Cover Sheet: Request 13879

OTH 6XXXC Early Childhood Therapy Services

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	4/19/2019 2:03:58 PM
Updated	10/15/2019 1:12:25 PM
Description of request	This course focuses on the provision of interdisciplinary therapy services within early intervention and early childhood settings. Evidence-based interventions for children with disabilities who have high-intensity needs, including coaching and consultative approaches, are emphasized.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Christine Myers		4/19/2019
No document changes					
College	Conditionally Approved	PHHP - College of Public Health and Health Professions	Stephanie Hanson	Please state where in curriculum course fits for RSD. please modify managing excused absences. There may be times when students would not be able to respond within 48 hours so building in flexibility would be helpful. The course description does not indicate students begin modules in January but the week-by-week expectations do. Please align these.	4/25/2019
No document changes					
Department	Approved	PHHP - Occupational Therapy 313303000	Christine Myers	Revisions have been made based on comments from Dr. Hanson.	4/26/2019
No document changes					
College	Approved	PHHP - College of Public Health and Health Professions	Candice Vogtle	Per Dr. Stephanie Hanson	5/1/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	At request of C. Vogtle.	9/12/2019
No document changes					
College	Recycled	PHHP - College of Public Health and Health Professions	Candice Vogtle		9/12/2019
No document changes					

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Sherrilene Classen		9/12/2019
No document changes					
College	Recycled	PHHP - College of Public Health and Health Professions	Candice Vogtle		9/12/2019
No document changes					
Department	Approved	PHHP - Occupational Therapy 313303000	Christine Myers		9/23/2019
OTH 6xxx Early Childhood Therapy Services 9_9_19.docx					9/23/2019
College	Approved	PHHP - College of Public Health and Health Professions	Candice Vogtle		10/15/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/15/2019
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 13879

Info

Request: OTH 6XXXC Early Childhood Therapy Services
Description of request: This course focuses on the provision of interdisciplinary therapy services within early intervention and early childhood settings. Evidence-based interventions for children with disabilities who have high-intensity needs, including coaching and consultative approaches, are emphasized.
Submitter: Christine Myers ctmyers@phhp.ufl.edu
Created: 9/23/2019 11:23:08 AM
Form version: 3

Responses

Recommended Prefix OTH
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code C
Course Title Early Childhood Therapy Services
Transcript Title Early Child Ther Svcs
Degree Type Professional

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation NA
Effective Term Spring
Effective Year 2020
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 2

S/U Only? Yes
Contact Type Regularly Scheduled
Weekly Contact Hours 2
Course Description This course focuses on the provision of interdisciplinary therapy services within early intervention and early childhood settings. Evidence-based interventions for children with disabilities who have high-intensity needs, including coaching and consultative approaches, are emphasized.
Prerequisites Enrollment in either the Doctor of Occupational Therapy program, MA in Communication Sciences and Disorders program, Doctor of Physical Therapy program or Rehabilitation Science Doctoral program.
Co-requisites None
Rationale and Placement in Curriculum This course is taught in the first year for speech therapy students and the second year for occupational and physical therapy students, following introductory coursework on rehabilitation and therapeutic approaches. Rehabilitation Science PhD students may enroll in the course at any point in their course of study. The course is a required course for students funded by the INSPIRE grant. The course is designed to provide advanced training in the interventions and approaches needed for professional competence in early childhood settings.
Course Objectives 1. Relate the federal and state laws for infants, toddlers, and children with, or at-risk for, disabilities or developmental delay to the provision of therapy services in early intervention (EI) and early childhood (EC) programs.

2.   Integrate family-centered practices and cultural competence to address the needs of infants, toddlers, and children with disabilities who have high-intensity needs in home and community (EI) and inclusive EC settings.

3.   Evaluate how therapy personnel work in interdisciplinary teams that serve infants, toddlers,

and children with disabilities who have high-intensity needs while maintaining their professional role and scope of practice.

4.   Construct interdisciplinary intervention plans, Individualized Family Service Plans (IFSP), and/or Individualized Education Programs (IEP) with appropriate outcomes for infants, toddlers, or children with disabilities who have high-intensity needs using discipline-specific early childhood assessment findings in collaboration with assessments from other disciplines and families.

