OCC THER 725: ENABLING OCCUPATIONS 4: PEDIATRICS

In Workflow

1. OCC THER Subject Approver (gmdiffee@wisc.edu;%20lcappabianca@wisc.edu)
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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:21:02 GMT

Viewing: OCC THER 725 : Enabling Occupations 4: Pediatrics

Last edit: Mon, 25 Nov 2019 19:21:01 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Summer 2021 (1216)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

725

Is this course crosslisted?

No

Course Title

Enabling Occupations 4: Pediatrics

Transcript Title

Enable Occ 4: Peds

Course Description

Foundations of pediatric occupational therapy practice including theory and core concepts; models of practice and service delivery; the assessment and treatment process; and alterations in performance components, skills, and participation for children and adolescents with various conditions will be discuss

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate Program

Grading Basis

A/F

Component Type

Lecture and Laboratory sections are scheduled

Credits

5

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to provide an introduction into theory development in occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

5

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 725 Enabling Occupations 4: Pediatrics does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders) has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Graduate
2	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence	Graduate

3	Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context)	Graduate
4	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors	Graduate
5	Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.	Graduate
6	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Graduate
7	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills	Graduate
8	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention	Graduate
9	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy	Graduate
10	Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being	Graduate
11	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues	Graduate
12	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies	Graduate
13	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance	Graduate
14	. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances	Graduate
15	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OT 725 Enabling Occupations 4.pdf

Key: 13241

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 725
Enabling Occupations 4: Pediatrics
Fall 2

5 Credits
Course is 5 credits and requires 225 hours of active learning. In this course students will engage in reading, lectures, learning activities, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: TBD

Instructional Mode: Blended: One 50 Min Online Lecture, Two 75 min Face-to-Face Lectures and One 2 Hour Lab each week

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Instructor Name, Degrees
Position Title
608-xxx-xxxx
email @wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

Foundations of pediatric occupational therapy practice including theory and core concepts; models of practice and service delivery; the assessment and treatment process; and alterations in performance components, skills, and participation for children and adolescents with various conditions will be discussed.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. ***Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (B.3.5)***

2. ***Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. (B.4.4)***

3. ***Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). (B.4.5)***

4. ***Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors. (B.4.16)***

5. ***Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.20)***

6. *Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan. (B.3.6)*

7. *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills. (B.4.2)*

8. *Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3)*

9. *Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory*

methods and tasks (including therapeutic exercise), education and training, and advocacy. (B.4.10)

10. *Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (B.4.11)*

11. *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. (B.4.19)*

12. *Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies. (B.4.26)*

13. *Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (B.4.9)*

14. *Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. (B.4.18)*

15. *Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. (B.4.28)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Quizzes	Weekly	10%
Lab Activity/Assignments	Weekly	10%
AOTA Resources Guide	Module 1	5%
Occupational Profile/Developmental History	Module 4	5%
evelopmental Assessment Report and Treatment Plan	Module 6	10%
Handwriting Assessment Report and Treatment Plan	Module 10	10%
Midterm and Lab Practical	Module 8	20%
Art Activity & Hand skills Report	Module 12	10%
Final Exam	Module 16	25%

Total		**100%**

Assignments

1. **Quizzes:** Weekly quizzes are used to hold students accountable for engage in learning activities within the online module. Quiz questions are designed to assess the students' foundational knowledge of concepts being presented each week. Guiding questions from assigned chapters will be utilized to design quizzes.

2. **Lab Reports/Assignments:** Each week students will be required to complete and submit a lab activity to ensure students remained engaged in lab activities for the day. Example of activities include; case studies, treatment plans

3. **AOTA Pediatric Resource Review:** The purpose of this assignment is for students to familiarize themselves with the pediatric resources (I.e. practice guidelines, evidence-based practice resources, fact sheets, and featured documents) through AOTA Learning outcomes: ***(B.4.4)***

4. **Occupational Profile/Developmental History:** Students will interview a parent or other primary caregiver of a child 3-7 years old to gather information about their birth history, any significant early medical history, and key developmental milestones. This information will be used to write a developmental history in a professional format.

