

University of Florida
College of Public Health & Health Professions
Syllabus
OTH 6209 – Applied Lifespan Human Development (3 Credits)
Fall, 2018
 Delivery Format: On-Campus
 Course Site: <https://lss.at.ufl.edu/>

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Office Hours: Tuesdays 8:15 – 9:15 AM and Thursdays 11:30 AM – 12:30 PM; email for appointments outside of office hours
Preferred Course Communications: email

Prerequisites: Admission to Doctor of Occupational Therapy (OTD) Program or instructor permission

PURPOSE AND OUTCOME

Course Overview: This course gives the student an overview of human development throughout the life span with an emphasis on the areas that are important to occupational therapy and rehabilitation. Issues such as (1) the major developmental achievements at each age level - particularly physical, motor, sensorimotor, perceptual-motor, cognitive, psychological, and social functions; (2) beginning developmental assessment and observation; (3) professional communication skills; (4) examples of major health problems and issues for each age with application to occupational therapy and rehabilitation.

Relation to Program Outcomes: This course provides foundational knowledge of human development and its relationship to health, participation and well-being. It prepares students for future courses on assessment and intervention in psychosocial, adult, and pediatric OT. This course is taught during the first semester of OT school.

Course Objectives: Based on Section B of the ACOTE (Accreditation Council for Occupational Therapy Education) Standards and Interpretative Guidelines (August 2013), this course contributes to the following Accreditation Standards whereby the student will be able to:

1. Demonstrate knowledge and understanding of human development through the lifespan (ACOTE Standard B.1.2)
2. Demonstrate knowledge and appreciation for the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices throughout the lifespan. (ACOTE B.1.4)
3. Describe typical development of occupational behaviors during the periods of infancy, pre-school, and school age, and explain the influences of family, and cultural and society context on occupational performance.
4. Identify and/or demonstrate beginning skills in observation and/or interpretation of objective behaviors relative to motor, perceptual-motor, cognitive, psychological, and social development.

Instructional Methods: The students will participate in independent reading, lectures, student-led discussions, and lab experiences. The learning experiences include individual and group activities and projects. Some material will be delivered using blended learning.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face 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 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 face-to-face 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: Detailed schedule information and additional assigned readings are provided on the course website.

Week	Date	Topic(s)	Readings/Preparation (additional readings on course website)
1	8/23	1. Course overview & introduction 2. ICF	References available via course website
2	8/30	Developmental Science: History, Theory, and Research Strategies	readings as assigned via course website
3	9/6	1. Life Span Human Performance 2. Classic Developmental Theories	Cronin & Mandich, Chapter 2 Cronin & Mandich, Chapter 3
4	9/13	1. Life Span Communication 2. Mental Functions/Learning Across the Life Span	Cronin & Mandich, Chapter 5 Cronin & Mandich, Chapter 6
5	9/20	Psychosocial Development Across the Lifespan	readings as assigned via course website
6	9/27	1. Exam 1 2. The newborn	Exam 1: content from weeks 1-5 Cronin & Mandich, Chapter 9 DUE: Group Member Evaluations 1 due 9/27 11:59 PM
7	10/4	1. Newborn Reflexes 2. Infancy 3. Motor Development	Cronin & Mandich, Chapter 9 Cronin & Mandich, Chapter 10 additional readings as assigned via course website
8	10/11	1. Motor Development (cont.) 2. Posture & Balance 3. Fine Motor Development 4. Begin Oral Motor Development	readings as assigned via course website
9	10/18	1. Oral Motor Development, cont. 2. Functional Motor Development in Infancy 3. Application of functional motor development to developmental stages of feeding	
10	10/25	1. Exam 2 2. Preschool Development	Exam 2: content from weeks 6-9 Cronin & Mandich, Chapter 12 DUE: Group Member Evaluations 2 due Thursday 10/25 11:59 PM
11	11/1	1. Preschool Dev cont. 2. Child and School 3. Writing Lab	Cronin & Mandich, Chapter 12 Cronin & Mandich, Chapter 13
12	11/8	1. Adolescent Development 2. Early Adulthood 3. Writing Lab	Cronin & Mandich, Chapter 14 Cronin & Mandich, Chapter 16

Week	Date	Topic(s)	Readings/Preparation (additional readings on course website)
13	11/15	1. Middle Adulthood 2. Late Adulthood 3. Writing Lab	Cronin & Mandich, Chapter 17 Cronin & Mandich, Chapter 18
14	11/22	No In-class work Thanksgiving Holiday	DUE: Group Member Evaluations 3 due Tuesday 11/20 11:59 PM
15	11/27	1. Course wrap-up & evaluations 2. Exam 3	Exam 3: content from weeks 10-13
16	12/6	No Class - Reading Day	DUE: Development Paper Due 12/5/2018 electronic submission

Course Materials and Technology

A. Required Texts:

1. Cronin, A., & Mandich, M. B. *Human Development and Performance Throughout the Lifespan* (2nd edition). Boston, MA: Cengage Learning.
2. Class notes, videos, and readings as assigned from various papers and chapter readings (E-learning).

B. Recommended Resources:

1. Myott, F., Hall, L., Rackley, M., & Busch, A. *Developmental Milestones Guide*.
<http://developmentalmilestonesguide.com/>

C. 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. TopHat & TopHat Test

For issues with technical difficulties with e-learning/Canvas 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	Date(s) (Week)	Percentage of Final Grade
Exams (3)	Sept. 27 (6), Oct. 25 (10), Nov. 27 (15)	75% @ 25% each exam
Development Paper	Dec. 5 (16)	12%
Labs & lab quizzes	graded intermittently throughout semester	8%
Group Member Evaluations (as the peer providing feedback)	Sept. 27 (6), Oct. 25 (10), Nov. 22 (14)	2%
Peer Evaluation as a group member	Sept. 27 (6), Oct. 25 (10), Nov. 22 (14)	3%
Total =		100%

Percentage Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

For further discussion of these policies see the *OTD Student Handbook*

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: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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 and/or lab 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 in person via paper and pencil or personal laptop computer 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.
- All assignments **are due by class start time** on the date assigned, unless otherwise notified.

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.

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>

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/course materials in text, on Power Point, course website, and course syllabus **prior** to coming to class.

- Monitor e-learning and your [UF email](#) for announcements
- Monitor e-learning for updates and have available all materials posted for each class.
- Complete assigned readings and review posted class materials prior to class.

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

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

Communication Guidelines: 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>

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

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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

Online Faculty Course Evaluation Process: Students are expected to provide honest, thoughtful, and constructive feedback by completing online evaluations at <https://evaluations.ufl.edu>. Information on

providing helpful instructor feedback is provided at:

http://crlt.umich.edu/sites/default/files/resource_files/Course%20Evaluation%20Guidance%20One-Pager.pdf

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.

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, it is strongly recommended you register with the Disability Resource Center (<https://drc.dso.ufl.edu/>) within the first week of class or as soon as you believe you might be eligible for accommodations. 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. 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.

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

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

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 which are designed to be broadly inclusive of the learning needs of a broad and diverse range of learners. Consistent with principles of UDL, all quizzes given in class will be allocated 1 ½ the anticipated minutes for quiz completion. For example, if I anticipate that a five-item quiz should take students 5 minutes to complete, all students will be allowed 8 minutes to complete the quiz.
