6-8 th Periods 12:50 – 3:50 (All sections)	Mon AM class time has been moved/added to Tue afternoon Competency evaluation: Pediatric Rehabilitation Competency	<p>No specific preparation required.</p> <p>The competency is a family-centered neuro- and/or sensory-motor occupation-based pediatric rehabilitation competency</p>
16	TUE 4/27 9:00 – 11:00 am	Exam 3: Comprehensive exam with focus on Weeks 9-14 [HonorLock]	

Course Materials and Technology

Classes are posted on Canvas and are accessed via E-learning Support Website: <http://elearning.ufl.edu/>.
Access to a tutorial that includes the May 2017 upgrade: <https://community.canvaslms.com/videos/1124-canvas-overview-students>

HonorLock: Exams are administered on canvas and require use of the HonorLock and Chrome browser. HonorLock is a user-friendly system, but you must follow these guidelines to register and take your quizzes:

1. Review the following HonorLock Student Information to obtain an overview of HonorLock:
<https://warrington.ufl.edu/covid-19/information-for/for-students/honorlock-student-guide/>
2. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function.

3. Students will need to have Google Chrome, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take an exam or quiz without a webcam.
4. Please plan on extra time to complete your exam to accommodate connection time and any technical issues that arise.
5. No human proctor will appear. You will take your exam with your camera recording the entire session.
6. Exams may be taken at a student's home. Students must plan to take their exam in an environment where other people will not be present in the room or enter/exit the room during the exam.
7. You are required to pan your camera around the room and your desk and remove anything not allowed. Do not have any materials (paper, books) next to you during the exam, even if you are not using them. Once you finish and submit your exam, you will log out, and the exam session will be audited at HonorLock.

LockDown Browser: Quizzes are administered on canvas and require use of the Respondus LockDown Browser. You are required to install the Respondus LockDown Browser and ensure its functionality prior to the first scheduled quiz.

- Please use the "LockDown Browser Practice Quiz" on the course website to ensure functionality of the LockDown Browser application.
- For additional information regarding Canvas and the Respondus LockDown Browser, please refer to https://lss.at.ufl.edu/help/Student_Help.

Laptops/Tablets: Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Some lab learning activities will require focused experiential learning with no devices allowed during the laboratory activity. The instructor may further limit or prohibit the use of laptop or electronic devices used during presentations and learning activities.

Required Course Materials & Textbooks:

1. Case-Smith, J., & O'Brien, J. C. (2020). Occupational therapy for children and adolescents. St. Louis: Elsevier (8th edition). ISBN: 9780323512633
2. Cahill, S. M. & Bowyer, P. (2015). Cases in pediatric therapy: Assessment and intervention. Thorofare, NJ: Slack Incorporated. ISBN-10: 1617115975
3. AOTA membership www.aota.org
4. Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>
5. Required technology
 - a. Laptop computer or tablet for in-class use
 - b. Microsoft Office 365 ProPlus: <https://it.ufl.edu/services/gatorcloud-microsoft-office-online>, then select "Go to Service" link (Additional technology are available to students @ <https://software.ufl.edu/student-agreements/>)
 - c. Off-campus UF Library access: <https://cms.uflib.ufl.edu/offcampus>
 - d. Hand-held/portable scanner (e.g., CamScan app on phone or tablet) or other means of uploading onto course website pdf scan of hardcopies/activities completed *while still in class*.

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

Summary of Assignments & Grading

Reminder: You must pass each of the grade categories individually at a minimum of 70% in order to pass the course. Failure to achieve a minimum score in any one category will result in assignment of a pass/fail make-up activity(s) designed for you to demonstrate adequate knowledge of the content. This may be in the form of written responses to questions or prompts. Once you have demonstrated adequate knowledge of the content, you will be assigned a "pass" for the individual category; however, the original score(s) earned will remain the same and will be used in course grade calculations.

Requirement	Due date	% of final grade
Exams (3)	2/16, 3/9, 4/27	60% total

Quizzes (4)	1/21, 1/25, 2/1, 2/15, 3/15, 4/12	2% total
Reflection Preps (12)	1/21, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15, 3/22, 3/29, 4/12	15% total
Lab Worksheets (13)	1/21, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/15, 3/22, 3/29, 4/12, 4/19	13% total
Tele-rehabilitation Application Assignment	3/29	4%
Professionalism	Assessed throughout the semester	2% total
Pediatric OBP & Rehabilitation Competencies	4/20	4% and Pass/Fail
Total		100%

Grading: This class uses the OTD Program Standard Grading Scale. For more information concerning program grading policies see *OTD Student Manual*.