5. **Developmental Assessment Report and Treatment Plan:** Students will administer, score and report the results of a clinical observations assessment on a young child using the Bailey Scales of Infant and Toddler Development and the Ages and Stages Questionnaire (ASQ). They will also develop a treatment plan to support the child moving to the next developmentally appropriate occupations. **Due: One week after administration of evaluation.**

6. **Visual Motor & Handwriting Assessment Report:** Students will work in pairs to administer and score a standardized visual motor and handwriting assessment. Students will independently write a report on the results of a clinical assessment on an elementary student using The Print Tool and the Visual Motor Integration assessment (VMI). **Due: One week after administration of the assessment.**

7. **Art Activity and Hand skills Report:** Students will work in pairs to facilitate an age appropriate art activity, with a preschool student, and administer and score a hand skills assessment. Students will individually write a report on the results of the Benbow Checklist and fine motor skills from the art activity. **Due: One week after administration of the assessment.**

8. **Midterm & Final Exam:** Exams will cover material in lectures, labs and readings. Exams may include case studies, essay, short answer, multiple choice, fill in the blank or matching questions as well as weekly questions generated by students. The midterm and final will be given on Canvas. The lab practical will require students to create 3 interventions based on case-study

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.
7.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	**A**
90-93.99	**AB**
84-89.99	**B**
80-83.99	**BC**
70-79.99	**C**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Case-Smith, J., & O'Brien, J. C. (Eds.). (2014). *Occupational therapy for children and adolescents* (7th ed.). St. Louis: Mosby.

Recommended Textbook

- Bower, E. (Ed.) (2008). *Finnie's Handling the young child with cerebral palsy at home* (4th ed.) Boston: Butterworth Heinemann. ISBN: 0750688106
- Lane, S. J. & Bundy, A. C. (2011). *Kids can be kids: A childhood occupations approach.* FA Davis Company. ISBN: 0803612281
- Mulligan, S.E. (2013). *Occupational therapy evaluation for children: A Pocket guide* (2nd *ed.*) Philadelphia: Lippincott, Williams & Wilkins (Required text for OT 625: Level I Fieldwork Infants & Children)
- Parham, L. D. & Fazio, L.S. (2007). *Play in occupational therapy for children* (2nd ed.) St. Louis: Mosby Elsevier. ISBN: 032302954X

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: **Lecture 1 (Online): Course Overview & Pediatric AOTA Resources**	Textbooks: • N/A E-articles (posted in Canvas): • Syllabus • Reading Approaches (How do read chapters, research articles, etc)	• Quiz • Syllabus review; generate 3 questions • AOTA Pediatric Resource Review:https://www.aota.org/Practice/Children-Youth.aspx
Lecture 2 (In class): Overview of OT for Children and Evidence for Practice	Textbooks: • Case-Smith Chapter 1 E-articles (posted in Canvas): • Kreider, C.M., Bendixen, R.M., Huang, Y.Y., & Lim Y. (2014). Review of occupational therapy intervention research in the practice area of children and youth 2009-2013. *American Journal of Occupational Therapy, 68*(2). E61-e73 • How to Use AOTA's Childhood Occupation Tip Sheets • https://www.aota.org/-/media/Corporate/Files/Practice/Children/HowToUseAOTAsChildhoodOccupationsTipSheets.pdf	• In-class discussion on client center/family centered approach, strengths-based approaches • Create resource of practical ways to practice within these frames
Lecture 3 (In-class): Foundations and Practice Models for OT with Children	Textbooks: • Case-Smith Chapter 2 E-articles (posted in Canvas): • Lane, S.J. (2010) Occupation and participation: The heart of pediatric occupational therapy: Ch.1 in Lane, S. J., & Bundy, A.C. (Ed.) *Kids can be kids* (1st ed., pp. 3-9). Philadelphia, PA: F.A. Davis Company. • Burgman, I. (2010). Voices of children: Kids talk about being kids: Ch. 2 In Lane, S. J., & Bundy, A. C. (Ed.), *Kids can be kids* (1st ed., pp. 10-28). Philadelphia: F.A. Davis Company.	• Case Studies- students analyze and select effective models of practice

