

University of Florida
College of Public Health and Health Professions
Department of Occupational Therapy
OTH 6635 and OTH 6641
Spring 2015

Semester Structure: The Occupational Therapy faculty have designed courses in pediatric practice using an integrative learning approach. This approach enables students to learn through processing content using clinical reasoning in assessment and intervention in pediatric practice. Two courses addressing OT screening and assessment and intervention (OTH 6635 and OTH 6641) will be taught concurrently. Course materials and activities will integrate the knowledge, skills and attitudes important for established and emerging areas of pediatric practice. This syllabus will assist students to understand all of the learning and performance expectations for OTH 6635 and OTH 6641. Components of assignments and exams relating to evaluation or screening of children will be calculated as part of the OTH 6635 Principles of OT Screening and Evaluation grade, while components relating to pediatric intervention will be calculated as part of the grade in OTH 6641 Principles of Intervention course.

Curriculum Design: In the spring semester the program continues the emphasis on the specific application of the previously acquired knowledge to more complex activities and issues of participation in pediatrics. Students develop occupation-based interventions based on the analysis and application of screening and evaluation results and the use of relevant therapeutic skills. Students are engaged in active learning activities that build clinical competencies in the core knowledge of OT, critical reasoning, interpersonal and communication skills, performance skills and roles, ethics, and ethical practice (AOTA, 2005). Classroom activities are built to develop and evaluate individual student competencies throughout the curriculum.

During this semester students will complete a Level 1 or practicum experiences (OTH 5816 Practicum). This experience will provide direct exposure to specific clinical aspects of occupational therapy in a selected pediatric fieldwork setting. This practicum experience will provide the opportunity to observe and practice the knowledge and skills gained during the integrated OTH 6635 and OTH 6641 experience.

Course Instructors:

Instructor: Joanne Jackson Foss, PhD, OTR
Office Hours: Tues. 2:45-4:45;
outside of office hours e-mail or call 273-6098 for an
appointment
Contact Information: jfoss@php.ufl.edu

Instructor: Linda Struckmeyer, MA, OTR/L, ATP
Office Hours: Tuesday & Wednesday 4:00 to 5:00 PM
e-mail for an appointment outside of office hours
Contact Information: lstruckmeyer@php.ufl.edu

OTH 6635 – Principles of OT Screening and Evaluation I

3 credits

Purpose: This course will provide an introduction to principles of tests and measurement and outcomes based assessment relevant to the practice of occupational therapy with infants, children and adolescents. It will include measurement theory, the assessment process and procedures, outcomes based assessment, statistical methods, and test selection and interpretation. A selection of pediatric assessment instruments will be introduced. These include, but are not limited to, specified screening assessments, skilled observation, checklists, histories, interviews with the client/family/significant others, and standardized and non-standardized tests and batteries. Using the ICF as an overarching framework, evaluations covered will yield information about the child's occupations across the levels of function, activity and participation. Measurement tools will also be critiqued in regards to use and research evidence support.

The course materials, activities and experiences will prepare the student to meet:

ACOTE Standard B.4.0: The process of screening, evaluation, referral, and diagnosis as related to occupational performance and participation must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. In addition, this process must consider the continuum of need from individuals to populations.

Specific Student Learning Objectives:

1. Use standardized and non-standardized screening tools to determine the need for occupational therapy intervention from infancy through adolescence. (ACOTE B.4.1)
2. Select appropriate assessment tools including outcomes based on the needs of the child, contextual factors, available evidence and the psychometric properties of tests. (ACOTE B.4.2, B.4.4)
3. Use appropriate procedures and protocols, including standardized formats, when administering assessments. (ACOTE B.4.3)
4. Understand and appreciate the importance of cooperation with the occupational therapy assistant as a data gatherer and contributor to the screening and evaluation process. (ACOTE B.4.5)
5. Exhibit the ability to interpret criterion referenced and norm referenced standardized test scores based on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. (ACOTE B.4.6)
6. Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual child and environmental context. (ACOTE B.4.7)
7. Interpret the evaluation data in relation to occupational practice framework of the profession and relevant theoretical frameworks. (ACOTE B.4.8)
8. Demonstrate the ability to use safety precautions with children during the screening and evaluation process, such as standards for infection control that include, but are not limited to, universal precautions. (ACOTE B.2.8)
9. Identify when it is appropriate for referral to specialists, internal and external to the profession, for additional evaluation. (ACOTE B.4.9)
10. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation shall effectively communicate the need and rationale for occupational therapy services. (ACOTE B.4.10)

Course Topics and Materials: Course activities will be accomplished through class lecture, online PowerPoint slides, readings and course modules, assignments, lab experiences, site visits, competency and objective evaluations.

