

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6527C Occupation-based Practice and Rehabilitation for Children and Youth**  
**(3 credits)**  
 Spring: 2024  
 Delivery Format: On-Campus

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**Course Times:**

- Tuesday 12:50-1:40 (6<sup>th</sup> period) All sections
- Thursday 8:30-10:25 (2<sup>nd</sup>-3<sup>rd</sup> periods) Section CC  
 10:40-12:35 (4<sup>th</sup>-5<sup>th</sup> periods) Section BB  
 12:50-2:45 (6<sup>th</sup>-7<sup>th</sup> periods) Section AA
- Friday (x2)  
*Note: Friday times will be determined and posted*

**Classrooms**

- Tuesday HPNP G-312
- Thursday HPNP 1102, 1107, & 1103

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**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.

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**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**

<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>	<b>Assessment</b>
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety of Self and Others	Critical Thinking	Exams, quizzes, lab worksheets
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 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.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference  B.4.4 Standardized and Nonstandardized Screening and Assessment Tools  B.4.5. Application of Assessment Tools and Interpretation of Results	Critical Thinking; Valuing of Diversity	Exams, quizzes, lab worksheets, competency assessment
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	Exams, lab worksheets, competency assessment
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	Lab worksheets
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	Exam, quizzes, lab worksheets, competency assessment
Select and design 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	Exam, quizzes, lab worksheets, competency assessment
Apply the concepts of grading, scaffolding, 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	Exam, lab worksheets, competency assessment
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism	Clinically Relevant Behaviors & Communications Rubric

### **Instructional Methods**

This class uses advanced readings and advanced homework preparation (i.e., video lectures with comprehension quizzes 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, in-class group work, and 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 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 following grade categories individually (described below) at a minimum of 70% in order to pass the course:*** Exams, Comprehension quizzes, Competency. 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 or oral 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. Exam 1 (25%; 2/14/2024) and Final Exam (25%; 4/30/2024):** This course uses a mid-term and a comprehensive final examination containing 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 in person on Canvas using Lockdown Browser.
  - Students are responsible for ensuring the working state of their Lockdown Browser app **prior** to beginning exams.
  - Exams are closed book/browser/digital resource exams. However, students may prepare and bring a single-sided hard copy notes page that may be used during the examination – all hard copy notes will be left with the instructor upon completion of the exam and must contain your original work/text only – no screen shots of slides, diagrams, etc.
  - All sections will take the exams at the same time.
  - Students who need accommodations for exams must contact the Disability Resource Center and make arrangements prior to the exam *and* in accordance with DRC scheduling policies.
- 2. Prep Quizzes and Worksheets - Individual (18% total; Weekly)** Most preparatory assignments will have a corresponding quiz that is designed to assess your knowledge of the concepts covered in the assigned reading/website/video. Some assigned preparations (i.e., readings, videos) will also be assessed via students' individual written reflections (Prep Worksheet). Students will be provided with specific prompts to

demonstrate their reflective understanding of the assigned preparation. Responses are expected for all prompts, with responses communicated using professional language. For prompts requiring critical thinking, I will be looking for comprehensive, concise (ok to use bullets/numbered lists), and thoughtful reflections that use your own words and show evidence of (1) analytical self-reflection, (2) linkages to prior learned concepts and/or experiences, and (3) your critical/evaluative thinking.

3. **Post-Lab Application Quizzes and Worksheets (14% total, throughout):** Application quizzes and application worksheets will be assigned throughout the semester (some following laboratory activities and some upon completion of the module). Application quizzes and applications worksheets will assess your integrated understanding of the preparatory and in-class learning and will focus on critical thinking and clinical problem-solving questions/activities. Quizzes, when in multiple choice format, provide an opportunity for you to become familiar with how I write assessment questions relative to textbook readings, assigned reading/lectures, and lab content.
4. **Lab Worksheets (10% total, weekly):** 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 a student who is not in attendance for the lab cannot receive credit for the corresponding Lab Worksheet. If a lab is missed due to reasons that are consistent with an *excused absence*, the student is expected to arrange to make up the lab or arrange for an alternate lab/assignment/activity as soon as possible – adjustments to the make-up lab/assignment/activity will be made as needed on a case-by-case basis.
5. **Pediatric OBP & Rehabilitation Competency (5% total & Pass/Fail):** 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 of 70% 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.