Lab (In-Class): Application of models of practice and frames of reference • **MODULE LEARNING OBJECTIVES** • **B.3.5, B.4.2.**	Textbooks: • N/A E-articles (posted in Canvas): • N/A	and frames of reference for each case study
Module 2: **Lecture 1 (Online):** **Overview of OT Process and Assessments in Pediatrics**	Textbooks: • Case-Smith Ch. 6 E-articles (posted in Canvas): •	• Quiz • Skilled Observation- Video clips of kids engaging in development appropriate occupations, Students will write objective observations
Lecture 2 (In-class): Assessments in Peds Profile, Standardized, Non-standardized	Textbooks: • Case-Smith Ch. 6 E-articles (posted in Canvas): •	• Students will read and analyze a full report of a completed developmental assessment
Lecture 3 (In-class): Working with Families and Collaboration	Textbooks: • Case-Smith Chapter 5 E-articles (posted in Canvas): • Lawlor, M. C. & Mattingly, C. (2009). Understanding family perspectives on illness and disability experiences: Ch. 4 In Creapeau, E. B., Cohn, E.S., & Boyt Schell, B.A. (Eds). In *Willard & Spackman's Occupational Therapy* (11th ed., pp. 33-44). •	• **Assign** Occupational Profile/Developmental History
Lab (In-class): Developmental Standardized Assessment preparation • **MODULE LEARNING OBJECTIVES** • **B.4.4 B.4.5**	Textbooks: • N/A E-articles (posted in Canvas): • Bailey Administration Guide • Peabody Administration Guide • ASQ Administration Guide	• Developmental Assessment Practice: Bailey, Peabody, and ASQ • Students will work in pairs to administer portions of each assessment
Module 3: **Lecture 1 (Online): Development of Childhood Occupations**	Textbooks: • Case-Smith Ch. 3 E-articles (posted in Canvas):	• Quiz • Developmental Grids: students add developmentally appropriate

-Typical development of the following: cognitive, motor, stages of motor learning, social-emotional dev, occupations, etc.		occupations, motor milestones, social emotional stages, etc to an assigned age range. Students will have access to the compiled document for future reference
Lecture 2 (In-class): Typical Motor Development	Textbooks: • N/A E-articles (posted in Canvas): • Gerber, G.R., Wilks, T., Erdie-Lalena, C. (2010). Developmental Milestones: Motor development. *Pediatrics in Review, 31,* 267-276	• Video analysis of typical motor development
Lecture 3 (In-class): Atypical Motor Development and Treatment	Textbooks: E-articles (posted in Canvas): • Bly, L. (1983). The components of normal movement during the first year of life and abnormal motor development. Chicago: Neurp-Developmental Treatment Association	• Video analysis of atypical motor development
Lab (In-class): Baby Lab	Textbooks: • E-articles (posted in Canvas): • Bailey, Peabody, and ADQ Administration Guides	• Students will assess children under the age of 6 within lab using a developmental assessment • Assignment: Developmental Assessment Report and Treatment Plan
• **MODULE LEARNING OBJECTIVES** • **B.3.5., B.4.4, B.4.5, B.4.19.** •		
Module 4: **Lecture 1 (Online): Application of Motor Control/Learning to Practice**	Textbooks: • Case-Smith Ch. 7 • Guiffrida, C.G., & Rice, M.S. (2009). Motor skills and occupational performance: Assessments and interventions: Ch.55. In Creapeau, E.B., Cohn, E.S., & Boyt Schell, B.A. (Eds), In *Willard and Spackman's*	• Quiz • Interactive On-line Learning Activity- Mini Motor Learning Case Studies

	Occupational Therapy (11 ed., pp. 681-714). Skim adult information • E-articles (posted in Canvas): •	
Lecture 2 (In-class): Assessment and Treatment of Motor Delays	Textbooks: • Case-Smith Ch. 28 E-articles (posted in Canvas): • Novak, I., Cusick, A., & Lowe, K. (2007). Brief Report-A pilot study on the impact of occupational therapy home programming for young children with cerebral palsy. *American Journal of Occupational Therapy, 61*, 463–468 • Imms, C. (2008). Children with cerebral palsy participate: A review of the literature, *Disability & and Rehabilitation, 30*(24), 1867-1884.	• Video Case Study- Cerebral Palsy • Movement Constraint Therapy case study
Lecture 3 (In-class): Hand Function and Evaluation & Intervention	Textbooks: • Case-Smith Ch. 8 E-articles (posted in Canvas): •	• Hand skills video analysis
Lab (In-class): Preschool Visit- Eagles Wing Preschool • **LEARNING OBJECTIVES** • **B.3.5., B.4.4., B.4.5., B.3.6., B.4.2., B.4.3., B.4.9.**	Textbooks: • E-articles (posted in Canvas): • Art Activity	• Students will administer a non-standardized hand skills assessment through the use of an age appropriate art activity and hand skills checklist • **Assign**: Art Activity and Hand Skills Assessment Report
Module 5: **Lecture 1 (Online): Foundations of Prewriting and Handwriting Skills**	Textbooks: • E-articles (posted in Canvas): • Schneck, Colleen, C. (2010). Visual Perception: Ch. 12. In J. Case-Smith (Ed.), *Occupational therapy for Children* (6th ed., pp. 373-403). St. Louis: Elsevier Mosby.	• Quiz • Videos of visual perceptual activities- students will analyze, evaluate, and grade each activity

