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

OT 6332 – Pediatric Occupational Therapy II
Spring 2024
Course Syllabus

3 Credit Hours
5 Total Contact Hours
3 Lab Hours
2 Lecture Hours
0 Other Hours

**Schedule:** Tuesday 10:00 am – 11:50 am (Lecture), 1:00 pm – 2:50 pm (Lab)
+ 20 hours of community-based service-learning experiences (compensated by one
hours of lab weekly)

**Instructors:**

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Sarah Elkington, PhD, OTR, CNT  
Email: sjelkington@utep.edu

**Course Description:** Through this course, the student will integrate and apply
foundational knowledge of the school aged child, occupational development, theoretical
models, and intervention approaches to complete evidence-based, culturally and
contextually relevant, and client centered evaluation and intervention.

**General and Specific Objectives:** Based on the ACOTE 2018 standards

1. Demonstrate knowledge of child development including Identify and apply fine
motor, visual-motor, visual-perceptual, and social developmental milestones
in school-aged children. (B.1.1)

2. 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)

3. Apply, analyze, and evaluate scientific evidence, theories, and models of practice
that underlie the practice of occupational therapy to guide and inform interventions
for children in a variety of practice contexts and environments. (B.2.1)
4. Analyze and evaluate the effects of disease processes common in school-aged children including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (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. (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. (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. (B.4.3)

8. Evaluate school-aged children'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. (B.4.4)

9. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. (B.4.4)

10. Select and apply assessment tools, considering child and family's needs, and cultural and contextual factors. (B.4.5)

11. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. (B.4.5)

12. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. (B.4.6)

13. 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. (B.4.7)

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

15. Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. (B.4.10)

16. Demonstrate knowledge of the use of technology in practice, which must include: *Electronic documentation systems, *Virtual environments, & *Telehealth technology. (B.4.15)

17. 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)
18. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.20)

19. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.22)

20. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.28)

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. (B.5.1)

22. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.5.4)

**UTEP Edge Experiences:**
- COMMUNITY ENGAGEMENT: Serve the community through structured academic teaching and learning opportunities
- STUDENT LEADERSHIP: Develop professional values by assuming leadership roles in your campus experiences

**UTEP Edge Advantages:**
- COMMUNICATION: Reach mutual understanding through effective exchanges of information, ideas, and feelings
- CONFIDENCE: Be self-assured through appreciating your own talents, abilities, and qualities
- CRITICAL THINKING: Analyze and evaluate issues in order to solve problems and develop informed opinions
- LEADERSHIP: Step up, think, and act critically and creatively to bring others together to accomplish a common task
- PROBLEM SOLVING: Find solutions to difficult or complex issues
- SOCIAL RESPONSIBILITY: Act ethically and responsibly for the benefit of society and the public good
- TEAMWORK: Participate as an effective, efficient member of a group in order to meet a common goal

**UTEP OTD Curricular Threads:**
This course addresses the following curricular threads
- Evidence-based practice
- Occupation-centered practice
- Culturally and contextually responsive practice
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 and Policy Development. Students will choose one of these areas in which to concentrate with their OTD Capstone Experience and Project. OT 6221 can be applied to the following areas:
- Clinical Practice Skills
- Education

Required Textbooks:


*Students will be responsible for additional and supplemental readings that will be provided on Blackboard and/or in class.*

Methods of Instruction
You will engage in a variety of learning strategies during OT 5325, which will require you to learn in various active ways on your own, in class with the instructor and classmates, and in lab sessions. This class will use a Team-Based Learning (TBL) approach in which you will be debating, collaborating, and working with your fellow students and future colleagues to learn to serve school-aged clients with occupational deficits. The TBL approach requires you to bring your knowledge of the readings and what you have learned in other classes and compare and contrast it with your peers, thus strengthening your critical thinking skills needed for practice. Class, therefore, will not be a typical lecture but a time for you to refine and apply what you know. Lab will be a chance to further apply what you have learned in class.
The lecture and lab portions of this course will meet in-person as long as we can do so safely given the current COVID-19 pandemic. If we cannot meet in person, we will meet online. You will engage in the following learning activities:

- **Reading:** You will initially engage with the content regarding assessing and intervening with school-aged children with occupational limitations through reading various texts and articles. It is expected that students come to class prepared including but not limited to completing all assigned reading and other preparatory activities.