6. **Professional Identity Development (3% total, assessed throughout the semester):** Evidence of your continued development of your professional identity will be observed throughout the course and monitored, which is operationalized as the adoption of OT values and ethics and the demonstration of professionally and clinically relevant behaviors and communications. The following will be considered in assigning this grade
  - Professionally and Clinically Relevant Behaviors & Communications 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.
  - Contributions within in-class group activities (e.g., lab attendance, active participation in lab activities, contributions to group prep worksheets)
  - Please also see the Professionally and Clinically Relevant Behaviors and Communications 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)	Topic(s)	<b>Readings/Preparation/Assignments</b> <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	1/9 & 1/11	Context of Pediatric Occupational Therapy Rehabilitation	<p><b>Please do the following to prepare for our first day of class</b></p> <p>Review syllabus Review course website Complete Syllabus &amp; website quiz</p> <p><b>Prep prior to Thursday</b></p> <p>Rogers, 2020 Pediatric Heart Conditions: What do OTs Need to Know? <a href="https://doi.org/10.15453/2168-6408.1668">https://doi.org/10.15453/2168-6408.1668</a></p> <p>Novak et al., 2019 Effectiveness of paediatric occupational therapy for children with disabilities. <a href="https://doi.org/10.1111/1440-1630.12573">https://doi.org/10.1111/1440-1630.12573</a> (Links to an external site.)</p> <p><b>Assigned Independent Learning</b></p> <p>Case-Smith (textbook) Chapter 26 Reading: Hattjar, 2019. Chapter 4 (on Canvas) – Reading &amp; lecture video Calculating adjusted age – web videos, lecture video, &amp; quiz Novak - quiz</p>
2	1/16 & 1/18	Infant & Development: Infant States & Behavior; Infant NICU; Fragile Premie/Neonate Positioning; Infant Assessment	<p>Lecture Videos: (1) Infant OT, (2) Full &amp; Preterm Neurobehavioral States, (3) Fragile Premie or Neonate, (4) Infant/Newborn Assessment Case-Smith Ch. 22 NICU. Reading, lecture video, &amp; quiz Reading: VandenBerg 2007 State system development... doi: 10.1097/01.JPN.0000270630.96864.9a</p> <p>Additional preparation on Canvas</p>
3	1/23 & 1/25	Infant Interventions; Infant/Baby/Toddler Feeding; Infant Wrap-up	<p>Lecture Videos &amp; Quizzes: Infant Interventions – on Canvas Case-Smith Ch. 10 Assessment and Treatment of Feeding, Eating, and Swallowing. Skim to review &amp; take the quiz</p> <ul style="list-style-type: none"> <li>• Be able to identify differences in assessment and treatment of feeding, eating and swallowing when working with children versus adult patients</li> <li>• Be familiar with common medical conditions associated with feeding and swallowing dysfunctions, clinical indicators for more in-depth swallowing evaluation, intervention approaches and considerations</li> </ul> <p>Reading: Cheek and jaw support article (read pg. 888 - specifics of how to provide cheek and jaw support are located in the "Oral Support Intervention" section): <a href="https://doi.org/10.5014/ajot.2010.09031">https://doi.org/10.5014/ajot.2010.09031</a> Links to an external site.</p> <p>Web Video: Paced feeding (1:12 min): <a href="https://youtu.be/cs8UM82rLNs">https://youtu.be/cs8UM82rLNs</a> Positioning for bottle feeding (2:00 min): <a href="https://youtu.be/mKmwH7Z6k5o">https://youtu.be/mKmwH7Z6k5o</a></p> <p>Reading: Holt Chapter 9: Feeding Strategies and Techniques (posted on Canvas &amp; available at <a href="https://www.holtinternational.org/nutrition-health/feeding-positioning-manual/">https://www.holtinternational.org/nutrition-health/feeding-positioning-manual/</a>)</p> <ul style="list-style-type: none"> <li>• Learn Chapter 9 Strategies #1 – 6; we will use them in class</li> </ul> <p>Web Videos regarding oral motor &amp; to observe chewing patterns:</p> <ul style="list-style-type: none"> <li>• How the body works – chewing &amp; biting (1 minute) <a href="https://youtu.be/tvpLj5Tcnig">https://youtu.be/tvpLj5Tcnig</a></li> <li>• Infants eating purees (3 ½ minutes) <a href="https://youtu.be/JWvek7bFen8">https://youtu.be/JWvek7bFen8</a></li> <li>• Toddler munching cereal (2 minutes) <a href="https://youtu.be/udKv15Nt9Rs">https://youtu.be/udKv15Nt9Rs</a></li> </ul> <p>Additional preparation on Canvas</p>
4	1/30 & 2/1	Children with motor system constraints to occupation: <i>Motor control, assessment, and intervention considerations</i>	<p>Case-Smith Ch. 16 Application of Motor Control and Motor Learning (focus on Process of Motor Learning). Focus on <i>Guiding Questions 5 &amp; 6</i> Case-Smith Ch. 29 Neuromotor Conditions: CP. Focus on <i>Guiding Questions 1, 2, &amp; 5</i></p> <p>Additional preparation on Canvas</p>