	• Chen, Y.C., Lin, C.K., Wei,T.S., Liu, C.H., Wuang, Y.P., The effectiveness of multimedia visual perceptual training groups for the preschool children with developmental delay. *Research in Developmental Disabilities, 34,* (12). 4447-4454. doi.org/10.1016/j.ridd.2013.09.023.	
Lecture 2 (In-class): Assessment of Handwriting	Textbooks: • Case-Smith Ch. 18 E-articles (posted in Canvas): • VMI Administration Guide • Print Took Administration Guide	• Students will assess each other's handwriting skills using standardized assessments
Lecture 3 (In-class): Treatment of Handwriting Dysfunction	Textbooks: • Case-Smith Ch. 18 E-articles (posted in Canvas): • Engel, C., Lillie, K., Zurawski, S., & Travers, B. G. (2018). Curriculum-based handwriting programs: A systematic review with effect sizes. *American Journal of Occupational Therapy*, *72*(3), 7203205010p1-7203205010p8.	• HW intervention station- students will make their way through stations designed to challenge students to ID the type frame of reference used to design the intervention. Students will
Lab (In-class): Elementary School Visit	Textbooks: • E-articles (posted in Canvas): • VMI Administration Manual • HW Assessment Administration Manual	• Students will assess handwriting and visual motor integration skills of elementary school students in Madison (Thoreau Elementary) • **Assign**: Assessment Report and Treatment Plan
• **LEARNING OBJECTIVES** • **B.4.4, B.4.5, B.4.9., B.4.18., B.4.2.,**		
Module 6:	Textbooks:	• Quiz

Lecture 1 (Online): Foundations of Sensory Integration	• Case-Smith Ch. 9 E-articles (posted in Canvas): • Ayres, A. J. (1974). The art of therapy, Chapter 17. *Sensory Integration and Learning Disorders,* Los Angeles: Western Psychological Services • Schaaf, R. C., Dumont, R. L., Arbesman, M., & May-Benson, T.A. (2018) Efficacy of occupational therapy using Ayres Sensory Integration: A systematic review. *Amercian Journal of Occupational Therapy, 72*(1), 7201190010p1-7201190010p10. • AOTA SI Fact Sheet: https://www.aota.org/~/media/Corporate/Files/Practice/Children/Resources/FAQs/SI%20Fact%20Sheet%202.pdf •	• Interactive Case Study- Autism
Lecture 2 (In-class): Sensory Integration Assessment	Textbooks: • E-articles (posted in Canvas): • Bundy, A. C. (2002). Assessing sensory integrative dysfunction. In A.C. Bundy, S.J. Lane & E.A. Murray (Eds.). *Sensory integration theory and practice.* (2nd ed., pp. 169-198). Philadelphia: F.A. • Davis Blanch, E. Sensory Integration Theory and Observations • Wilson, B. N., Pollack, N., Kaplan, B. J., & Law, M. (1994). Clinical Observations of Motor and Postural Skills, (pp. 1-5)	• Students administer sensory based assessments to each other • Students score and interpret results
Lecture 3 (In-class): Sensory Integration Intervention		• Students engage in Blanch observation activities and review videos • Plan SI treatment interventions
Lab (In-class): Sensory Integration Lab	Textbooks: E-articles (posted in Canvas): • Barton, E.E. Reichow, B., Schnitz, A., Smith, I.C., & Sherlock, D., (2015). A systematic review of sensory-	• Interact with and use SI equipment used by OTs • Case Study- SI Treatment Plan and Goals

