

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

OT 6331 Occupational Performance in Early Childhood

SYLLABUS FALL 2023

Course Instructor: Grisel Contreras, OTD, OTR
Office: Campbell 305
Phone: (915) 747-8157 Email: grcontreras@utep.edu

Lab Instructors: Stephanie Capshaw, OTD, OTR
Office: Campbell 316
Phone: 915-747-8240 Email: scapshaw@utep.edu

Claudia Yagel, OTD, OTR
Office: NA
Email: cmyagel@utep.edu

Office Hours: Tuesday and Thursday 11:00 AM to 12:00 PM
Feel free to get in touch with the instructor regarding 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 analyzing abnormal movement patterns, parent/family education and training, and using 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:

Primary ACOTE Objectives:

1. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology (ACOTE B.1.1)
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. 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).

4. 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.).
5. 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.).
6. 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).
7. Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience (ACOTE B.4.21).
8. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention (ACOTE B.4.22).
9. 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).

Secondary ACOTE Objectives

10. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice (B.1.4)
11. 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.).
12. 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.).
13. 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 (B.4.1)
14. 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).

15. 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.).
16. 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.).
17. Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices (B.4.12)
18. 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.).
19. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments (B.4.20).
20. 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.).
21. 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 development and social systems as they relate to the practice of occupational therapy (ACOTE.B.5.1).

Curriculum Threads:

This course addresses the following curricular threads:

- Occupation-centered
- Evidence-based
- Culturally and Contextually Responsive

Areas of In-Depth Knowledge Development:

The UTEP OTD Program focuses on four areas of in-depth knowledge development: Clinical Practice Skills, Education, Advocacy, and Program Policy and Development.

Students will choose one of these areas in which to concentrate with their OTD

Capstone Experience and Project. OT 6304 targets the following area: *Clinical Practice Skills and Education*

Required Texts:

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

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

Recommended Texts:

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

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* (4th 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. Students are expected to come to class prepared, including but not limited to completing all assigned reading. Students are expected to read each chapter for understanding.
- **Lectures and Lab Instruction:** 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.
- **Class discussions:** The student must actively participate during class discussions to develop critical thinking skills. 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.
- **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 can practice both aspects during this course.
- **Non-verbal Communication:** Students will have multiple opportunities to practice non-verbal communication throughout the course. The instructor will provide private individual feedback to students as needed.
- **Community Engagement:** Each student will be expected to complete at least 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 instructor's discretion, 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) and team readiness assurance tests (TRAT) related to the assigned topics.
- **OT Process Drafts I-III:** The student will submit a completed OT Profile, Evaluation/screening report, and intervention paper to prepare for the individual case study presentation.
- **Individual Common Pediatric Conditions in OT Paper:** will be graded on provided scoring rubrics, including etiology of the specific pediatric condition, OT evaluation, OT interventions, and references.
- **Group OT Process Presentation:** will be graded based on provided scoring rubrics, including the child's occupational profile, selection of assessments, and development of intervention plan.
- **Final Practicum/Exam:** Students will participate in a practicum or will complete a written exam based on a pediatric case study in which the student will select an assessment, write goals, and develop an intervention using a model or FOR providing a rationale for the selection of assessment and intervention.
- **Reflections:** The student will write a brief reflection based on a rubric provided by the instructor based on a specific topic relevant to the class.
- **Community Engagement** will be evaluated based on completing minimal hours required (8 hr./minimum) and related assignments (Joyful Dance Assignment).
- **Safety:** will be evaluated during all classroom, simulated, and community experiences.

<u>Course Grading:</u>		<u>Letter Grade Equivalents:</u>
Team/Lab Assignments	10%	A = 90-100 B = 80-89 F = 0-79
I-RAT	10%	
T-RAT	5%	
OT Process Drafts	5%	
Common Pediatric Conditions in OT	20%	
Group Presentation: OT Process in EI	20%	
Final Practicum/Exam	15%	
Reflections (2)	5%	
Community Engagement Experiences	10%	
Total	100%	

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, 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.

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. 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 6331 Pediatric OT I

SYLLABUS Fall 2023

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 6331 Pediatric OT I

Tentative Course Calendar

Fall 2023– 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.

Week	Readings	Topic	Lab Topic	Assignments	Obj
FOUNDATIONAL KNOWLEDGE FOR PEDIATRIC OT					
Week 1 08-29-23	Case-Smith -Ch. 1 & 3	Syllabus Overview Intro to Pediatric OT -Family-centered approach -Inter-professional collaboration in practice with children and youth	Building up a rapport with families with young children LAB A Developing occupational profiles for young children and families LAB B -Therapeutic Use of Self - “Just-Right Challenge	Sign and return the Student’s responsibilities agreement. -Team member assignment -Discuss OT Process Presentation : <i>Every Little Blessing</i> Occupational Profile	B.4.4 B.4.1
Week 2 09-05-23	Lecture Case-Smith 2, Kramer Ch 5 Lab Readings Case Smith- Ch. 6 & 7	FOR in Pediatric OT Selecting OT Therapy Model and FOR Contextual Influence on Pediatric Practice	Observational Assessment and Activity Analysis LAB A -DAY-C -Implement and Score Use of Standardized Assessments in Pediatric Practice LAB B -Bayley Scales of Infant Development - Interpret assessment	I-RAT # 1 T-RAT # 1 Class/Lab Activities Work on Occupational Profile for OT Process Assignment Select OT Diagnosis for Common OT Pediatric Dx.	B.2.1 B.4.5

