

The University of Texas at El Paso  
College of Health Sciences  
Occupational Therapy Program

OT 5324 Occupational Performance in Early Childhood

SYLLABUS FALL 2022

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**Office Hours:** Wednesday 12:00 PM to 12:00 PM.  
Please contact the instructor for availability.

**Lecture:** Tuesdays from 9:00 AM to 10:50 AM Room B-29  
**Lab:** Tuesdays from 12:00 PM to 2:50 PM Room B-29 and 206

**Course Description:**

Introduction to the major theoretical frameworks, concepts, and models of practice used in occupational therapy evaluation and treatment of infants/young children from 0-5 years. An emphasis will be placed on the analysis of abnormal movement patterns, parent/family education and training, and the use of occupation as a therapeutic medium for intervention.

**General and Specific Objectives:** At the end of this course, the students will meet the following learning objectives based on the ACOTE 2018 standards:

1. Understand occupational development in early childhood (ACOTE B.1.2).
2. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for young children and families in a variety of practice contexts and early childhood environments. (ACOTE B.2.1)
3. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors (ACOTE B.3.2.).
4. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on young children's occupational performance. (ACOTE B.3.5.)

5. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan (ACOTE B.3.6.).
6. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills (ACOTE B.4.2).
7. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention (ACOTE B.4.3.).
8. 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 the 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 (ACOTE B.4.4).
9. 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) (ACOTE B.4.5.).
10. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed (ACOTE B.4.6.).
11. Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity (ACOTE B.4.7.).
12. 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 (ACOTE B.4.9.).
13. 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 (ACOTE B.4.10).
14. Assess the need for and demonstrate the ability to prescribe 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 (ACOTE B.4.11.).
15. Evaluate and provide interventions for disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors (ACOTE B.4.16).
16. 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 (ACOTE B.4.18.).

17. Identify, analyze, and evaluate the contextual factors, current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy developments and social systems as they relate to the practice of occupational therapy (ACOTE B.5.1.).
18. Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice (ACOTE B.5.4).

### **Clinical/Experiential Objectives**

19. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (ACOTE B.4.1.).
20. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team (ACOTE B.4.8.).
21. Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues (ACOTE B.4.19.).
22. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness (ACOTE B.4.23.).

### **Required Texts:**

O'Brien, J. C. & Kuhaneck, H. (2020). *Case Smith's occupational therapy for children and adolescents* (8<sup>th</sup> ed.). Mosby Elsevier.

Kramer, P., & Hinojosa, J., & Howe, T. (2020). *Frames of reference for pediatric occupational therapy* (4<sup>th</sup> ed.). Wolters Kluwer.

### **Recommended Texts:**

Mulligan, S. (2013). *Occupational therapy evaluation for children: A pocket guide* (2<sup>nd</sup> ed.). Lippincott Williams & Wilkins.

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* (4<sup>rd</sup> ed.). AOTA Press.

**Methods of Instruction:** Adapted from *Team-Based Learning™ (TBL) Components* and use of active learning activities

- **Reading Assignments:** Reading assignments will be assigned utilizing the latest peer-reviewed evidence on the weekly topic. It is expected that students come to class

prepared including but not limited to completing all assigned reading. Students are expected to read each chapter for understanding.

- **Lectures:** both the instructor and students will provide lectures on course materials relevant to all the learning objectives in an interactive way to allow for discussion. Lectures will focus on developing critical thinking and problem-solving skills required for future clinical practice.
- **Group and Individual Student Presentation (2):** each student will prepare two presentations. Presentation one will cover *Occupational Therapy for Specific Conditions* and presentation two will consist of the *Occupational Therapy Process in Early Childhood*.
- **Class discussions:** during class time as facilitated by the instructor(s). Special emphasis will be directed toward basic concepts in the practice of occupational therapy. Students will be expected to contribute to every discussion and be prepared to answer questions. A team-based approach will be utilized for all class discussions.
- **Readiness Assurance Test (i-RAT and t-RAT):** Students will complete a total of ten individual readiness assurance tests (IRAT) and ten team readiness assurance tests (TRAT) related to the assigned topics.
- **Oral Communication:** Many aspects of the course will include oral instructions that are not provided in writing. Students are expected to listen, understand, and clarify verbal instructions. Oral communication is both in sending and receiving instructions and students will have an opportunity to practice both aspects during this course.
- **Non-verbal Communication:** Students will have multiple opportunities throughout the course to practice non-verbal communication. The instructor will provide private individual feedback to students as needed.
- **Community Engagement:** Each student will be expected to complete a minimum of 8 hours of community engagement with the early childhood population outside of class time.
- **Safety:** Students will be exposed to a variety of safety issues during the classroom, as well as simulated and community experiences.