• **LEARNING OBJECTIVES** • **B.3.5., B.4.4., B.4.5., B.3.6., B.4.2., B.4.3., B.4.9.** •	based treatments for children with disabilities. *Research and Developmental Disabilities, 37,* 64-80 Textbooks: • E-articles (posted in Canvas): • SI Safety Sheet-overstimulation signs and interventions	
Module 7: **Lecture 1 (Online): Foundations of Sensory Processing**	Textbooks: • E-articles (posted in Canvas): • Martini, R., Cramm, H., Egan, M., & Sikora, L. (2016). Scoping review of self-regulation: What are occupational therapists talking about? *American Journal of Occupational Therapy, 70*(6), 7006290010. • Miller, L. J., Coll, J. R., & Schoen, S. A. (2007). A randomized controlled pilot study of the effectiveness of occupational therapy for children with sensory modulation disorder. *American Journal of Occupational Therapy*, *61*, 228-238.	• Quiz • Interactive Case Study- ASD • Students will gather Occupational Profile related to sensory processing needs
Lecture 2 (In-class): Assessment of Sensory Processing Skills and Self-Regulation	Textbooks: • E-articles (posted in Canvas): • Sensory Profile Manual • Sensory Processing Measure • Anzalone, M. E., & Lane, S. L. (2012) Sensory processing disorders: Feels awful and doesn't sound very good either. In Lane, S. J., & Bundy, A. C. (Ed.), Kids can be kids (1st ed., pp. 437-459). Philadelphia: F.A. Davis Company.	• Students administer Sensory Profile to classmate • Review Completed Sensory Processing Assessment and Treatment plan

Lecture 3 (In-class): Treatment of Sensory Processing Skills and Self-Regulation **Lab (In-class): Sensory Processing and Self-regulation** • **LEARNING OBJECTIVES** • **B.3.5., B.4.4., B.4.5., B.3.6., B.4.2., B.4.3., B.4.9.** •	Textbooks: • Biel, L. & Peske, N. (2018). Raising a sensory smart child: The definitive handbook for helping your child with sensory processing issues. New York, NY: Penguin Books. o Chapters 6 and 7 E-articles (posted in Canvas): • Reynolds, S., Glennon, T.J., Broan, K., Bendixen, R.M., Kuhaneck, H.M., Pfeiffer, B.,… &Bodison, S.C. (2017). Using a multifaceted approach to working with children who have differences in sensory processing and integration. *American Journal of Occupational Therapy, 71*(2), 71023600010p1-71023600010p10. Textbooks: • E-articles (posted in Canvas): • Zones of Regulation- selected pages • How Does Your Engine Run- selected pages	• Create Sensory Processing Resource Bank- treatment ideas and resources • Self-Regulation Case Study- Assess and create a treatment plan • Students Lead a self-regulation activity within class
Module 8: **Lecture 1 (Online): ADL and IADL Infant-Early Adulthood** **Lecture 2 (In-class): Assessment of ADLs and IADLs**	Textbooks: • Case-Smith Ch. 15 E-articles (posted in Canvas): • Textbooks: • Case-Smith Ch. 16 E-articles (posted in Canvas):	• Quiz • Interactive Case Study- Developmental Delay/Downs Syndrome • • Students roll play and assess each other using common ADL and IADL assessments

Lecture 3 (In-class): Intervention Strategies and Approaches to teach ADL and IADL	Textbooks: • Case-smith Ch. 10 E-articles (posted in Canvas): • Wuang, Y. P., Ho, G. S., & Su, C. Y. (2013). Occupational therapy home program for children with intellectual disabilities: A randomized, controlled trial. *Research in developmental disabilities*, *34*(1), 528-537.	• Students review ADL/IADL report (Downs Syndrome) and write goals and develop a treatment plan
Lab (In-class): ADL and IADL- Video Modeling • **LEARNING OBJECTIVES** • **B.3.5., B.4.4., B.4.5., B.3.6., B.4.2., B.4.3., B.4.9., B.4.9.**	Textbooks: • E-articles (posted in Canvas): •	• Create Life Skills Intervention for students with cognitive delays- • Students will analyze one ADL/IADL and create a training video using cognitive interventions
Module 9: **Lecture 1 (Online): Foundations of Play and Social Participation**	Textbooks: • Case-Smith Ch. 17 E-articles (posted in Canvas): • .	• Quiz • Interactive Case Study- including children with CP, ASD, etc. • Create adapted play options
Lecture 2 (In-class): Assessment and Strategies to Support Play	Textbooks: • Bundy, A. C. (2012) Children at play: Can I play too: Ch. 3. In Lane, S. J., & Bundy, A. C. (Ed.), *Kids can be kids* (1st ed., pp. 28-43). Philadelphia: F.A. Davis Company E-articles (posted in Canvas):	• Play Video Analysis- students assess play skills of several children • Write objective observation statements • Correctly ID level of play
Lecture 3 (In-class): Assessment and Strategies to support Social Participation	Textbooks: • Case-Smith Chapter 12 E-articles (posted in Canvas): • Knox Play Scale- selected pages	• In-class activity- role of environment and culture on social participation