5.   Develop scientifically-based interventions to be delivered using coaching and/or consultative approaches for infants, toddlers, and children with disabilities with high-intensity needs within natural environments (EI) and least-restrictive environments (EC).

Course Textbook(s) and/or Other Assigned Reading Course website: https://elearning.ufl.edu/ Course announcements, syllabus, slides, handouts, assignments and additional readings posted here.

Required Textbooks:
Thompson, C. R. (2018). Pediatric therapy: An interprofessional framework for practice. Thorofare, NJ: Slack Inc. ISBN-13: 978-1630911775

Shelden, M.L & Rush, D.D. (2013). The early intervention teaming handbook. Baltimore: Brookes. ISBN: 978-1-59857-085-4

Rush. D.D. & Shelden, M.L (2011). The early childhood coaching handbook. Baltimore: Brookes. ISBN-13: 978-1598570670

Peer-reviewed Journal Articles, policy briefs, public reports, and other materials will be used as required and recommended readings. The list of readings for each week is posted on the course outline. Links to all readings are posted on Canvas.
Other resources for readings include:
•   The Early Childhood Technical Assistance Center: www.ectacenter.org
•   Division for Early Childhood of the Council for Exceptional Children: http://www.dec-sped.org/
•   National Association for the Education of Young Children: https://www.naeyc.org/
•   The IRIS Center, Online Resources/Training Modules: https://iris.peabody.vanderbilt.edu/
•   Hanft, B. & Shephard, J. (2008). Collaborating for student success: A guide for school-based occupational therapy. Bethesda: AOTA Press.
•   McWilliam, R.A. (2010). Routines-based early intervention: Supporting young children and their families. Baltimore: Brookes.
•   Center for the Developing Child – Harvard University
https://developingchild.harvard.edu/resourcecategory/reports-and-working-papers/
•   Pediatric Section: https://pediatricapta.org/index.cfm
•   Pediatric Neurologic Exam-University of Utah:
http://library.med.utah.edu/pedineurologicexam/html/newborn_n.html
•   Early Childhood Recommended Practices Modules: https://rpm.fpg.unc.edu/welcome

Weekly Schedule of Topics Week/Topic/Readings/Assignments Due
Week 1
1/6/20
Module 1: Course Introduction and Review:
State Policy/Federal Laws Guiding EI/EC Services
Working with Families and Caregivers in EI/EC
Cultural Competence in EI/EC
Readings/Online Resources (links to online resources available on Canvas):
DEC Recommended Practices
Eligibility- Part C and Part B (ectacenter.org)
Preparing Personnel to Meet the Needs of Culturally and Linguistically Diverse Families (ectacenter.org)
Thompson: Sections 1, 3, 4, 8, Review Appendices E, F
INSPIRE Competencies Scholar Self-Rating- Pre due by 1/13/20
Online Quiz- Module 1 due by 11:59pm on 1/13/20

Week 2

1/13/20
Module 2: Service Delivery Models in EI/EC
Readings:
Kingsley, K., & Mailloux, Z. (2013). Evidence for the effectiveness of different service delivery models in early intervention services. American Journal of Occupational Therapy, 67, 431–436. http://dx.doi.org/10.5014/ajot.2013.006171
Thompson: Section 2
Shelden & Rush: Ch. 1, 2 (pp. 27-39)
Online Quiz- Module 2 due by 11:59pm on 1/21/20

Week 3
1/20/20
Module 3: Interprofessional Collaboration and Teaming in EI/EC Programs
Readings:
Thompson: Section 7
Shelden & Rush: Ch. 3
Online Quiz- Module 3 due by 11:59pm on 1/27/20

Week 4
1/27/20
Module 4: Development and Implementation of the IFSP and IEP for Infants, Toddlers, and Children with Disabilities who have High-intensity Needs
Readings/Online Resources (links to online resources available on Canvas):
Collaborating with Families (The IRIS Center)
Shelden & Rush: Ch. 4
2/1/20: Saturday Class 8:30 am – 4:30 pm, HPNP Building- prepare by completing online activities for Modules 1-3
Lab Activity Packet 1 Due at end of workshop
Online Quiz- Module 4 due by 11:59pm on 2/3/20

Week 5
2/3/20
Module 5: Assessment for Infants, Toddlers, and Children with Disabilities who have High-intensity Needs: Interdisciplinary Approaches
Readings:
Thompson: Section 5, Review Appendices A, B, C
Online Quiz- Module 5 due by 11:59pm on 2/10/20