### **Methods of Evaluation:**

- **Team/Lab Assignments and Participation** are key parts of this course and students are expected to attend all programmed portions of the course. Students are encouraged to communicate with the instructor *before* class time if any issue arises that may interfere with their ability to participate or require them to step out of the class during unscheduled breaks. Students deemed to be disinterested, unengaged, or otherwise occupied, will not receive participation points at the discretion of the instructor with no recourse on the part of the student. Students should arrive prepared for class to discuss, answer questions, and participate in all class lectures, meeting times, and activities. Any student who is not engaged in the class, completing other activities unrelated to the course or the assigned activity, or completing assignments such as studying for another course will be asked to leave the class. Absence, tardiness, and participation points can all be affected by each incident.

- **IRAT and TRAT Tests:** Students will complete individual readiness assurance tests (IRAT) followed by team readiness assurance tests (TRAT) related to the assigned topics.
- **Individual Case Study Presentation:** will be graded based on provided scoring rubrics including client's occupational profile, selection of assessments, and development of intervention plan.
- **OT Process Assignments I-III:** The student will submit a completed OT Profile, Evaluation/screening report, and intervention paper to prepare for the individual case study presentation.
- **Group Presentation in OT Specific Conditions:** will be graded on provided scoring rubrics including etiology of the specific pediatric condition, OT evaluation, OT interventions, and references.
- **Community Engagement** will be evaluated based on the completion of minimal hours required as well as related assignments.
- **Safety:** will be evaluated during all classroom, simulated, and community experiences.

<b>Course Grading:</b>		<b>Letter Grade Equivalents:</b>
Team/Lab Assignments	10%	A = 90-100
I-RAT	10%	B = 80-89
T-RAT	5%	F = 0-79
OT Process Part I: Profile	10%	
OT Process Part II: Screening	10%	
OT Process Part III: Intervention	10%	
Community Engagement Experiences	10%	
Group Presentation: OT Specific Conditions	20%	
Individual Presentation: OT Process in EI	15%	
<b>Total</b>	<b>100%</b>	

### **Professional Behaviors:**

- 1) **Punctuality and Attendance:** Students are expected to arrive promptly (5-10 minutes prior to the beginning of class) and to attend every class.
  - a. **Tardiness** without prior approval from the instructor will result in **1 point** off the computed final grade percentage per incident up to **5%** of the final grade. A text message, voice message, or email to the instructor can be left for approval.
  - b. **Any excused/unexcused** absence will result in an automatic deduction of **5%** in the final grade calculation for the course as determined by the instructor. You are expected to make up missed work and get information and materials missed from your classmates and the instructor.
- 2) **Time Management:** Late assignments will be deducted **10 points** off the grade, **per day they are late**. If assignments are due at the beginning of class and turned in after class has begun, **5 points will be deducted**.

- 3) **Acceptance of and participation in giving and receiving constructive criticism:** Students will be responsible for assessing fellow students' performance and modifying performance based on feedback.
- 4) **Disruptive Behavior:** Behaviors that detract from students learning will not be tolerated. These behaviors include but are not limited to talking during class when an instructor or other student has the floor, attire that distracts from students learning, entering, and exiting during instruction, and incoming messages on electronic devices.
- 5) **Electronic Devices:** Cell phones and any other electronic device should be used for educational purposes only including class content or accessing the course materials. Students must not access any social media or engage in conversations via cell phone while attending class.
- 6) **Dress Code:** It is required students to wear polo button-up shirts, pants, and closed-toe, non-skid shoes. Refer to the student handbook for details.