- **Discussion:** Small and large group discussions will allow students to discuss the best application of new knowledge. Students will be expected to contribute to every discussion and be prepared to answer questions.

- **Small Group Assignments:** Brief assignments in lecture and labs will challenge teams to debate cases and scenarios facilitating the application of content. Activities will require you to share, debate, compare, and contrast ideas, thus developing critical thinking skills regarding how to best intervene with school-aged children.

- **Hands-On Group Activities:** Lab activities will facilitate application of knowledge as you practice assessment, interpretation, and intervention techniques.

- **Lecture:** Brief lectures will be used to supplement readings, discussions, and group activities.

- **Discussion boards/Blogs:** You may need to post your responses to questions and prompts on online discussion boards. In addition, you will respond to classmates’ posts to reflect on and build your understanding of new knowledge.

- **Service Learning:** TBA

**Methods of Evaluation**

- **Individual and Team Readiness Assessments:** These short 5-10 question assessments determine your readiness for learning. Individual and Group Readiness Assessments will not be given each week. You will be able to drop two of your lowest individual readiness assessments and two of your lowest group readiness assessments. Teams will be able to appeal test answers within a fixed amount of time for each RAT. Any changes in credit will be applied only to tRAT scores and only to teams that appealed the question.

- **In-Class and Lab Assignments:** In class and lab you will complete several brief assignments with your team where you must apply your knowledge of the content to problems similar to those that you will face in practice and on fieldwork. In lab, you will turn in assignments so that you may receive feedback and thus improve your skill in evaluation, goal writing, treatment planning, assessment, and reassessment.

- **OT Process Assignment Parts I and II:** In these two assignments, you will complete the OT process. In Part I, you will complete an occupational profile, OT assessment and evaluation, and complete the evaluation report with a child in the community. In Part II, you will be given a case study with evaluation results. Given this information, you will develop a detailed intervention plan for the child while considering the relevant cultural and contextual factors of the child and their family and/or caregivers. Depending on the current status of COVID 19 in our communities,
all or portions of this assignment may be completed using telehealth or other
distance methods.

- **Practical Exam:** In this exam you will be given a scenario and you will demonstrate
your ability to select an appropriate assessment tool and administer a portion of the
tool.

- **Evidence Matrix:** Throughout this course, you will compile an Evidence Matrix,
which will help you to document and understand the evidence-based interventions
they learn about. Each week, you will enter the evidence-based interventions into
the matrix based on the readings. The matrix will be due at various points throughout
the course to ensure its completion. This matrix will serve as a reference and tool for
later assignments and practice.

- **Service Learning: TBA**

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<tr>
<th>Assignment</th>
<th>% Of Grade</th>
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<tr>
<td>Individual Readiness Assessments (average)</td>
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<tr>
<td>Team Readiness Assessments (average)</td>
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<tr>
<td>In-class and Lab Assignments (average)</td>
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<tr>
<td>OT Process Assignment Part I</td>
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<tr>
<td>OT Process Assignment Part II</td>
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<td>Practical Exam</td>
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<td>Evidence Matrix (average)</td>
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<td>Service Learning (average)</td>
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<tr>
<td><strong>Total</strong></td>
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<th>Letter Grade Equivalents</th>
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<td>80-89</td>
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<td>70-79</td>
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**Student Responsibilities and Professional Behaviors:**

**Class Participation**

1) Students are expected to contribute to their own learning and to the learning of
fellow classmates by participating in discussions related to assigned readings and
actively engaging in course learning activity.

2) Any student not prepared for class may be asked to leave the class at any time.
Counseling with the student’s advisor will need to take place before returning to
class.
**Attendance**
Learning in this class is directly linked to your performance and participation during class. Thus, your ability to critically consider and apply knowledge will be enhanced by on-time attendance and full participation in every class. Missing a class or part of a class unless in cases of extenuating circumstances will result in receiving a zero on any missed graded Readiness Assessment Tests, in-class assignments, or any other assignments. Because of the team-based nature of in-class assignments, make-ups are not possible.