Week 6
2/10/20
Module 6: Providing Intervention in Natural Environments (EI)
Readings:
Shelden & Rush: Ch. 5, 6
Online Quiz- Module 6 due by 11:59pm on 2/17/20

Week 7
2/17/20
Module 7: Providing Intervention in Inclusive Early Childhood Settings
Readings/Online Resources (links to online resources available on Canvas):
Early Childhood Environments (The IRIS Center)
RTI: An Overview (The IRIS Center)
Aaron et al. (2014)
Foss,J.,Senesac,CR., Ferraro,LA. Interprofessinal Teams Supporting Infant and Early Childhood Mental Health. Therapuetic Practitioner Resources. Florida State University Center for Prevention and Early Intervention Policy. Early Childhood Health Optimatiztion. Therapy Brief 5 (2016).
Shelden & Rush: Ch. 1-4
Online Quiz- Module 7 due by 11:59pm on 2/24/20

Week 8
2/24/20
Module 8: Coaching and Consultation in EI (Primary Service Provider Model) and EC
Readings/Online Resources (links to online resources available on Canvas):

Colorado Coaching Competencies
Coaching Practices Rating Scale (Shelden & Rush, 2011)
Shelden & Rush: Ch. 5-8
2/22/20: Saturday Class 8:30 am – 4:30 pm, Community Site TBA
Lab Activity Packet 2 Due at end of workshop
Online Quiz- Module 8 due by 11:59pm on 3/9/20

3/2/20
Spring Break- No classes

Week 9
3/9/20
Module 9: Assistive Technology for Children with Disabilities who have High-Intensity Needs
Readings/Online Resources (links to online resources available on Canvas):
Assistive Technology (The IRIS Center)
Universal Design for Learning (The IRIS Center)
Hanft & Shepherd- Ch. 1
King, Campbell & Wilcox (2010)
Thompson: Appendix D
Case: AT in Preschool Setting
Online Case Discussion and Intervention Planning Due by 11:59pm on 3/16/20

Week 10
3/16/20
Module 10: Addressing High-Intensity Needs Using Coaching and Consultation:
Readings/Online Resources (links to online resources available on Canvas):
Autism Spectrum Disorder (Parts 1 & 2) (The IRIS Center)
Early Identification of Autism Spectrum Disorder: Recommendations for Practice and Research:
Zwaigenbaum, L. et al.
Pediatrics Oct 2015, 136 (Supplement 1) S10-S40; DOI: 10.1542/peds.2014-3667C
Case: Transition from EI to EC Classroom for Child with Autism
Online Case Discussion and Intervention Planning Due by 11:59pm on 3/23/20

Week 11
3/23/20
Module 11: Addressing High-Intensity Needs Using Coaching and Consultation: Significant Physical Disabilities
Readings/Online Resources (links to online resources available on Canvas):
Ziviani et al. (2014). Early intervention services of children with physical disabilities: Complexity of child and family needs. Australian Occupational Therapy Journal,61(2),67-75.
Case 1: Physical Disabilities in EI
Case 2: Physical Disabilities in EC Classroom
Online Case Discussion and Intervention Planning Due by 11:59pm on 3/30/20

Week 12
3/30/20
Module 12: Addressing High-Intensity Needs Using Coaching and Consultation: Significant Cognitive Disabilities
Readings/Online Resources (links to online resources available on Canvas):
Intensive Intervention (Parts 1 & 2) (The IRIS Center)
Boavida et al. (2010)
Case 1: Cognitive Disabilities in EI
Case 2: Cognitive Disabilities in EC Classroom
Online Case Discussion and Intervention Planning Due by 11:59pm on 4/6/20

Week 13
4/6/20
Module 13: Addressing High-Intensity Needs Using Coaching and Consultation: Significant Sensory Disabilities
Readings/Online Resources (links to online resources available on Canvas):
Accommodations for the Physical Environment: Setting Up a Classroom for Students with Visual Disabilities (The IRIS Center)

Holte et al. (2006)
Moeller et al. (2013)
Case: Child with Deafness-Blindness in EC Classroom
Online Case Discussion and Intervention Planning Due by 11:59pm on 4/13/20