Week	Date(s)	Topic(s)	<b>Readings/Preparation/Assignments</b> <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>
5	2/6 2/8 & FRIDAY 2/9	Children with motor system constraints to occupation: <i>Developmental neuromotor considerations, assessment, &amp; treatment</i>  Children with motor system constraints to occupation: <i>Developmental neuromotor considerations, assessment, &amp; treatment - CP focus; Neuromotor eating and feeding; CP Assessment; neuromotor intervention strategies</i>	Case-Smith Ch. 29 Neuromotor Conditions: CP. Focus on <i>Guiding Questions 1, 2, &amp; 5</i>  Additional preparation & assignments on Canvas  <b>PREP for FRIDAY's class/lab (Due Friday 9 am)</b>  1. <b>Functional splinting:</b> Quickly skim the following to have an understanding on functional splinting: <ul style="list-style-type: none"> <li>• <a href="https://onlinelibrary.wiley.com/doi/full/10.1111/dmcr.12205">https://onlinelibrary.wiley.com/doi/full/10.1111/dmcr.12205</a> *Nice article on the evidence on effectiveness of hand splints in children with CP.</li> <li>• <a href="https://journals.sagepub.com/doi/10.1177/0308022619830263">https://journals.sagepub.com/doi/10.1177/0308022619830263</a> Pay more attention to "Home programme usage and content" section.</li> <li>• <a href="https://www.frontiersin.org/articles/10.3389/fneur.2014.00281/full">https://www.frontiersin.org/articles/10.3389/fneur.2014.00281/full</a> Pay more attention to the " Hand Splints/ Orthoses" and "Elastic Taping" sections</li> </ul> 2. <b>Functional elastic therapeutic taping techniques readings:</b> Quickly skim the following to have an understanding of fascia and evidence on the effect of elastic taping: <ul style="list-style-type: none"> <li>• <a href="https://www.ncbi.nlm.nih.gov/books/NBK526038/">https://www.ncbi.nlm.nih.gov/books/NBK526038/</a> *Nice article on the structure of fascia</li> <li>• <a href="https://journals.sagepub.com/doi/full/10.1177/1753193410374412">https://journals.sagepub.com/doi/full/10.1177/1753193410374412</a> *Nice article on how the fascia works.</li> <li>• <a href="https://doi.org/10.1016/j.gaitpost.2018.07.030">https://doi.org/10.1016/j.gaitpost.2018.07.030</a> *Nice, short article on using elastic tape in children with CP</li> <li>• <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5392196/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5392196/</a> *Nice article on impact of elastic taping for children with CP</li> </ul> 3. <b>Lecture Videos</b> <ul style="list-style-type: none"> <li>• Functional Splinting video (5 min)</li> <li>• Functional Therapeutic Elastic Taping (11 min)</li> <li>• Therapeutic Handling techniques (7 min)</li> </ul>
6	2/13 & 2/15  Wednesd ay 2/14 4:00 pm	Sensory Integration and Sensory Processing constraints to Occupation: <i>Part 1</i>  <b>Exam 1</b>	Case-Smith Ch. 20 Sensory Integration Focus on <i>Guiding Questions 1, 2, &amp; 3</i> Additional preparation & assignments on Canvas  EXAM 1: Wednesday 2/14 @ 4:00 pm. Location TBD Content from Weeks 1 through 5 (Context of Pediatric Rehabilitation, Infants, Motor Constraints to Occupation) <i>You will be tested on content covered in class, plus all preparation for and integration of in-class content, such as quizzes, worksheets, and integrative lab worksheets/activities.</i> <i>Students may bring a single-sided <b>individually prepared</b> hard-copy notes page to assist with exam-taking. All hard-copy notes will be left with the instructor and identified as yours.</i>
7	2/18 & 2/20	Sensory Integration and Sensory Processing constraints to Occupation: <i>Part 2</i>	Preparation & assignments on Canvas

