

## OTH 6209 Applied Lifespan Human Development (3 cr.)

Semester: Spring 2021  
Delivery Format: On-Campus

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Instructor Name: Christine Myers, PhD, OTR/L  
Room Number: 2111  
Phone Number: 273-6128  
Email Address: ctmyers@phhp.ufl.edu  
Office Hours: Mondays 2:00-3:00, Thursdays 11:00-12:00, or by appointment  
Preferred Course Communications (e.g. email, office phone): Email

### Prerequisites

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

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## 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.

Areas addressed include: (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 and/or Goals

<b>Student Learning Objectives- Upon successful completion of the course, students will be able to:</b>	<b>ACOTE Standard(s)</b>	<b>Curricular Theme(s)</b>
Demonstrate knowledge and understanding of human development throughout the lifespan.	B.1.1. Human Body, Development, and Behavior	Critical Thinking

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Articulate how sociocultural, socioeconomic, diversity factors, and lifestyle choices influence development throughout the lifespan.	B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices	Valuing of Diversity
Describe typical development of occupational behaviors during the periods of infancy, preschool, school age, and all adult stages.	B.1.1. Human Body, Development, and Behavior	Human Occupation and Health
Demonstrate beginning skills in observation and interpretation of objective behaviors relative to motor, perceptual-motor, cognitive, psychological, and social development, and within the sociocultural environment of individuals across the lifespan.	n/a	Critical Thinking
Prepare clear and accurate written documentation describing an individual's current developmental performance.	n/a	Professionalism
Identify common problems, such as health issues, environmental issues, and developmental delay, that may lead to an interruption in development of occupations.	n/a	Human Occupation and Health

**Instructional Methods**

The students will participate in independent reading, lectures, student-led discussions, and other learning experiences, including individual and group activities and projects.

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 class, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in 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**

(next page →)

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Week	Date(s)	Topic(s)	Readings/Assignments Due
1	1/15	Introduction to Course Review Four Pass Method for Reading Textbook Chapters Introduction to Lifespan Development Genetics and Environment	Berk Ch.1 (pp. 2-14, skim pp. 15-27) Berk Ch. 2 (pp. 43-51, 56-72)  Prep Quiz- Online- due by 8:00am on 1/15
2	1/22	Prenatal Development Birth and the Newborn Infant Reflexes and Infant State Regulation	Berk Ch. 3  Prep Quiz- Online- due by 8:00am on 1/22
3	1/29	Infants and Toddlers: Physical Growth and Brain Development Fine and Gross Motor Development Development of ADLs/Occupations	Berk Ch. 4  Prep Quiz- Online- due by 8:00am on 1/29
4	2/5	Infants and Toddlers: Cognitive Development Piaget Information Processing Language Development	Berk Ch. 5  Prep Quiz- Online- due by 8:00am on 2/5
5	2/12	Infants and Toddlers: Social-Emotional Development Temperament Attachment Self-Development	Berk Ch. 6  Prep Quiz- Online due by 8:00am on 2/12
6	2/19	Early Childhood: Physical and Motor Development Sensory Development Cognitive Development Piaget, Vygotsky, Information Processing Language Development Development of ADL/Occupations	Berk Ch. 7  Prep Quiz- Online due by 8:00am on 2/19
7	<b>2/24</b> (3:30-4:30pm)  2/26	<b>EXAM 1</b> (all students), Room TBA- Exam covers content from Weeks 1-5  Early Childhood: Social-Emotional Development Erikson Peer Relationships Morality Aggression Gender  <i>Introduction to Childhood Observations and Report Assignment (due 3/16)</i>	  Berk Ch. 8  Prep Quiz- Online due by 8:00am on 2/26

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8	3/5  (asynchronous- no class meeting)	Middle Childhood: Physical and Motor Development Cognitive Development Piaget Information Processing Intelligence Language Development	Berk Ch. 9  Prep Quiz- Online due by 8:00am on 3/5
9	3/12	Middle Childhood: Social-Emotional Development Erikson Moral Development Gender Families Occupations	Berk Ch. 10  Prep Quiz- Online due by 8:00am on 3/12
10	3/17 (3:30- 4:30pm)  3/19	<b>EXAM 2</b> (all students), room TBA- Exam covers content from Weeks 6-9  Adolescence: Physical Development and Cognitive Development  <i>Introduction to Adolescent/Early Adulthood Occupational Profile/Interview Assignment (due 4/16)</i>	Berk Ch. 11  Prep Quiz- Online due by 8:00am on 3/19  <b>Childhood Observations and Report Assignment Due 3/19</b>
11	3/26	Adolescence: Social-Emotional Development Erikson Moral Development Family and Peers Mental Health Occupations	Berk Ch. 12  Prep Quiz- Online due by 8:00am on 3/26
12	4/2	Early Adulthood: Physical, Cognitive, and Social-Emotional Development Occupations	Berk Ch. 13 and 14  Prep Quiz- Online due by 8:00am on 4/2
13	4/9	Middle Adulthood: Physical, Cognitive, and Social-Emotional Development Occupations	Berk Ch. 15 and 16  Prep Quiz- Online due by 8:00am on 4/9