Week 14
4/13/20
Module 14: Addressing High-Intensity Needs Using Coaching and Consultation: Multiple Disabilities
Readings/Online Resources (links to online resources available on Canvas):
AOTA Transition Tip/Fact Sheets
APTA Transition Worksheets
ASHA Issue Brief- Transitions
Case: Transition from EI to Preschool for Child with Multiple Disabilities
Thompson: Chapter 10
Online Case Discussion and Intervention Planning Due by 11:59pm on 4/20/20

Week 15
4/20/20
Module 15: Wrap-Up/Course Evaluations
Interdisciplinary Case Study Presentations (submit online powerpoint to Canvas by 11:59pm on 4/20/20)
Competence Post Self-Assessment- Submit to Canvas by 11:59pm on 4/27/20

Week 16
4/27/2019
Finals Week   No final exam- all coursework completed and turned in

Links and Policies http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance
https://gatorevals.aa.ufl.edu/
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm
http://www.dso.ufl.edu
www.multicultural.ufl.edu

Grading Scheme Requirement Points
Lab Activity Packet 1

20 points
Lab Activity Packet 2

20 points
Competence Self-Assessment- Pre

7.5 points
Competence Self-Assessment- Post

7.5 points
Online Quizzes 5 points each (8 quizzes) = 40 points
Online Case Discussions   5 points each (6 discussions) = 30 points
Interdisciplinary Case Presentations   15 points
Total

140 (100%)

Grade
I 0
NG 0

S 102 points or greater
U 101 points or less
Instructor(s) Christine Myers, PhD, OTR/L
Lori-Ann Ferraro, MA, CCC-SLP
Claudia Senesac, PT, PhD, PCS

University of Florida
College of Public Health & Health Professions
Syllabus
OTH 6XXXC: Early Childhood Therapy Services (2 cr.)
Spring, 2020
Delivery Format: On Campus (Blended)
Course Site: https://lss.at.ufl.edu/

Instructor Name: Christine Myers, PhD, OTR/L

⌐**Room Number:** # 2111

⌐**Email Address:**   ctmyers@phhp.ufl.edu

⌐**Office Hours:**   Tuesday, 2:30 to 4:30 PM
Preferred Communication: Email

Instructor Name: Lori-Ann Ferraro, MA, CCC-SLP

⌐**Room Number:** # 2141

⌐**Email Address:**   loriferraro@phhp.ufl.edu

⌐**Office Hours:**   Tuesday, 2:30 to 4:30 PM
Preferred Communication: Email

Instructor Name: Claudia Senesac, PT, PhD, PCS

⌐**Room Number:** # 1142

⌐**Email Address:**   csenesac@phhp.ufl.edu

⌐**Office Hours:**   Tuesday, 2:30 to 4:30 PM
Preferred Communication: Email

Prerequisites: Enrollment in either the Doctor of Occupational Therapy program, MA in Communication Sciences and Disorders program, Doctor of Physical Therapy program or Rehabilitation Science Doctoral program.

PURPOSE AND OUTCOME

Course Overview: This course focuses on the provision of interdisciplinary therapy services within early intervention and early childhood settings. Evidence-based interventions for children with disabilities who have high-intensity needs, including coaching and consultative approaches, are emphasized.

Rationale and Placement in the Curriculum: This course is taught in the first year for speech therapy students and the second year for occupational and physical therapy students, following introductory coursework on rehabilitation and therapeutic approaches. Rehabilitation Science PhD students may enroll in the course at any point in their course of study. The course is a required course for students funded by the INSPIRE grant. The course is designed to provide advanced training in the interventions and approaches needed for professional competence in early childhood settings.

Student Learning Objectives: Upon conclusion of the instructional activities for the course, the students will be able to:

1.   Relate the federal and state laws for infants, toddlers, and children with, or at-risk for, disabilities or developmental delay to the provision of therapy services in early intervention (EI) and early childhood (EC) programs.

2.   Integrate family-centered practices and cultural competence to address the needs of infants, toddlers, and children with disabilities who have high-intensity needs in home and community (EI) and inclusive EC settings.

3.   Evaluate how therapy personnel work in interdisciplinary teams that serve infants, toddlers, and children with disabilities who have high-intensity needs while maintaining their professional role and scope of practice.