Lab (In-class): Play/Toy Lab
 	
• **LEARNING OBJECTIVES**
  • **B.4.28., B.4.18, B.3.5., B.4.4., B.4.5., B.3.6., B.4.2., B.4.3., B.4.9., B.4.9.**
•
	Textbooks:
	•
	E-articles (posted in Canvas):
	•
		• Case Studies- Students work through 1-2 cases, pick appropriate toys/play activities to support development and social participation
		• Identify appropriate switch adapted toys
		  • https://enablingdevices.com/product-category/adapted-toys-games/?gclid=EAIaIQobChMIkMCNl-3G5QIVUPDACh3aJQexEAAYASAAEgKh1PD_BwE

Module 10: **Lecture 1 (Online): Foundations of Challenging Behaviors**	Textbooks: • Case-Smith Ch. 13 E-articles (posted in Canvas): • Worcesterm, J.A., Nesman, T.M., Medez-Raffaele, L.M., & Keller, H.R. (2008). Giving to parents of young children with challenging behavior. *Exceptional Children, 74*(4) 509-525.	• Quiz • Lived Experience: View video clips of families discussing lived experience of raising children with challenging behaviors- students will summarize main themes and identify 3 interventions (one person, occupation, context). • Guests Tonya and Todd Schmidt
Lecture 2 (In-class): Assessment and Interventions Strategies for Challenging Behaviors	Textbooks: • E-articles (posted in Canvas): • Joyce, T. (2006). Functional analysis and challenging behaviour. *Psychiatry*, *5*(9), 312-315. • Review the following website: https://www.crisisprevention.com/What-We-Do/Nonviolent-Crisis-Intervention/Course-Topics • Waisman Training (confrontational behaviors)	• Case Study- Challenging behaviors • Functional Analysis of • Transitions- particle ways to help kids transition
Lecture 3 (In-class): Mental Health Prevention and Promotion	Textbooks: E-articles (posted in Canvas):	• Analyze School-Based Prevention and Promotion Interventions-

	• Arbesman, M., Bazyk, S., & Nochajski, S. M. (2013). Systematic review of occupational therapy and mental health promotion, prevention, and intervention for children and youth. *American Journal of Occupational Therapy*, *67*(6), e120-e130. •	• Tiered services within RtI framework • Apply Techniques from Waisman and Non-violent Crisis techniques
Lab (In-class): Mental Health Prevention and Promotion • **LEARNING OBJECTIVES** • **B.3.5., B.4.3., B.4.9., B.4.10, B.4.19.,**	Textbooks: • E-articles (posted in Canvas): •	• Healthy Habits Training Video/Infographic- students will create video modeling, patient education, or information video promoting health habits and routines that support occupational participation • students will be split into groups according to target client groups
Module 11: **Lecture 1 (Online): Influencing Participation Through Assistive Technology and Universal Design**	Textbooks: • Case-Smith Ch. 19 E-articles (posted in Canvas): • Shane, H. C., Blackstone, S., Vanderheiden, G., Williams, M., & DeRuyter, F. (2012). Using AAC technology to access the world. *Assistive technology*, *24*(1), 3-13. •	• Quiz • Interactive Case Study: visual impairment and assistive tech for increased occupational engagement
Lecture 2 (In-class): Technology and Mobility Devices to Support Participation	Textbooks: • Case-Smith Ch. 20 E-articles (posted in Canvas): • https://www.aota.org/About-Occupational-Therapy/Professionals/RDP/assistive-technology.aspx •	• Case-Study: Go Baby Go case • Students will assess mobility, access, communication needs, and family goals. Students will plan modifications and technology needs
Lecture 3 (In-class): AAC and Access **Guest: CASC Staff**	Textbooks: • E-articles (posted in Canvas): • Watch the following Podcasts • Episodes 13 and 14 • https://www2.waisman.wisc.edu/cedd//aac/	• In-class discussion: OT's role in AAC