Choosing appropriate assessments Scoring assessments Norm and criterion based assessments Documentation of evaluation results Infant assessments Denver II Developmental Screening Feeding and oral motor assessments Developmental assessments Environmental observations Clinical observations Fine motor assessments Handwriting assessments Visual perceptual assessments Low vision assessments Developmental cognition assessments Assessment of Developmental Coordination Disorder	Behavior assessments Assistive technology assessments Assessment of participation Early Intervention Developmental Profile (EIDP/PDP) Peabody Developmental Assessment Gross Motor and Function Measure (GMFM) Brunininks-Oseretsky Test of Motor Proficiency (BOT-2) Battelle WeeFim Pediatric Evaluation of Disability Index (PEDI) Play Assessments School Function Assessment (SFA) Sensory Integration and Praxis Tests (SIPTS) Sensory Profile Social Responsiveness Scales – Social Functioning and Participation
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OTH 6635 Course Assignments and Grading

Exams (3) ~ 20 pts are dedicated to assessment	60 points
Denver Lab assignment	2 points
EIDP Lab assignment	5 points
BOT-2 Lab assignment	5 points
Evidence based assessment assignment	20 points
Case-based Competency Activity	<u>3 points</u>
Total	95 points

OTH 6641 – Occupational Therapy Interventions I 4 credits

Purpose: This course presents occupational therapy theory and treatment as it relates to infants, children, adolescents, and their families. Students will gain knowledge of the theoretical approaches, models of practice, and frames of reference used to treatment children at-risk of developmental deviations and delays, through disability, illness, and trauma.:

The course materials, activities and experiences will prepare the student to meet:

ACOTE Standard B. 5. 0: The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be culturally relevant; reflective of current occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference.

Specific Student Learning Objectives:

1. Interpret evaluation findings based on appropriate pediatric theoretical approaches, models of practice, and frames of reference. (ACOTE B.5.1)
2. Develop occupationally based intervention plans and strategies, including goals and methods to achieve them, based on the stated needs of the child as well as data gathered during the evaluation process. (ACOTE B.5.1)
3. Provide evidence-based effective therapeutic intervention related to performance areas, performance components, and performance contexts directly and in collaboration with the child and family. (ACOTE B.5.2)
4. Employ relevant occupations and purposeful activities that support the intervention goals, are culturally relevant, and meaningful to the client. (ACOTE B.5.3)
5. Use individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals. (ACOTE B.5.22)