Week	Date(s)	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>
8	2/27 & 2/29	Sensory Integration and Sensory Processing constraints to Occupation: <i>Part 3 in the context of Autism</i>	Case-Smith Ch. 30 Autism Spectrum Disorders - focus on <i>Guiding Questions 1 &amp; 3</i> Additional preparation & assignments on Canvas
9	3/3 & 3/7	FIELDWORK or Spring break week	No Peds Rehab this week
	3/12 & 3/14	SPRING BREAK or Fieldwork week	
10	3/19	Review of Motor, SI, & Feeding; Begin Cognitive Considerations and Constraints to Pediatric Occupation	Preparation and assignments on Canvas  Thursday (3/21): No class - Begin preparation for next week's content – preparation for the Cognition unit is extensive.
11	3/26, 3/28 & FRIDAY 3/29	Cognitive Considerations and Constraints to Pediatric Occupations: Assessment and Interventions	Case-Smith Chapter 17 pages 431 – 434; Table 17.2; p. 448 column 1 - Guiding questions 2, 3, & 4 Additional preparation and assignments on Canvas
12	4/2 & 4/4	Cognitive Considerations and Constraints to Pediatric Occupations: Conditions, GAS, & Strategy Training	May-Benson 2018 PDF pages 5-9 (Section: GAS and an ASI Outcome) Additional preparation & assignments due to be announced on Canvas
13	4/9 & 4/11	Pulling it all Together - Clinical Case Applications	Preparation and assignments on Canvas
14	4/16 & 4/18	Clinical Reasoning/Clinical Scenarios Activities (Tue)  Competency Part 2.1 (Thur)	No preparation this week – you know all that you need to know for the last few activities
15	4/23	Competency Part 2.2 (Tue)	No preparation this week No class on Thursday No new Peds Rehabilitation content this week – use this time to prepare for your cumulative final exam

Week	Date(s)	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>
16	<b>TUE</b> <b>4/30</b> 9:00 – 11:30 am  Location: TBD	<b>Exam 2</b>	Heavy focus on content not tested in Exam 1. However, content from the first part of the semester will be included as case application builds on material learned in the first part of the semester. You will be tested on content covered in class, plus all preparation for and integration of in-class content, such as quizzes, worksheets, and integrative lab worksheets/activities. Students may bring a single-sided <b><i>individually prepared</i></b> hard-copy notes page to assist with exam-taking. All hard-copy notes will be left with the instructor and identified as yours.