Lab (In-class): AAC and Access • **LEARNING OBJECTIVES** • **B.4.11., B.4.19., B.4.26., B.3.5., B.4.4.,**	Textbooks: • E-articles (posted in Canvas): •	• Waisman CASC Presentation • Students will gain experience with high (eye gaze) and low (communication boards) AAC devices and access
Module 12: **Lecture 1: Feeding and Eating**	Textbooks: • Case-Smith 14 E-articles (posted in Canvas): • Specialized knowledge and skill in feeding, eating, and swallowing for occupational therapy practice. *American Journal of Occupational Therapy, 61 (6):* 686-700. • https://www.aota.org/~/media/Corporate/Files/Practice/EvidenceExchange/Approved-CAPs/CY/Fucile-Keiser.PDF • Angell, A. (2010). Selective eaters and tactile sensitivity: a review of classification and treatment methods that address anxiety and support a child's need for a sense of control. *ICAN: Infant, Child, & Adolescent Nutrition*, *2*(5), 299-303. •	• Quiz • Padlet: cultural and contextual considerations in feeding and eating assessment and treatment
Lecture 2 (In-class): Feeding and Eating	Textbooks: • E-articles (posted in Canvas): • Hamre, M., Dorrance, K., & Ausderau, K. (2017). Feeding Interventions for Children With Developmental Disabilities: A Systematic Review. *American Journal of Occupational Therapy*, *71*(4_Supplement_1), 7111515265p1-7111515265p1. • Ausderau, K., & Juarez, M. (2013). The impact of autism spectrum disorders and eating challenges on family mealtimes. *ICAN: Infant, Child, & Adolescent Nutrition*, *5*(5), 315-323. • Angell, A. (2010). Selective eaters and tactile sensitivity: a review of classification and treatment methods that address anxiety and support a child's need for a sense of control. *ICAN: Infant, Child, & Adolescent Nutrition*, *2*(5)	• Feeding/Eating Case Study • Students Write SOAP note, emphasis on discharge planning and referrals to specialists

Lecture 3 (In-class): Assessment and Treatment of Dysphasia	Textbooks: • E-articles (posted in Canvas): • Prasse, J. & Kikano, G. (2009). An overview of pediatric dysphagia. *Clinical Pediatrics, 48*(3): 247-251 • Arvedson, J., Clark, H., Lazarus, C., Schooling, T., & Frymark, T. (2010). The effects of oral-motor exercises on swallowing in children: an evidence-based systematic review. *Developmental Medicine and Child Neurology*, 52: 1000-1013	• Swallowing Video Analysis - CP
Lab (In-class): Feeding Lab • **LEARNING OBJECTIVES** • **B.4.2., B.4.16., B.4.11, B.4.26.**	Textbooks: • E-articles (posted in Canvas): •	• Feeding Experience- students engage in common feeding interventions • Case Study- design
Module 13: **Lecture 1 (Online):** **OT Process in with NICU** **Guest: NICU OT/Parent Guest**	Textbooks: • Case-Smith Ch. 21 E-articles (posted in Canvas): •	• Quiz • Case Study- Students required to write SOAP Note and discharge plan • Interprofessional
Lecture 2 (In-class): **Guest- In-patient OT Process** **-Guest: Hospital OT**	Textbooks: • E-articles (posted in Canvas): • Dumas, H. M., Haley, S. M., Fragala, M. A., & Steva, B. J. (2002). Self-care recovery of children with brain injury: descriptive analysis using the Pediatric Evaluation of Disability Inventory (PEDI) functional classification levels. *Physical & occupational therapy in pediatrics*, *21*(2-3), 7-27. • Mohammadi, A., Mehraban, A. H., & Damavandi, S. A. (2017). Effect of play-based	• Multiple Trauma Case Study • Treatment Plan- 2X Day treatment • Case- Congenital Limb Abnormality • Review and Analyze Letters of Medical Necessity