4.   Construct interdisciplinary intervention plans, Individualized Family Service Plans (IFSP), and/or Individualized Education Programs (IEP) with appropriate outcomes for infants, toddlers, or children with disabilities who have high-intensity needs using discipline-specific early childhood assessment

findings in collaboration with assessments from other disciplines and families.

5.   Develop scientifically-based interventions to be delivered using coaching and/or consultative approaches for infants, toddlers, and children with disabilities with high-intensity needs within natural environments (EI) and least-restrictive environments (EC).

Instructional Methods: Instructional methods include in-class and online lecture, online PowerPoint slides, readings, posted preparatory learning activities, discussion (asynchronous on Canvas and face-to-face during class meetings), individual and group assignments, presentations, and lab experiences. We will meet on two Saturdays (one in January/early February and one in late February) for 8 hours each (16 hours total) for in-class lecture, discussion, and lab activities. Online activities will take place throughout the semester, including the use of an online case-based learning approach in the second half of the semester.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, we would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets us focus our face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

COURSE MATERIALS AND TECHNOLOGY

Course website: https://elearning.ufl.edu/ Course announcements, syllabus, slides, handouts, assignments and additional readings posted here.

Required Textbooks:
Thompson, C. R. (2018). *Pediatric therapy: An interprofessional framework for practice.* Thorofare, NJ: Slack Inc. ISBN-13: 978-1630911775

Shelden, M.L & Rush, D.D. (2013). *The early intervention teaming handbook.* Baltimore: Brookes. ISBN: 978-1-59857-085-4

Rush. D.D. & Shelden, M.L (2011). *The early childhood coaching handbook.* Baltimore: Brookes. ISBN-13: 978-1598570670

Peer-reviewed Journal Articles, policy briefs, public reports, and other materials will be used as required and recommended readings. The list of readings for each week is posted on the course outline. Links to all readings are posted on Canvas.

Other resources for readings include:

- The Early Childhood Technical Assistance Center: www.ectacenter.org
- Division for Early Childhood of the Council for Exceptional Children: http://www.dec-sped.org/
- National Association for the Education of Young Children: https://www.naeyc.org/
- The IRIS Center, Online Resources/Training Modules: https://iris.peabody.vanderbilt.edu/
- Hanft, B. & Shephard, J. (2008). *Collaborating for student success: A guide for school-based occupational therapy.* Bethesda: AOTA Press.
- McWilliam, R.A. (2010). *Routines-based early intervention: Supporting young children and their families.* Baltimore: Brookes.
- Center for the Developing Child – Harvard University https://developingchild.harvard.edu/resourcecategory/reports-and-working-papers/
- Pediatric Section: https://pediatricapta.org/index.cfm
- Pediatric Neurologic Exam-University of Utah: http://library.med.utah.edu/pedineurologicexam/html/newborn_n.html
- Early Childhood Recommended Practices Modules: https://rpm.fpg.unc.edu/welcome

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments : Individual assignments are described under *Assignments* on the Canvas website. Each assignment will be discussed in class and students will be given the opportunity to ask questions about the assignment requirements.

Course Content:

Date	Topic	Readings/Assignments D
Week 1 1/6/20	Module 1: Course Introduction and Review: State Policy/Federal Laws Guiding EI/EC Services Working with Families and Caregivers in EI/EC Cultural Competence in EI/EC	Readings/Online Resources (links to online available on Canvas): *DEC Recommended Practices* *Eligibility- Part C and Part B (ectacenter.or* *Preparing Personnel to Meet the Needs of* *Linguistically Diverse Families (ectacenter.* Thompson: Sections 1, 3, 4, 8, Review Ap *INSPIRE Competencies Scholar Self-Ratii* *1/13/20* *Online Quiz- Module 1 due by 11:59pm on*
Week 2 1/13/20	Module 2: Service Delivery Models in EI/EC	Readings: Kingsley, K., & Mailloux, Z. (2013). Eviden effectiveness of different service delivery n intervention services. *American Journal o Therapy, 67* , 431–436. http://dx.doi.org/10.5014/ajot.2013.006171 Thompson: Section 2 Shelden & Rush: Ch. 1, 2 (pp. 27-39) *Online Quiz- Module 2 due by 11:59pm on*
Week 3 1/20/20	Module 3: Interprofessional Collaboration and Teaming in EI/EC Programs	Readings: Thompson: Section 7 Shelden & Rush: Ch. 3 *Online Quiz- Module 3 due by 11:59pm on*
Week 4 1/27/20	Module 4: Development and Implementation of the IFSP and IEP for Infants, Toddlers, and Children with Disabilities who have High-intensity Needs	Readings/Online Resources (links to online available on Canvas): *Collaborating with Families* (The IRIS Cer Shelden & Rush: Ch. 4 *2/1/20: Saturday Class 8:30 am – 4:30 pm* prepare by completing online activities for *Lab Activity Packet 1 Due at end of worksl* *Online Quiz- Module 4 due by 11:59pm on*
Week 5 2/3/20	Module 5: Assessment for Infants, Toddlers, and Children with Disabilities who have High-intensity Needs: Interdisciplinary Approaches	Readings: Thompson: Section 5, Review Appendices *Online Quiz- Module 5 due by 11:59pm on*
Week 6 2/10/20	Module 6: Providing Intervention in Natural Environments (EI)	Readings: Shelden & Rush: Ch. 5, 6 *Online Quiz- Module 6 due by 11:59pm on*
Week 7 2/17/20	Module 7: Providing Intervention in Inclusive Early Childhood Settings	Readings/Online Resources (links to online available on Canvas): *Early Childhood Environments* (The IRIS *RTI: An Overview* (The IRIS Center) *Aaron et al. (2014)* Foss,J.,Senesac,CR., Ferraro,LA. Interpro Supporting Infant and Early Childhood Mer Therapuetic Practitioner Resources. Florid Center for Prevention and Early Interventic Childhood Health Optimatiztion. *Therapy*

		Shelden & Rush: Ch. 1-4
		Online Quiz- Module 7 due by 11:59pm on
		-
Week 8 2/24/20	Module 8: Coaching and Consultation in EI (Primary Service Provider Model) and EC	<u>Readings/Online Resources (links to online</u> <u>available on Canvas):</u> *Colorado Coaching Competencies* *Coaching Practices Rating Scale (Shelden* Shelden & Rush: Ch. 5-8 *2/22/20: Saturday Class 8:30 am – 4:30 pi* *TBA* *Lab Activity Packet 2 Due at end of worksi* *Online Quiz- Module 8 due by 11:59pm on* -
3/2/20	Spring Break- No classes	
Week 9 3/9/20	Module 9: Assistive Technology for Children with Disabilities who have High-Intensity Needs	<u>Readings/Online Resources (links to online</u> <u>available on Canvas):</u> *Assistive Technology* (The IRIS Center) *Universal Design for Learning* (The IRIS C *Hanft & Shepherd- Ch. 1* *King, Campbell & Wilcox (2010)* Thompson: Appendix D Case: AT in Preschool Setting *Online Case Discussion and Intervention F* *11:59pm on 3/16/20*
Week 10 3/16/20	Module 10: Addressing High-Intensity Needs Using Coaching and Consultation:	<u>Readings/Online Resources (links to online</u> <u>available on Canvas):</u> *Autism Spectrum Disorder (Parts 1 & 2)* (Early Identification of Autism Spectrum D Recommendations for Practice and Resea Zwaigenbaum, L. et al. *Pediatrics* Oct 2015, 136 (Supplement 1) 10.1542/peds.2014-3667C Case: Transition from EI to EC Classroom Autism *Online Case Discussion and Intervention F* *11:59pm on 3/23/20* -
Week 11 3/23/20	Module 11: Addressing High-Intensity Needs Using Coaching and Consultation: Significant Physical Disabilities	<u>Readings/Online Resources (links to online</u> <u>available on Canvas):</u> Ziviani et al. (2014). Early intervention serv with physical disabilities: Complexity of chi needs. *Australian Occupational Therapy J* 75. Case 1: Physical Disabilities in EI Case 2: Physical Disabilities in EC Classro *Online Case Discussion and Intervention F* *11:59pm on 3/30/20* -
Week 12 ʃ 3/30/20	Module 12: Addressing High-Intensity Needs Using Coaching and Consultation: Significant Cognitive Disabilities	<u>Readings/Online Resources (links to online</u> <u>available on Canvas):</u> *Intensive Intervention (Parts 1 & 2)* (The II *Boavida et al. (2010)* Case 1: Cognitive Disabilities in EI Case 2: Cognitive Disabilities in EC Classr *Online Case Discussion and Intervention F* *11:59pm on 4/6/20* -
Week 13 4/6/20	Module 13: Addressing High-Intensity Needs Using Coaching and Consultation: Significant Sensory Disabilities	<u>Readings/Online Resources (links to online</u> <u>available on Canvas):</u> *Accommodations for the Physical Environr* *Classroom for Students with Visual Disabil*