### 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>

**LockDown Browser:** The exams and quizzes are administered on Canvas and require use of the Respondus LockDown Browser. You are required to install the most recent version of 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](https://lss.at.ufl.edu/help/Student_Help).

### Policy Regarding Student’s Recording Class Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**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 (8<sup>th</sup> 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](http://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., camera on phone or tablet) or other means of uploading onto course website a 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](mailto: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 following grade categories individually at a minimum of 70% in order to pass the course:** Exam, Prep Worksheets, Lab Worksheets, Competency. 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
Exam 1	2/14	25%
Exam 2	4/30	25%
Preparatory Quizzes & Worksheet	Weekly	18% total
Application Quizzes & Worksheets	Throughout	14% total
Lab Worksheets	Weekly	10% total
Pediatric OBP & Rehabilitation Competencies	4/18 & 4/23	5% and Pass/Fail
Professional Identity Development	Assessed throughout the semester	3% total
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>

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**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 as described below. 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.

#### Late assignment submission

- Late written assignment submission will be accepted on a case-by-case basis. If you do not feel that you will be able to submit an assignment on time, please notify the instructor by email ([ckreider@ufl.edu](mailto:ckreider@ufl.edu)) and let me know when you will be submitting the assignment. In general, I will accept no more than two requests for late submission without point penalty as long as the proposed new submission deadline is adequately justified by the student and will not put the student behind in the learning of the course content that builds on each lesson – if the proposed new submission date is not acceptable, I will assign a new submission date in my email response. Students may only request one submission deadline extension per written assignment, if the new submission date is missed, the assignment will not be accepted and a grade of zero points will be assigned for the assignment. Students must follow procedures below – missed steps will result in grade deduction or the assignment not being accepted (resulting in a grade of zero for the assignment):
  1. Notify instructor by campus email (not Canvas) at [ckreider@ufl.edu](mailto:ckreider@ufl.edu) that you need an assignment submission extension – this MUST be submitted no less than 12 hours before the submission due date/time.
  2. In your email tell me when you will be submitting the assignment - state new date and time
  3. In Canvas, use the comments tool on the assignment to notify the TAs that you are (1) submitting late, (2) when you are going to submit (the new due date), and (3) that you have emailed me at least 12 hours prior to the original due date/time.
  4. I will respond by email approving your new submission date and time OR assigning a different new date and time (usually because the due date suggested will put the student too far behind).
- Regardless of the status of submission of one's class preparation assignments, students are expected to come to class prepared, as operationalized as having (1) read all assigned readings, (2) watched all assigned videos, and (3) explored all assigned webpages. Approval for late submission of written preparatory work is just that, approval for late submission of the written reflections – no approval is given for students to come to class un-prepared (not having read or watched as assigned).
- Late quizzes cannot be made-up.

#### Missed or off schedule exams and competencies

- 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 Exam
- 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 course. 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](mailto:ckreider@ufl.edu)) AND Dr. Myers [ctmyers@php.ufl.edu](mailto: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

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>

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### **Illness Related Policies Pertaining to In-Person Labs**

**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

**Policy Related to Online Synchronous Sessions:** No online synchronous class sessions are planned for this semester. In the case that a class session is conducted via Zoom or Teams, it may be audio visually recorded for students in the class to refer back to. 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 or talk 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.

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**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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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Professionally and Clinically Relevant Behaviors and Communications 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.

### **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)

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

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.

### **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](http://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 is highly encouraged.***

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. 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.

### **Support Services for 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.
- U 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>
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Please do not wait until you reach a crisis to come in and talk with any of us, your OTD faculty. 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.

Please know that 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.