This class may use online learning to varying degrees depending on local COVID 19 conditions, therefore, attendance to any online classes held via Blackboard and to other meetings and completion of any asynchronous coursework such as assignments and discussion boards is imperative and may be a part of your learning. If you have any difficulty with Blackboard, please let the instructor know immediately.

Students are expected to arrive promptly (5-10 minutes prior to beginning of class) and to attend every class.

- **Tardiness** without prior approval from instructor may result in 1 point off the computed final grade percentage per incident up to 5% of final grade. A text message, voice message, or email to the instructor can be left for approval.
- **Any unexcused** absence may 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.
- Life happens, please make every effort to let the instructor know of urgent, emergent, or other matters that may arrive before class.

**Policy for Late Assignments**
Assignments turned in on the due date are eligible for the full grade. If, for whatever reason, you are unable to turn in the assignment by the due date, you can choose to turn the assignment in at a later date and the assignment will be eligible for a lower grade. Assignments are eligible for 90% of the full grade within 24 hours after the original due date and time, 80% between 25-48 hours, 70% between 49 and 72 hours, and so on. For example, if an assignment was originally due on Monday at 5 pm for 100 points, it will be eligible for a maximum of 90 points if you choose to turn in Tuesday at 5pm, a maximum of 80 points if you choose to turn it in on Wednesday at 5 pm, and so on.

**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.

**Disruptive Behavior**
Behaviors which 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.

**Electronic Devices**
Cell phones should not be used during instruction unless there is an extenuating circumstance that should be discussed with the instructor prior to class.

**Service Learning**
It is recommended students wear polo or button up shirts, pants and closed-toe, non-skid shoes.

**Office Hours and Contacting Your Instructors**
Your instructors are here to support your learning and we are excited to work with you along your journey to becoming an occupational therapist. When you have questions or concerns, please reach out to Dr. Roberts at the listed contact information. I will respond within 24 hours during the week. If an assignment is due over the weekend or on a Monday or Tuesday, make sure you ask your questions giving plenty of time to respond. I generally do not respond to emails in the evenings or on the weekends after 4 on Fridays. Office hours are Thursdays 11am - 1 pm and will be held in person in Campbell, Room 301. We can also meet virtually using Blackboard if needed. We can also arrange another time to meet if that time does not work.

**Academic Integrity**
Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission of credit of any work or materials that are attributed 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.” Regents Rules and Regulations, Part One, Chapter VI, Section 3.22. Since scholastic dishonesty hard the individual, all students and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

**From the UTEP Dean of Student Affairs**
(http://studentaffairs.utep.edu/Default.aspx?tabid=4386)
It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty 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” includes:
1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test.
2. Possession and/or use during a test of materials, which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”.
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters, but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission.
4. Collaborating with or seeking aid from another student for an assignment without authority.
5. Substituting for another person, or permitting another person to substitute for oneself, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

**Plagiarism** means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

**Collusion** means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to [http://www.utep.edu/dos/acadintg.htm](http://www.utep.edu/dos/acadintg.htm) for further information.

**Americans with Disabilities Act**
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 or go by their office in Union Building East. For additional information, visit the CASS website at [http://sa.utep.edu/cass/](http://sa.utep.edu/cass/).

**Refer to the Doctor of Occupational Therapy Program Student Handbook**
This course will follow the policies and procedures set in the MOT Student Handbook. Students are responsible for being familiar with and following those policies and procedures. Schedule an appointment with your advisor at any time when you receive a grade lower than an 80 on any assignment, quiz or exam.

**Technology Requirements**
Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome
are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flash player, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

COVID-19 Precautions
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 facemasks 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

Etiquette
• Always consider your audience. Remember that members of the class and the instructor will be reading any postings.
• Respect and courtesy must be provided to your classmates and instructors at all times. No harassment or inappropriate postings will be tolerated.
• When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
• Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
• Be cautious when using humor or sarcasm and tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
• Do not send confidential patient information via e-mail or post online.
• Please do not eat during class. Wait until regularly scheduled breaks to take care of personal needs.
• Demonstrate professional behavior, body language, communication, and appropriate attire during class. This class is a professional setting. Demonstrate the same behavior you would if you were completing a telehealth or face-to-face treatment session in a clinic.
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: ________________