OTD Program Standard Grading Scale:

Percentage Points Earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

A grade lower than C will result in retaking this course. Please see the *OTD Student Manual* for details. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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>

Policy Related to Attendance, Exams, Make-up Exams, Assignments and/or Other Work: All course assignments are due on the day noted in the syllabus unless otherwise negotiated with instructor in advance of the due date. Make-up examinations and assignments will be provided at the discretion of the instructor; late assignments may be accepted, or not accepted, at the discretion of the instructor with grade penalty for late submission. Points associated with lab/classroom activities that are graded and in-class quizzes (scheduled and unscheduled) cannot be made-up when class is missed. OTD students are required to attend all course and program activities. For detailed description of these policies see the OTD Student Handbook.

- Exams will be administered to all sections simultaneously outside of the typically scheduled class time. Exams will be conducted in person via personal laptop or tablet in a classroom at the HPNP building or within the Health Science Center.
- Makeup exams will not be given without **prior** arrangements with the Course Instructor. "Prior" is defined in the OTD Student Handbook. Failure to do this will result in a zero grade for that test or assignment.
- Emergencies have to be documented (such as a medical exemption).
- Undocumented absence from an exam or an assignment will result in a score of "0" on that assignment. Makeup exams that are given due to authorized absence may be oral exams
- **Pass/Fail Competency Grades:** Students must demonstrate competency (i.e., pass all elements in the competency assessments) in order to pass the designated courses below. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass any failed competency assessment. Students will be given three attempts to pass a competency assessment.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 12 hours of the technical difficulty if you wish to request a make-up.

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with that faculty member.

Attendance Policies: *Attendance to all exams and class activities is mandatory.* All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences prior to the time of the scheduled activity (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- a) A student who must be absent must notify me (ckreider@ufl.edu) AND Dr. Myers ctmyers@php.ufl.edu via email prior to the anticipated absence, if possible.
- b) See the “Policy Related to Make up Exams or Other Work” above related to missing exams.
- c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

COVID Related Policies Pertaining to Online Learning and In-Person Labs

Policy Related to Online Synchronous Sessions: Our class sessions that are conducted via Zoom may be audio visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to On Campus Face-to-Face Labs/Classes: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- We will use zoom during our live face-to-face classes and labs, all students attending the face-to-face classes/labs should bring their devices and headphones so that you can participate in zoom breakout rooms from the classroom.
- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.uflhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Policy Related to Guests Attending Class: Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total

across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is expected at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality (HIPAA compliant), and respect.
4. See the information on absences in "Attendance Policies" above and the Absence Policy in the *OTD Student Handbook* published on the OTD program website. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
5. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
6. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments. You are also expected to:
 - Be on time for class
 - Stay until class is dismissed
 - Silence your cellular phone
 - Be courteous by refraining from chatter, eating, getting up during class, and other distracting behaviors
 - Not look at external material during class (newspaper, Facebook, twitter, etc.)
 - Arrange with the instructor in advance if you cannot attend class and prepare a specific plan to make up missed class work.
7. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
8. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
 - Clean long khaki or black pants that remain fitted when moving and bending.
 - Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - Clean, closed toe shoes with adequate base of support.
 - Jewelry & make-up kept to a minimum. No hats. No fragrances.
9. Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
10. **Laptops/Tablets:** Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop used during presentations.

Communication Guidelines: Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily. **Students are expected to adhere to on-line communication guidelines as detailed in the UF Netiquette Guidelines document located at:** <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. 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://sccr.dso.ufl.edu/process/student-conduct-code/>

<http://www.graduateschool.ufl.edu/>

Online Faculty Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

I value and take seriously the feedback provided through the course evaluation system. I use your student feedback to make specific improvements to the course, assignments, and to my teaching style. However, it is important to realize that your course evaluation and the feedback provided through the course evaluation system have a direct influence on faculty tenure and promotion.

SUPPORT SERVICES

Accommodations for Students with Disabilities:

Your success in this class is important to me, and it is the policy and practice of the university to be accessible consistent with federal and state law. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework. ***Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.***

The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter so that we can work together to meet your specific needs and the requirements of the course. Students with disabilities should follow this procedure as early as possible in the semester. The Disability Resource Center offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the Disability Resource Center. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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: <https://counseling.ufl.edu/>. On line and in person assistance is available.
- You Matter We Care website: <https://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
<https://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Please *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.

Inclusive Learning Environment: Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

I use principles of Universal Design for Instruction/Learning (UDL) within my teaching and course design. UDL involves implementation of instructional principles and strategies that are designed to be largely inclusive of the learning needs of a broad and diverse range of learners. Consistent with principles of UDL, exams given in class will be allocated at least 1 ½ the anticipated minutes for completion. For example, if I anticipate that a five-item assessment should take students 5 minutes to complete, all students will be allowed at least 8 minutes to complete the assessment.

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. I welcome feedback that will assist me in improving the usability and experience for all students. If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure everyone's full participation in the course. Together we can plan how best to design the course.