### **COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### **Academic Integrity:**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. *Cheating* may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. *Plagiarism* occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. *Collusion* involves collaborating with another person to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

### **Accommodation Policy:**

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at [cass@utep.edu](mailto:cass@utep.edu). For additional information, visit the CASS website at <http://sa.utep.edu/cass/> CASS will be going live with a new software system called Accessible Information Management (AIM). AIM allows students to access or request services online and from the safety and comfort of their home 24/7. You will log on the system with your UTEP credentials: <http://cassportal.utep.edu>

### **Student Resources**

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

The University of Texas at El Paso  
College of Health Sciences: Occupational Therapy Program

OT 5324 Occupational Performance in Early Childhood

SYLLABUS Fall 2022

Student responsibilities:

1. Regular class attendance and participation indicated by completion of readings, tests, discussion boards, and assignments in each module.
2. Obtain prior approval from instructors for any excused tardiness and absence.
3. Late works will be deducted **10 points** off the grade, per day they are late.
4. If a student is unable to take a scheduled exam or quiz, s/he is responsible for notifying the instructor before the examination. Another student informing the instructor of an absence is not acceptable.
5. Professional preparation of entry-level clinicians requires students to master the skill of active participation with team members; therefore, students are expected to contribute to classroom and online learning activities and discussions.
6. For all face-to-face labs, OT Process Assignment, Service Learning, and synchronous sessions, it is recommended you wear pants (twill or chinos), closed-toe, non-skid shoes, and a polo or button-up shirts.

**Disclaimer: Due to the content of this course, there will be physical contact with other classmates and instructors in order to fully comprehend and correctly perform specific evaluation and intervention techniques. By reading and signing this statement, you agree to fully participate and accept the necessity for physical contact by instructors, guest speakers, and other classmates for professional and educational purposes.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**OT 5324 Occupational Performance in Early Childhood**

Tentative Course Calendar

Fall 2022– Lecture Tuesdays 9-10:50 AM Lab Tuesdays 12 PM -2:50 PM

**Note:** The instructor reserves the right to modify the class calendar if necessary.

<b>Date</b>	<b>Readings</b>	<b>Lecture Topics</b>	<b>Lab Topic</b>	<b>Assignments Due</b>	<b>Obj</b>
<b>Week 1</b> <b>08/23/22</b>	Case-Smith -Ch. 1 & 3	<b>Syllabus Overview</b>  <b>Intro to Pediatric OT</b>  -Family centered approach  -Inter-professional collaboration in practice with children and youth	<b>Building up rapport with families with young children</b>  <b>LAB A</b> Developing occupational profiles for young children and families  <b>LAB B</b> -Therapeutic Use of Self - “Just-Right Challenge”	Sign and return Student’s responsibilities agreement  -Team member assignment  -Discuss OT Process Presentation: Search for a candidate  Occupational Profile	3
<b>Week 2</b> <b>08/30/22</b>	Case-Smith -Ch. 2 & 8  Kramer -Ch. 5	-Evaluation, Interpretation, and Goal Writing  -FOR in Pediatric OT  -Contextual Influence on Pediatric Practice	<b>Selecting OT Therapy Model and FOR</b>  <b>LAB A</b> -DAYC/HELP -Implement and Score  <b>LAB B</b> -Screening young children - Interpret assessment - Create goals and intervention	I-RAT # 1 T-RAT # 1  Class/Lab Activities  Work on Occupational Profile for OT Process Assignment  <b>Select OT Diagnosis for Group Presentation</b>	2
<b>Week 3</b> <b>09/06/22</b>	Case-Smith -Ch. 18  Kramer -Ch. 9	-Mobility for Occupational Performance  -Biomechanical FOR to Position	<b>Posture Stability and Mobility</b>  <b>LAB A</b> -Pediatric W/C	I-RAT # 2 T-RAT # 2	14