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College of Public Health & Health Professions Syllabus**

14	4/16	Late Adulthood: Physical, Cognitive, and Social-Emotional Development Occupations  <i>Introduction to Older Adult Occupation-based Activity Analysis Due 4/23</i>	Berk Ch. 17 and 18  Prep Quiz- Online due by 8:00am on 4/16  <b>Adolescent/Early Adulthood Occupational Profile/Interview Assignment Due 4/16</b>
15	Week of 4/19 (asynchronous- no class meeting) 4/23- Reading Day	Death and Dying Wrap-Up	Berk Ch. 19  Prep Quiz- Online due by 8:00am on 4/21  <b>Older Adult Occupation-based Activity Analysis Due 4/23</b>
16	<b>FINALS WEEK</b>	<b>EXAM 3</b> (covers Weeks 10-15), 4/28 (1:00-2:00)	

**Course Materials and Technology**

*Required Text*

Berk, L. E. (2018). *Development through the lifespan*. Seventh edition. Hoboken, NJ: Pearson Education, Inc. ISBN 9780134419695

Access to additional required readings can be found on the Canvas coursesite.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## Academic Requirements and Grading

### Assignments

Assignment due dates are provided in the course outline in this syllabus. All assignments are due no later than the beginning of class on the date assigned unless otherwise instructed. Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be 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.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Childhood Observations and Report (15 points; Due 3/19)- For this assignment you will use the provided observation form to record and guide your observations of a child, ages 3 months – 8 years. Specifically, you will be observing and analyzing the relationship between the environment and the child's occupations and behaviors. You will then write a one-page report summarizing your findings. The instructions and grading rubric are available on Canvas.

Adolescent/Young Adult Occupational Profile/Interview (12.5 points, Due 4/16)- Occupational therapists use the occupational profile and client interview to learn about a client's strengths and limitations, their daily and meaningful occupations, and the environments in which they live and work. For this assignment, you will interview an adolescent (ages 13-18) or young adult (ages 18-25) and complete an occupational profile. You will then write a one-page report summarizing your findings. The instructions and rubric are available on Canvas.

Older Adult Occupation-based Activity Analysis (7.5 points; Due 4/23)- Normal, age-related changes can impact the function of older adults. For this assignment, you will watch a short video of an older adult completing an instrumental activity of daily living (see Canvas for video link). Using the Occupation-based Activity Analysis Form, you will complete an activity analysis. The instructions and rubric are available on Canvas.

Prep Quizzes (15 quizzes x 1 point each = 15 points total; due weekly- see course outline for dates)-

Preparation for class is vital for success in this course. Each week, you will complete short, online, open-book prep quizzes based on the chapter readings. You will complete the quiz at home prior to the due date, which will be before class each week. There is no time limit for the quizzes.

Exams (Exam 1, 2/24; Exam 2, 3/17; Exam 3, 4/28)- Exams are multiple choice and not cumulative. You will be provided a study guide approximately 1 week prior to the exam. Questions will test knowledge and application.

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College of Public Health & Health Professions Syllabus**

Professionalism (5 points)- Professional behaviors include coming to class on time, being prepared, participating in class discussions and activities, and being respectful to peers and the instructor (see *Expectations Regarding Course Behavior* below). The professional behaviors rubric, available on the Canvas site, provides a list of professional behavior criteria with points assigned. The instructor will be monitoring your professional behavior throughout the class and will meet with students who demonstrate lapses in professional behaviors.

**Grading**

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Childhood Observations and Report Assignment	3/19	15
Adolescent/Early Adulthood Occupational Profile/Interview Assignment	4/16	12.5
Older Adult Occupation-based Activity Analysis	4/23	7.5
Prep Quizzes	Weekly	15 quizzes x 1 point each = 15
Exam 1	2/24	30 questions x 0.5 points each = 15
Exam 2	3/17	30 questions x 0.5 points each = 15
Exam 3	4/28	30 questions x 0.5 points each = 15
Professionalism	All semester	5

Point system used (i.e., how do course points translate into letter grades).

**Example:**

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

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

More information on UF grading policy may be found at:

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

## Exam Policy

### Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam. Any work that is submitted late due to technical issues **MUST** be accompanied by the email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You **MUST** e-mail the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See "Assignment Policies" below for more information about late assignments.

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. Refer to the Grievance Policy in the OTD Student Manual.

### Policy Related to Required Class Attendance

**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 the instructor via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- 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.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## **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, 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. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <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.
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.
  - a) Clean long khaki or black pants that remain fitted when moving and bending.
  - b) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
  - c) Clean, closed toe shoes with adequate base of support.
  - d) 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

### **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.

### **On Campus Face-to-Face**

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.

- 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.ufhealth.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/>).

### **Online Synchronous Sessions**

Our class sessions may be audio visually recorded for students in the class to refer back 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.

### **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/>.

### **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.php.ufl.edu/services/resourceguide/getstarted.htm>

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://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 College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

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

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

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

### **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](http://www.multicultural.ufl.edu)

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