	occupational therapy on symptoms of hospitalized children with cancer: A single-subject study. *Asia-Pacific journal of oncology nursing*, *4*(2), 168.	
Lecture 3 (In-class): Out-Patient Rehabilitation Guest:	Textbooks: • Case-Smith Chapter 2 E-articles (posted in Canvas):	• Case-Study Burns • Manual Muscle Testing, ROM • Treatment Plan (2X week) •
Lab (In-class): Burn Lab	Textbooks: • E-articles (posted in Canvas): • Melchert-McKearnan, K., Deitz, J., Engel, J. M., & White, O. (2000). Children with burn injuries: Purposeful activity versus rote exercise. *American Journal of Occupational Therapy*, *54*(4), 381-390.	
• **MODULE LEARNING OBJECTIVES** • **B.4.28., B.4.26., B.4.10.**		
Module 14: **Lecture 1 (Online): Laws Governing Early Intervention and School Based Services IDEA** **-**	Textbooks: • E-articles (posted in Canvas): • https://sites.ed.gov/idea/about-idea/#IDEA-Purpose Review: Website for purpose of IDEA, Statutes B and C	• Quiz • Interactive Activity: How Bills impact practice
Lecture 2 (In-class): Early Intervention Birth to Three Service Model	Textbooks: • Case-Smith Ch. Ch. 22 E-articles (posted in Canvas): • https://www.birth23.org/aboutb23/lookslike-2/ • https://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf •	• Service Model Interactive Case Study- differentiate between primary service provider and service coordinator roles • Family Centered Care and the Coaching Model
Lecture 3 (In-class): School Based Services		

	Textbooks: • Case-Smith Ch. 23 E-articles (posted in Canvas): • https://www.wsems.us/special-education-in-plain-language/ • https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sa-eval-timeline-visual.pdf • https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sa-iep-timeline-visual.pdf •	• In-Class Discussion: • Treating in natural environment • Collaboration • Goals to support Education
Lab (In-class): Planning for, participating in and writing IEP/IFSP • **MODULE LEARNING OBJECTIVES** • **B.4.28., B.4.26, B.4.10.**	Textbooks: • E-articles (posted in Canvas): • 2 IFSP Examples • 2 IEP Examples	• IEP and IFSP writing skills • Strengths based goal, present level of performance, OT goals to support development and school participation
Module 15: **Lecture 1 (Online): Foundations of Transitions and OT's role in Transitions**	Textbooks: • Case-Smith Ch. 25 E-articles (posted in Canvas): • Stewart, D., Stavness, C., King, G., Antle, B., & Law, M. (2006). A critical appraisal of literature reviews about the transition to adulthood for youth with disabilities. *Physical & occupational therapy in pediatrics*, *26*(4), 5-24. • Young-Southward, G., Cooper, S. A., & Philo, C. (2017). Health and wellbeing during transition to adulthood for young people with intellectual disabilities: A qualitative study. *Research in developmental disabilities*, *70*, 94-103.	• Quiz • Guest Lecture Video: Judie Sage • OT's role in transition
Lecture 2 (In-class): OT's Role in Early Childhood Transitions	Textbooks: • E-articles (posted in Canvas): • 0rentlicher, M.L., & Gibson, R.W. (2015). Foundations of transition. Ch. 1. In Orentlicher, M.L., Schefkind, S., & Gibson, R.W., (Eds), *Transitions*	• Guest: Birth-to-Three OT

	across the lifespan: An occupational Therapy Approach (1st ed., pp. 21-30). Bethesda: AOTA.	
Lecture 3 (In-class): OT's Roles in Late Childhood	Textbooks: E-articles (posted in Canvas): • Schefkind, S. (2015). Occupation therapy and transition. Ch. 2. In In Orentlicher, M.L., Schefkind, S., & Gibson, R.W., (Eds), *Transitions across the lifespan: An occupational Therapy Approach (1st ed., pp. 36-48)*. Bethesda: AOTA. (skip pages 31-35 •	• Guest Speaker: • Tom Bishhof, OT
Lab (In-class): Transitioning Planning	Textbooks: • E-articles (posted in Canvas): • https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf • https://www.pacer.org/transition/learning-center/laws/idea.asp	• Guest: Student and/or Parent • Transitioning to post-secondary
MODULE LEARNING OBJECTIVES • **B.4.10., B.4.19., B.4.26., B.4.28.**		
Module 16: • **Final Exam**		