		Children for Function	<ul style="list-style-type: none"> <li>- Selection criteria</li> <li>- Activities to stimulate mobility</li> </ul> Emma Case Study  <b>LAB B</b> <ul style="list-style-type: none"> <li>-Positioning for function</li> <li>-OT seating equipment</li> <li>-A/E</li> <li>-Emma case study</li> </ul>		
<b>Week 4</b> 09/13/22	Kramer -Ch. 8	Review of the Neuro-Developmental Treatment FOR in pediatrics	<b>LAB A</b> <ul style="list-style-type: none"> <li>-Handling</li> <li>-Guest Speaker: Claudia Robledo MOTR/L C/NDT</li> <li>-Guest patient</li> </ul> <b>LAB B</b> <ul style="list-style-type: none"> <li>-Goal writing</li> <li>-Application of handling techniques during functional tasks.</li> </ul>	I-RAT # 3 T-RAT # 3	5,6,7,9,13, 16
<b>Week 5</b> 09/20/22	Case-Smith -Ch. 4 & 16 - Appendix 4.15  Kramer -Ch. 12	Development of Gross Motor Occupations and Skills in Early Childhood  Motor Skill Acquisition FOR	<b>Motor Skills Development</b>  <b>LAB A and B</b> <ul style="list-style-type: none"> <li>-Infant Reflex and reactions Practice and testing</li> </ul>	I-RAT # 4 T-RAT # 4  <i>Occupational Profile for OT assignment due</i>	5,6,7,9,13, 16
<b>Week 6</b> 09/27/22	Case-Smith -Ch. 4, 16 & 19  - Appendix 4.9A;	Development of Fine Motor Occupations and Skills in Early Childhood  Assistive Technology	<b>Fine Motor Skills Development</b>  <b>LAB A</b> <ul style="list-style-type: none"> <li>-PDMS-2</li> <li>-Scoring and interpretation</li> </ul> <b>LAB B</b> <ul style="list-style-type: none"> <li>-Hand skills lab</li> </ul>	I-RAT # 5 T-RAT # 5	5,6,7,9,13, 16

	4.9B; & 4.10  Kramer -Ch. 11	Teaching and Learning FOR			
<b>Week 7</b> <b>10/04/22</b>	Case- Smith -Ch. 20  Kramer -Ch. 6	Sensory Integration – Interview, Assessment, and Intervention	<b>Comprehensive Assessment of Sensory Integration Functions and Intervention</b>  <b>LAB A</b> -Infant/Toddler Sensory Profile testing and interpretation -Sensory Processing Measure (SPM) testing and interpretation  <b>LAB B</b> -Sensory equipment -Worksheet - Intervention Plan	I-RAT # 6 T-RAT # 6	5,6,7,9, 13, 16
<b>Week 8</b> <b>10/11/22</b>	<b>OT for Specific Conditions Presentation</b> <b>Peer Evaluation (Mid-Term)</b> <b>Teaching Evaluation (Mid-Term)</b>				4,6,7,12
<b>Week 9</b> <b>10/18/22</b>	Case- Smith -Ch. 11  Appendix 4.7 (p.116)	Development of Play	<b>LAB A &amp; B</b>  Play evaluation and intervention in Natural Environments (Fieldtrip)	I-RAT # 7 T-RAT # 7  <i>Developmental Screening/ Testing results for OT Process Presentation Due</i>	1,5,6,7,9 13,16
<b>Week 10</b> <b>10/25/22</b>	Case- Smith -Ch. 10  Appendix 4.1 & 4.2	Development of Feeding	<b>Feeding evaluation and intervention</b>  <b>Lab A</b> – food texture experience <b>Lab B</b> – SOS approach to feeding	I-RAT # 8 T-RAT # 8	1,5,6,7,9 13,16

<b>Week 11</b> 11/01/22	Case-Smith -Ch. 12  Appendix 4.4; 4.5; 4.6	ADLs in Early Childhood	<b>ADL Evaluation and Intervention</b>  <b>LAB A Evaluation</b> -Dressing -Toileting  <b>LAB B Intervention</b> - Visual schedule -Activity modifications	I-RAT # 9 T-RAT # 9	1,5,6,7,9 13,16
<b>Week 12</b> 11/08/22	Case-Smith -Ch. 27	Pediatric Hand Therapy & Orthosis	<b>LAB A &amp; B</b>  Fieldtrip to Custom Orthotics and Prosthetics  Fabian Calderon, CPO, LPO	I-RAT # 10 T-RAT # 10  <i>Interventions for OT Process Assignment Due</i>	1,5,6,7,9 13,16
<b>Week 13</b> 11/15/22		Early Childhood Intervention (ECI)  Home Health OT	<b>Early Childhood Intervention</b> Guest Speaker TBA  <b>Home Health OT</b> Guest Speaker TBA		2,17,18
<b>Week 14</b> 11/22/22		NICU and Hospital Pediatric OT services	<b>NICU &amp; Hospital and pediatric rehabilitation services</b> Guest Speaker TBA		2,17,18
<b>Week 15</b> 11/29/22		<b>OT Process Presentations</b>			
<b>Week 16</b> 12/06/22	<b>Finals</b>	<b>OT Process Presentations</b>			