6. Develop and promote the use of appropriate home and community programming to support performance in the child's natural environment. (ACOTE B.5.15)
7. Demonstrate the ability to educate and train child/family/caregiver to facilitate skills in performance areas as well as prevention, health maintenance, and safety. (ACOTE B.5.16)
8. Exhibit the ability to use the teaching-learning process with child/family/caregiver, colleagues, other health providers, and the public. This includes assisting learners to identify their needs and objectives and using educational methods that will support these needs and objectives. ACOTE (B.5.17)
9. Demonstrate the ability to interact through written, oral, and nonverbal communication with child/family/caregiver, colleagues, other health providers, and the public. (ACOTE B.5.18)
10. Use therapeutic adaptation with occupations pertinent to the need of the child. This shall include, but not be limited to, family/care provider training, behavioral modifications, modalities, orthotics, prosthetics, assistive devices, equipment, and other technologies. (ACOTE B.5.3, B.5.4, B.5.5, B.5.9, B.5.10, B.5.12,)
11. Demonstrate the ability to grade and adapt tasks related to performance areas and performance components for therapeutic intervention. (ACOTE B.5.19)
12. Demonstrate the ability to teach compensatory strategies such as use of technology, adaptations to the environment, and involvement of humans and nonhumans in the completion of tasks. (ACOTE B.5.20)
13. Demonstrate the ability to use safety precautions with the child during therapeutic intervention, such as contraindications and use of infection control standards that include, but are not limited to, universal precautions. (ACOTE B.2.8)
14. Develop skills in supervising and collaborating with occupational therapy assistants on therapeutic interventions. (ACOTE B.5.21)
15. Demonstrate the ability to refer to specialists both internal and external to the profession for consultation and intervention. (ACOTE B.5.23)
16. Monitor and reassess, in collaboration with the child/family/caregiver, the effect of occupational therapy intervention and the need for continued and/or modified intervention. (ACOTE B.5.24)
17. Plan for discharge, in collaboration with the child/family/caregiver, by reviewing the needs of child/family/caregiver, resources, and discharge environment. This includes, but is not limited to, the identification of community, human, and fiscal resources, recommendations for environmental adaptations, and home programming. (ACOTE B.5.25)
18. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. (ACOTE B.5.26)
19. Terminate occupational therapy services when stated outcomes have been achieved or determined that they cannot be achieved. This includes a summary of occupational therapy outcomes, appropriate recommendations and referrals, and discussion with the client of post-discharge needs. (ACOTE B.5.27)
20. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation shall effectively communicate the need and rationale for occupational therapy services and must be appropriate to the system in which the service is delivered. (ACOTE B.5.28)

Course Topics and Materials: Course activities will be accomplished through class lecture, online PowerPoint slides, readings and course modules, assignments, lab experiences, site visits, competency and objective evaluations.

Service delivery models in pediatrics Pediatric OT process Documentation of intervention Prematurity and Infant medical Issues Synactive Theory Interventions in infancy Feeding, swallowing and oral motor interventions IDEA legislation, Part C and Part B Individual Education Plans and Family Service Plans Cognitive development and interventions Sensory Integration Theory Sensory integration interventions Intervention in disorders of sensory discrimination, modulation and praxis Handwriting and fine motor coordination interventions	Neuromotor interventions Play interventions Visual perception interventions Low vision interventions Assistive technology Pediatric psychosocial and pharmacology issues Classroom and environmental accommodations Intervention in Learning Disabilities, Pervasive Developmental Disorder, Autism Spectrum disorders Behavior management Pediatric orthotics Amputations and UE congenital anomalies Introduction to Kinesiotaping Infant and child caregivers strategies
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OTH 6641 Course Assignments and Grading

3 Exams ~ 40 pts are dedicated to intervention	120 points
SI Lab assignment	10 points
Case-based Competency Activity	5 points
Evidence based Presentation	10 points
Total	145 points

OTH 6635 and OTH 6641 Course Policies and Procedures

The following information concerning policies and procedures apply to both OTH 6636 and OTH 6641. For further information about the material provided below see the relevant sections of the *Student Handbook* or the websites provided.

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>

Required Course Texts: additional readings will be posted on course website.

Case-Smith, J. & O'Brien, J. (2015). *Occupational therapy for children and adolescents*, 7th edition. St. Louis: CV Mosby.

Sames, K. (2010). *Documenting occupational therapy practice*, 2nd edition. Boston: Pearson.

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

1. Personal responsibility for prompt arrival, and regular participation and attendance 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, children and their families with consideration, confidentiality, and respect.
4. **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. It is the responsibility of the student who must be late or absent to a class activity to notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. Students missing an exam or assignment deadline without notification as described above will be given no points for that exam.

5. Absences will only be approved **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation, etc.) only. Make-ups or absences are only approved for student's hospitalization, death in the family, or a similar serious situation. See the Absence Policy in the *Student Handbook* published on the MOT program website.

6. 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.

7. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings in text and course 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.

8. 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 your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.

9. 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.

10. All assignments are **due at the beginning of class time** on the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.

Assignment policies: All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments maybe written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

MOT Program Standard Grading Scale: for more information concerning program grading policies see *MOT Student Handbook*. 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>. Please note that a C- grade is considered a failing grade by both the MOT program and the UF Graduate School. In addition, a grade of C only counts toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

%Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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

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

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

Accommodations for students with disabilities: If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (www.dso.ufl.edu). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. 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 at (352) 264-6789 or <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.