

Cover Sheet: Request 11262

OTH 6635 OT Screening & Assessment 1

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Foss, Joanne J jfoss@phhp.ufl.edu
Created	11/7/2016 4:25:18 PM
Updated	12/8/2016 9:35:05 AM
Description of request	Principles of tests and measurement and outcomes-based assessment relevant to infants, children, and adolescents. Students will have the pediatric evaluation skills for the purpose of treatment planning.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
Deleted OTH 6635 Assessment 1 revised.docx					11/7/2016
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		11/15/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/22/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 11262

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Description of request: Principles of tests and measurement and outcomes-based assessment relevant to infants, children, and adolescents. Students will have the pediatric evaluation skills for the purpose of treatment planning.

Submitter: Foss, Joanne J jfoss@phhp.ufl.edu

Created: 12/8/2016 9:34:29 AM

Form version: 4

Responses

Current PrefixOTH

Course Level6

Number 635

Lab Code None

Course Title Occupational Therapy Screening and Evaluation 1

Effective Term Spring

Effective Year 2018

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?Yes

Current Credit Hours3

Proposed Credit Hours4

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?No

Change Prerequisites?Yes

Current PrerequisitesNone

Proposed PrerequisitesOTH 6xxx Applied Lifespan Human Development and OTH 6539 OT Theory

Change Co-requisites?Yes

Current Co-requisitesNone

Proposed Co-requisitesOTH 6642 OT Interventions 1

RationaleThe content for this class is being revised to become part of the proposed OTD degree program. Additional content and assignments concerning evidence-based assessment and clinically based research has been added.

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6635 Occupational Therapy Screening and Evaluation 1 (4 credits)
Spring: 2018
Delivery Format: On-Campus
<http://elearning.ufl.edu>

Instructor: Joanne Jackson Foss, PhD, OTR/L
Office Hours: Tues 2:45-4:45; outside of office hours e-mail or call 273-6098 for an appt.
Contact Information: jfoss@phhp.ufl.edu

Instructor: Linda Struckmeyer, PhD, OTR/L
Office Hours: Tuesday 4:00 to 5:00
e-mail for an appointment outside of office hours
Contact Information: lstruckmeyer@phhp.ufl.edu

Instructor: Christine Myers, PhD, OTR/L
Office Hours: email or call for 273-6128
Contact Information: ctmyers@phhp.ufl.edu

Teaching Assistant: TBA

Pre-requisites: OTH 6xxx Applied Lifespan Human Development and OTH 6539 OT Theory
Co-requisite: OTH 6635 OT Intervention 1

Purpose and Outcome

This course will provide an introduction to principles of tests and measurement and outcomes based assessment relevant to the practice of occupational therapy with infants, children and adolescents. It will include measurement theory, the assessment process and procedures, outcomes based assessment, statistical methods, and test selection and interpretation. A selection of pediatric assessment instruments will be introduced. These include, but are not limited to, specified screening assessments, skilled observation, checklists, histories, interviews with the client/family/significant others, and standardized and non-standardized tests and batteries. Using the ICF as an overarching framework, evaluations covered will yield information about the child's occupations across the levels of function, activity and participation. Measurement tools will also be critiqued in regards to use and research evidence support.

Student Learning Objectives: ACOTE Standards

ACOTE Standard B.4.0: The process of screening, evaluation, and referral as related to occupational performance and participation must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. In addition, this process must consider the continuum of need from individuals to populations.

Specific Student Learning Objectives

1. Use standardized and non-standardized screening tools to determine the need for occupational therapy intervention from infancy through adolescence. (ACOTE B.4.1)
2. Select appropriate assessment tools including outcomes based on the needs of the child, contextual factors, available evidence and the psychometric properties of tests. (ACOTE B.4.2, B.4.4)
3. Use appropriate procedures and protocols, including standardized formats, when administering assessments. (ACOTE B.4.3)
4. Understand and appreciate the importance of cooperation with the occupational therapy assistant as a data gatherer and contributor to the screening and evaluation process. (ACOTE B.4.5)
5. Exhibit the ability to interpret criterion referenced and norm referenced standardized test scores based on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. (ACOTE B.4.6)
6. Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual child and environmental context. (ACOTE B.4.7)

7. Interpret the evaluation data in relation to occupational practice framework of the profession and relevant theoretical frameworks. (ACOTE B.4.8)
8. Demonstrate the ability to use safety precautions with children during the screening and evaluation process, such as standards for infection control that include, but are not limited to, universal precautions. (ACOTE B.2.8)
9. Identify when it is appropriate for referral to specialists, internal and external to the profession, for additional evaluation. (ACOTE B.4.9)
10. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation shall effectively communicate the need and rationale for occupational therapy services. (ACOTE B.4.10)

DESCRIPTION OF COURSE CONTENT

Course Topics and Materials

See Canvas for an expanded course schedule with reading and other preparations. Course activities will be accomplished through class lecture, online PowerPoint slides, readings and course modules, assignments, lab experiences, site visits, competency and objective evaluations.

Date	Topic
Week 1	Choosing appropriate assessments Scoring assessments
Week 2	Norm and criterion based assessments Documentation of evaluation results
Week 3	Infant assessments Developmental assessments
Week 4	Environmental observations Clinical observations
Week 5	Exam 1
Week 6	Fine motor assessments Handwriting assessments
Week 7	Gross Motor Assessments Denver Lab – Kid and parent guests
Week 8	Exam 2
Week 9	Play Assessments
Week 10	No Class – Level 1 Practicum
Week 11	Documentation of evaluation results
Week 12	School Function Assessment (SFA)
Week 13	Sensory Integration and Praxis Tests (SIPTS) Sensory Profile
Week 14	Visual perceptual assessments Low vision assessments
Week 15	Lab – Kid and parent guests
Week 16	Exam 3

ACADEMIC REQUIREMENTS AND GRADING

Assignments: assignment descriptions, due dates and grading rubrics are posted on course websites under Assignments.

Requirement	Points
Exams (3) 20 pts each	60
Denver Lab assignment	5
EIDP Lab assignment	5
BOT-2 Lab assignment	5
Evidence based assessment assignment	10
Evidence Based Assessment Poster & Presentation	10
Case-based Competency Activity	5
Total =	100 possible points

Course Policies and Procedures

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <http://elearning.ufl.edu>

Required Course Texts: additional readings will be posted on course website.

Case-Smith, J. & O'Brien, J. (2015). *Occupational therapy for children and adolescents*, 7th edition. St. Louis: CV Mosby.

Sames, K. (2014). *Documenting occupational therapy practice*, latest edition. Boston: Pearson.

Professional Behavior is expected at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality, and respect.
4. Attendance to program and course activities is required. For a review of the OTD Attendance policies and documentation requirements see the *OTD Student Handbook*. Emergency issues will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

5. Professional attire in lectures and labs when there are guests, in all clinics and site visits.

Clean long khaki or black pants that remain fitted when moving and bending. Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts. Clean closed toe shoes with adequate base of support. Jewelry & make-up kept to a minimum. No hats. No fragrances.

6. Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.

7. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.

8. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits. By relating to other students, therapists and supervisors students gain an understanding of relationships in professional role.

9. All assignments are **due at the beginning of class time** on the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.

Assignment policies

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments.

References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

Program Standard Grading Scale

For more information concerning program grading policies see *OTD Student Handbook*. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Please note that a C-grade is considered a failing grade by both the MOT program and the UF Graduate School. In addition, grades of C only counts toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.