			- Create goals and intervention		
PEDIATRIC OT ASSESSMENT AND INTERVENTION					
Week 3 09-12-23	Case-Smith -Ch. 4 -Appendix 4.15 Kramer -Ch. 12 -Mulligan Ch. 3- Development of Motor Skills	OT View of Child Development Evaluation of Gross Motor Occupations and Skills in Early Childhood Motor Skill Acquisition FOR	Motor Skills Development LAB A -PDMS 3 (Reflex Section) LAB B -Infant Reflex and reactions Practice and testing	I-RAT # 2 T-RAT # 2 Infant Reflex Testing Form	B.3.2 B. 3.6 B.4.2 B.4.3
Week 4 09-19-23	Case-Smith -Ch. 18 Kramer -Ch 8 & 9	Interventions Gross Motor Occupations Mobility for Occupational Performance -Biomechanical FOR to Position Children for Function -NDT	Posture Stability and Mobility LAB A -Biomechanical Approaches for Intervention LAB B -NDT handling techniques	I-RAT # 3 T-RAT # 3	B.3.2 B. 3.6 B.4.2 B.4.3
Week 5 09-26-23	Case-Smith Ch. 4 -Mulligan Ch. 3:Developme	Evaluation of Fine Motor Occupations and Skills in Early Childhood	Fine Motor Skills Development LAB A & B -PDMS-3 -Scoring and interpretation	I-RAT # 4 T-RAT # 4 <i>Occupational Profile for OT</i>	B.4.7 B.3.2 B. 3.6 B.4.2 B.4.3

	nt of Motor Skills			<i>assignment due</i>	B.4.6
Week 6	Case-Smith Ch. 12	Fine Motor Occupations Interventions	LAB A -Hand skills LAB	I-RAT # 5 T-RAT # 5	B.4.2 1
10-3-23	Appendix 4.4; 4.5; 4.6 Kramer -Ch. 11	ADLs in Early Childhood Teaching and Learning FOR	LAB B -ADL interventions Dressing Toileting Visual Schedules Activity Modification		B.3.2 B. 3.6 B.4.2 B.4.3
Week 7	Case-Smith -Ch. 20 Kramer -Ch. 6 -Ch. 7	Evaluation of Sensory Integration Skills and Occupational Performance	LAB A -Infant/Toddler Sensory Profile testing and interpretation LAB B -Sensory Processing Measure (SPM) testing and interpretation	I-RAT # 6 T-RAT # 6	B.4.2 2 B.3.2 B. 3.6 B.4.2 B.4.3
Week 8	Case-Smith -Ch. 20 Kramer -Ch. 6 -Ch. 7	Sensory Integration – Intervention Approaches	LAB A & B -Sensory equipment -Worksheet - Intervention Plan	I-RAT # 7 T-RAT # 7 Common OT Diagnoses Paper Due	B.4.2 2 B.3.2 B. 3.6 B.4.2 B.4.3

Week 9 10-24-23	Case-Smith -Ch. 10 Appendix 4.1 & 4.2	Assessment and Interventions of Feeding	Feeding evaluation and intervention Lab A – food texture experience Lab B – SOS approach to feeding	I-RAT # 8 T-RAT # 8	B.4.16 B.3.2 B.3.6 B.4.2 B.4.3
Week 10 10-31-23	Case-Smith -Ch. 11 Appendix 4.7 (p.116)	Assessment and Treatment of Play	LAB A & B Play evaluation and intervention in Natural Environments (Fieldtrip)	I-RAT # 9 T-RAT # 9 <i>Developmental Screening/ Testing results for OT Process Presentation Due</i>	B.3.2 B.3.6 B.4.2 B.4.3 B.4.18
SPECIALTY OT THERAPY SERVICES					
Week 11 11-07-23	Case-Smith Ch. 23	Early Childhood Intervention (ECI) Home Health OT	Early Childhood Intervention Guest Speaker TBA Home Health OT Guest Speaker TBA	I-RAT # 10 T-RAT # 10	B.5.4 B.4.20 B.4.23 B.5.1
Week 12 11-14-23	Case-Smith Ch. 22	NICU and Hospital Pediatric OT services	NICU & Hospital and pediatric rehabilitation services Guest Speaker TBA	Reflection Paper	B.4.20 B.4.23
Week 13	Case-Smith Ch. 27	Pediatric Hand Therapy & Orthosis	LAB A & B Fieldtrip to Custom Orthotics and Prosthetics Fabian Calderon, CPO, LPO	Reflection Paper	B.4.12

11-21-23				<i>Interventions for OT Process Assignment Due</i>	
PEDIATRIC OT PROCESS					
Week 14		FINAL APPLICATION EXAM/PRACTICUM			
11-28-23					
Week 15		Group OT Process Presentations			
12-5-23					
Week 16		Group OT Process Presentations			
12-12-23					