

Cover Sheet: Request 11236

OTH 6xxx Applied Lifespan Human Development

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Myers,Christine T ctmyers@phhp.ufl.edu
Created	11/2/2016 4:50:18 PM
Updated	11/22/2016 10:10:56 AM
Description of request	Key aspects of human development from conception through adulthood with an emphasis on areas impacting assessment and treatment planning in occupational therapy.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
No document changes					
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|New for request 11236

Info

Request: OTH 6xxx Applied Lifespan Human Development

Description of request: Key aspects of human development from conception through adulthood with an emphasis on areas impacting assessment and treatment planning in occupational therapy.

Submitter: Myers,Christine T ctmyers@phhp.ufl.edu

Created: 12/8/2016 7:50:02 AM

Form version: 3

Responses

Recommended PrefixOTH

Course Level 6

Number xxx

Category of Instruction Intermediate

Lab Code None

Course TitleApplied Lifespan Human Development

Transcript TitleAppl Lifespan Hum Dev

Degree TypeProfessional

Delivery Method(s)On-Campus

Co-ListingNo

Effective Term Fall

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Key aspects of human development from conception through adulthood with an emphasis on areas impacting assessment and treatment planning in occupational therapy.

Prerequisites Enrollment in the Occupational Therapy Doctorate Program (OTD)

Co-requisites n/a

Rationale and Placement in Curriculum Content meets the intent of program Student Learning Objectives. Also meets educational standards of accrediting body (ACOTE standards). Provides a foundation for future courses and clinical experiences.

Course Objectives 1. Demonstrate knowledge and understanding of human development through the lifespan (ACOTE Standard B.1.5)

2. Demonstrate knowledge and appreciation for the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices throughout the lifespan. (ACOTE B.1.7)

3. Describe typical development of occupational behaviors during the periods of infancy, pre-school, and school age, and explain the influences of family, and cultural and society context on occupational performance. (ACOTE B.2.5)

4. Demonstrate beginning skills in observation and interpretation of objective behaviors relative to motor, perceptual-motor, cognitive, psychological, and social development, and within the sociocultural environment of that child.

5. Identify common problems that may lead to an interruption in occupational skills development such as health and environmental issues, and developmental delay. Discuss methods of prevention and the promotion of children's health (ACOTE B.2.4)

Course Textbook(s) and/or Other Assigned Reading Berk, L.E. (latest edition). Exploring lifespan development. Boston: Elveiser

Weekly Schedule of Topics Week 1 Developmental Theory

Week 2 Prenatal & Infant Development

Infant Brain Development

Week 3 Sensory Development

Motor Development

Week 4 Social Emotional Development

Week 5 Cognitive Development

Week 6 Assessing Developmental Milestones

Week 7 The Child's Brain: Syllable to Sound

Week 8 Evidence-Based Research: Early Development

Week 9 Exam

Adolescence: Physical/Motor Development

Week 10 Adolescence: Cognitive Development

The Teenage Brain; A World of Their Own

Week 11 Adolescence: Social/Emotional Development

Adulthood: Physical/Motor Development

Week 12 Adulthood: Social/ Emotional Development

The Adult Brain: To Think by Feeling

Week 13 Adulthood: Cognitive Development

Week 14 Late/Older Adulthood: Cognitive Development

Week 15 Late/Older Adulthood: Physical/Motor Development

Late/Older Adulthood: Social/Emotional Development

Week 16 Late/Older Adulthood: Death, Dying & Bereavement

The Aging Brain: Through Many Lives

Links and Policies Policies related to attendance, make up work and exams:

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> .

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				

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.

Preparation for class: To maximize the use of class time, students are expected to read and study assigned readings in text and course syllabus prior to coming to class.

Participation: Students are expected to actively participate in discussions and class activities. Attendance assists students to develop knowledge and skill in interpersonal relationships and communication by relating to others of different backgrounds and performance deficits.

Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture 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, internet, etc.); getting your work in on time; arranging with another student to get handouts or announcements if you cannot attend class.

Laptop policy: Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of "use unrelated to course objectives" includes, but is not limited to use of instant messaging, Facebook, chat rooms, games, surfing the net, etc.

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: If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the

classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu .

Grading Scheme Exams (2)

50 points each

Infant-Toddler Checklist

10 points

School-aged Observations 10 points

Adolescent Case study

10 points

Middle-age Movie

10 points

Elder Interview

10 points

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Instructor(s) Joanne J. Foss, PhD., OTR