		Center) *Holte et al. (2006)* *Moeller et al. (2013)* Case: Child with Deafness-Blindness in EC *Online Case Discussion and Intervention F* *11:59pm on 4/13/20*
Week 14 4/13/20	<u>Module 14:</u> Addressing High-Intensity Needs Using Coaching and Consultation: Multiple Disabilities	<u>Readings/Online Resources (links to onlin available on Canvas):</u> AOTA Transition Tip/Fact Sheets APTA Transition Worksheets ASHA Issue Brief- Transitions Case: Transition from EI to Preschool for C Disabilities Thompson: Chapter 10 *Online Case Discussion and Intervention F* *11:59pm on 4/20/20*
Week 15 4/20/20	<u>Module 15:</u> Wrap-Up/Course Evaluations	*Interdisciplinary Case Study Presentations powerpoint to Canvas by 11:59pm on 4/20* *Competence Post Self-Assessment- Subn 11:59pm on 4/27/20*
Week 16 4/27/2019	Finals Week	No final exam- all coursework completed a

Assignments

- **Lab Activity Packets 1 and 2 (20 points each; 40 points total; due 2/1/20 & 2/22/20):** During the Saturday labs, students will engage in active learning with peers, clinicians, families, and children, such as engaging in practice assessments, team meetings, and intervention planning. Lab sheets will accompany learning activities and must be completed by the end of the Saturday lab. A grading rubric is provided in Canvas. Criteria for a passing grade include thoughtful responses with content from the readings used to support responses, evidence of team collaboration in responses, accurate data collection and recording of assessment results, appropriate interpretation of assessment findings, and family-centered intervention plans. Packets will be submitted, in hard copy, to one of the instructors by the end of the Saturday lab.

- **Competence Self-Assessment (Pre and Post; 7.5 points each; 15 points total; due 1/13/20 & 4/27/20):** Students will complete the INSPIRE Competence Self-Assessment at the beginning and end of the course. A grading rubric is provided on Canvas. Students will be graded on their completion of a self-rating of each competency, identification of evidence of their learning, and an action plan for achieving competence. In the pre self-assessment it is expected that students will have very low levels of learning, but well-developed action plans. An electronic copy of the pre and post self-assessments should be submitted via Canvas. See the course outline for due dates.

- **Online Quizzes #1-8 (5 points each; 40 points total; 1/13/20, 1/21/20, 1/27/20, 2/3/20, 2/10/20, 2/17/20, 2/24/20, 3/9/20):** Learning associated with online lectures for modules 1-8 (weeks 1-8) will be assessed through online quizzes. The quizzes are available on Canvas, are multiple choice and must be completed before the start of the next week. See the course outline for due dates. The quizzes are 10 questions and students will have 15 minutes to complete them. Only one attempt is allowed.

- **Online Case Discussions #1-6 (5 points each; 30 points total; 3/16/20, 3/23/20, 3/30/20, 4/6/20, 4/13/20, 4/20/20):** Starting in week 10, students will participate in weekly online discussions focused on a case. The instructions and rubric can be found on the Canvas course site.
  <u>Expectations for the online discussion include</u> :
  - Students should post to an initial response that addresses the weekly discussion topic/question(s). This is your "primary posting," which should be done no later than Wednesday of each week
  - Respond to a minimum of two students throughout the week.
  - Read the discussion thread daily and if asked a question by another student, respond within 24 hours.
  <u>Quality Criteria for Grading</u> :
  - The student clearly responds to all aspects of the assignment using facts, logic, and correct grammar.
  - The student presents topic-related information (drawn from online presentations, texts and readings, peer-reviewed articles, clinical experiences).
  - The student posts links or e-articles, or cites reliable sources (e.g., AOTA.org, WHO.org, state or federal government documents, UF HSC Library databases), as appropriate.

