

University of Florida
College of Public Health & Health Professions
OTH 3201 - Applied Human Development II Syllabus
 Spring Semester, 2018
 Delivery Format: Live, On-Campus
 Course Website: <https://lss.at.ufl.edu/>

Instructor Name: Heather Simpson, OTD, MOT, OTR/L
 Class Time: 8:30 AM to 10:25 AM
 Room Number: HPNP #G103
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 Office Hours: Mondays, 3:00 PM to 4:00 PM
 Office Location: HPNP #G-228

PURPOSE AND OUTCOME

Course Overview: This course provides an overview of normal human growth and development from adolescence to older adulthood. In this course, current publications on issues and trends in biomedical and social research will be emphasized. Variables affecting an individual's life roles and occupational behaviors will be presented and applied to the health sciences. A companion course, OTH 3200 Applied Human Development 1, addresses the development of infants and young children.

Course Objectives: With successful completion of course requirements, the student will be able to:

1. Demonstrate knowledge and understanding of human development through the lifespan (adolescents, adult and older adults through developmental stages) (ACOTE Standard B.1.2).
 - A. Identify and describe the characteristics of each adolescent and adult developmental stage, including the physical, cognitive, psychosocial, emotional and sensory characteristics.
 - B. Describe common issues associated with each adolescent, adult and older adult developmental stage, including relationships, parenthood, career change, social loss and physical disability.
2. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society (Standard B.1.4.)
 - A. Describe existing social and multicultural variables in adolescence, adult and older adulthood.
3. Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of adolescents, adults and older adults who are at risk for occupational deprivation. (Standard B.1.5)
4. Describe common social, occupational and health challenges associated with the stages of adolescent, adult and older adult development, as well as the problems that may lead to an interruption in occupational skills development. Discuss methods of prevention and the promotion of health (B.2.6)
 - A. Demonstrate an understanding of developmental aspects of disability at the various life stages and their effect on both the individual and the family.
5. Describe impact of occupational role at various stages of adolescent, adult and older adult development, including the sequential and/or cyclical changes in occupational role (Standard B.2.9).
 - A. Identify and describe major developmental stages and tasks of adolescent and adult development incorporating a variety of theoretical framework
 - B. Apply concepts of normal development, occupation and activity analysis to determine "age appropriateness" in basic treatment planning.
 - C. Determine the role of Occupational Therapy in the death and dying population, as well as state the "age appropriate" needs during palliative care.

Instructional Methods: Lecture with in class and student discussions. Assignments address application of course material.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Berk, L.E. (4th edition). *Exploring Lifespan Development*. Boston: Allyn and Bacon.

CANVAS Course website: <https://lss.at.ufl.edu/>

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 (3)	February 8 March 29 April 28	55 points 60 points 55 points
Adolescent case study assignment	February 8	20
Young adult Canvas discussion	March 1 & 22	30
Elder interview assignment	April 19	30
Extra Credit (optional)	April 13 (5pm)	5
Total =		250

Points earned	255-235.0	234.9-225.0	224.9-217.5	217.4-207.5	207.4-200.0	199.9-192.5	192.4-182.5	182.4-175.0	174.9-167.5	167.4-157.5	157.4-150.0	149.9-0
Letter Grade	A	A-	B+	B	B-	C+	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 Points	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

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 Assignment Grading: After completing and scoring of student's assignments, students are allowed one week to submit inquiries about grading. After that one week period (after the date of grade return), students are no longer permitted to inquire about grading of the 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, including access to videos shown in class.

Extra Credit: Extra Credit points are provided at a max of 5 points a semester to help students who are on the border of letter grades, and need extra points. Since "bonus points" will not be provided throughout the class, each student will be provided with an option to film **ONE** adult development video that can be *shared* in future classes to supplement learning of future students. Grading criteria will be posted on Canvas. Extra Credit is due no later than **5pm on April 13, 2018**.

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. This class relies heavily on the book, so reading the book will be helpful to your studies.

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 the sound 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 student 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, Facebook, 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 UF Health is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at UF Health 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 Text Line: (<http://www.crisistextline.org/>) Text HOME to 741741
- 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.

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

OTH3201 Schedule- SPRING 2018

Thursdays 8:30-10:25AM Room G103	Topic & In-Class Activity	Reading	Items Due Today by 8:30 AM
Week 1 January 11, 2018	Course Introduction & Syllabus Lectures: Life Span Development Overview Introduction Adolescence & Adult Development	Berk Chapter 1	
Week 2 January 18, 2018	Lectures: Adolescence: Physical Development	Berk Chapter 11 & 12	Discussion of Adolescent Assignment: available online
Week 3 January 25, 2018	Lectures: Adolescence: Cognitive Development	Berk Chapter 11 & 12	
Week 4 February 1, 2018	Lectures: Adolescence: Social/Emotional Development Exam 1 Review: Available Online	Berk Chapter 11 & 12	
Week 5 February 8, 2018	Exam 1 Material Covered: Weeks 1-4	Berk Chapters 1, 11-12, Video	Adolescent Assignment

Thursdays 8:30-10:25AM Room G103	Topic & In-Class Activity	Reading	Items Due Today by 9:35AM
Week 6 February 15, 2018	Lecture: Young Adulthood: Physical/Motor Development Young Adulthood: Cognitive Development Discussion of Young Adult Assignment	Berk Chapter 13	Online discussion Young Adult Open
Week 7 February 22, 2018	Lecture: Young Adulthood: Cognitive Development Young Adulthood Social Emotional Development	Berk Chapter 13 & 14	
Week 8 March 1, 2018	Lecture: Young Adulthood Social Emotional Development Middle Adulthood: Physical/Motor Development Discussion of Movie Assignment	Berk Chapter 15	Initial Online Discussion Due
Week 9 March 8, 2018	Spring Break		
Week 10 March 15, 2018	Lecture: Middle Adulthood: Cognitive Development Middle Adulthood: Social/Emotional Development	Berk Chapter 15 & 16	
Week 11 March 22, 2018	Lecture: Middle Adulthood: Cognitive Development Middle Adulthood: Social/Emotional Development Exam 2 Review: Available Online	Berk Chapter 16	Response to Peer Online Discussion Due
Week 12 March 29, 2018	Exam 2 Materials Covered: Weeks 6-11	Berk Chapter 13-16	
Week 13 April 5, 2018	Lecture: Late/Older Adulthood: Physical/Motor Development Late/Older Adulthood: Cognitive Development	Berk Chapter 17	
Week 14 April 12, 2018	Lecture: Late/Older Adulthood: Cognitive Development Late/Older Adulthood: Social/Emotional Development	Berk Chapter 17 & 18	Extra Credit Due April 13th at 5PM
Week 15 April 19, 2018	Lecture: Late/Older Adulthood: Death, Dying & Bereavement Class Wrap-up, Q&A Exam3 Review: Available Online	Berk Chapter 19	Interview Assignment Due
Final Exam Tentative April 28 TBD	Exam 3 Materials Covered: Weeks 13-15	Berk Chapter 17-19	