- **Interdisciplinary Case Presentations (15 points, due 4/20/20):** This assignment will give the student an opportunity to practice collaborative skills necessary for working in an interdisciplinary team for early childhood intervention. Students will work in teams to develop an intervention plan for their case study including outcomes for the Individual Family Service Plan (IFSP), using the natural environment, participating in role release, and implementing coaching to maximize caregiver and primary service provider follow through. Since you will teaming online, plan to use a variety of methods to communicate with your team members, such as Skype, phone, email,

etc. Instructions and the grading rubric are available on Canvas. There is an individual grade for discipline-specific content and a team grade for interdisciplinary content. Students will work in groups create a powerpoint presentation, with slide notes, and post it on Canvas for review by the rest of the class and instructors. Students will be graded on the appropriateness of their proposed IFSP goals, the rationale for selection of the primary service provider, and the quality of their proposed intervention plans, including coaching plans.

Grading:

Requirement	Due date	
Lab Activity Packet 1	2/1/20	20 points
Lab Activity Packet 2	2/22/20	20 points
Competence Self-Assessment- Pre	1/13/20	7.5 points
Competence Self-Assessment- Post	4/27/20	7.5 points
Online Quizzes	1/13/20, 1/21/20, 1/27/20, 2/3/20, 2/10/20, 2/17/20, 2/24/20, 3/9/20	5 points e
Online Case Discussions	3/16/20, 3/23/20, 3/30/20, 4/6/20, 4/13/20, 4/20/20	5 points
Interdisciplinary Case Presentations	4/20/20	15 points
	Total points =	**140 (100%**

Grading

This course is graded on a pass/fail (satisfactory/unsatisfactory) basis. All assignments MUST be completed and turned in to pass the course.

Letter Grade	I	NG	S	U
Grade Points	0.0	0.0	102.0	101 or below

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Policies Related to Required Class Attendance, Assignments, and Make-Up Work

Attendance Policies: Attendance at Saturday lab activities is mandatory . All students will be held responsible for all material presented and discussed regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor <u>prior</u> to the scheduled time in order to schedule makeup activities. Some experiences <u>cannot</u> be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences **<u>prior</u> to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

   a)   A student who must be absent must notify Ms. Ferraro, Dr. Myers or Dr. Senesac via email   prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
   b)   See the "Policy Related to Make up Exams or Other Work" above related to missing exams.

Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Assignment policies: Assignment due dates are provided in the course outline in this syllabus. All assignments are **due no later than the beginning of class on** the date assigned unless otherwise instructed, except for online discussions which must be completed by 11:59pm on Monday evenings (except for the week of the Martin Luther King Jr. holiday; see the course outline for exact dates). Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment should 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 <u>Publication Manual of the American Psychological Association</u> or AMA style using the format of the <u>American Medical Association.</u>

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the email received from LSS when the problem was reported to them. The email will document the time and date of the problem. You MUST e-mail the instructors within 24 hours of the technical difficulty if you wish to request a make-up.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is expected at all times, and can be defined as:
1.   Personal responsibility for prompt arrival, and regular participation and attendance in 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, clients and their families with consideration, confidentiality, and respect.   .

4. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and 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.

5. 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 all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.

6. 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.

7. While it is anticipated that professional occupational therapy students will behave with tact and courtesy online, please follow the following guidelines for Internet etiquette:

   - In the real word we can see facial expressions, gestures, and hear tone of voice. We do not have that extra information online. It is easy to misinterpret the other person's meaning. Be cognizant of how you are communicating to your faculty and peers online.
   - Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion. This online class does not allow flaming.
   - YELLING: Using all capital letters in your writing is considered yelling online. Please make sure your caps lock is off.
   - Flaming, yelling or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset related to something in this class, make an appointment with the instructor for a telephone conference. Students who are disrespectful of the instructor or fellow classmates during discussion will be denied access to the course until the matter can be resolved.

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.   Professional attire should be worn for Saturday labs:
   a)   Clean long khaki or blac
   k pants that remain fitted when moving and bending.
   b)   Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
   c)   Clean, closed toe shoes with adequate base of support.
   d)   Jewelry & make-up kept
    to a mini mum. No hats. No fragrances.

10.   Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.

11.   **Laptops/Tablets:** Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop used during presentations.

Communication Guidelines
Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at   https://gatorevals.aa.ufl.edu/students/ . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via   https://ufl.bluera.com/ufl/ . Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/ .

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office   http://www.dso.ufl.edu   within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

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.

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