

The University of Texas at Tyler
Master of Occupational Therapy Bridge Program
OCTH 5325 –Conditions & Interventions in Pediatric Practice

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Office Hours: Virtual; TBA during on-campus weekends. Appointments are available in person or via Zoom.

Course Numbers: Bridge-MOT

OCTH 5325.001; OCTH 5325.002

OCTH 5325.003L; OCTH 5325.004L

Course Description: Application of client-centered outcomes in intervention planning for pediatric practice including neurological, musculoskeletal, general medical, genetic and acquired conditions. Application of clinical reasoning skills as part of the intervention process as appropriate for the client population and setting. Focus on developmental and sensory frames of reference. Support participation in pediatric and family populations through assistive technology (AT). Focus on universal design and individualized technologies to support occupational performance in pediatric and family populations.

Credits: 3

2023 Standards Course Objectives

1. Identify specific conditions, illnesses and injuries that occur in children and adolescents, and their effect upon occupational performance.
2. Demonstrate task analysis, therapeutic use of self and ethical principles to recommend and provide interventions and procedures for children and adolescents.
3. Identify child and adolescent occupations, recognizing underlying components and how they might be graded or adapted to facilitate participation and engagement.
4. Demonstrate clinical reasoning to select and deliver occupation and evidence-based interventions for children and adolescents, to address client factors, performance patterns, and performance skills.
5. Develop a discharge plan for a variety of cases which includes the following: evidence of collaboration with client and interprofessional team; consideration of needs of client, family, and caregivers; available resources; and discharge environment.
6. Identify frames of reference, service models, referrals, reimbursement and regulations in child and adolescent populations. Apply frames of reference/theories specific to application of assistive technologies.
7. Plan intervention process for a variety of cases, including roles of OTR & COTA within desired treatment plan using the OTPF.

8. Document occupational therapy services, communicating need and rationale for occupational therapy services, ensuring accountability of service provision, meeting standards for reimbursement, and adhering to requirements of relevant agencies.
9. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.
10. Monitor and reassess the need for continued or modified occupational therapy intervention.
11. Identify, analyze, and evaluate the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations to promote and advocate for policy development and social systems as they relate to the practice of occupational therapy.
12. Demonstrate, evaluate, and plan care coordination, case management, and transition services for mid-to-older adults, as well as referral to specialists or community agencies.
13. Articulate principles of assistive technology.
14. Design device and compensatory strategies to support pediatric participation based on client need/context.

Connection to the MOT Curriculum

Essential Knowledge and Professional Skills

The first of three courses focusing on essential knowledge and professional skill in interventions and outcomes across the lifespan, this course focuses on interventions and outcomes and communication of conditions and abilities in the pediatric population. Within the pediatric population, the student will employ previous knowledge regarding pediatric practice and refining clinical reasoning skill sets in interventions and client outcomes. Focus is on applying evaluation results to intervention planning and implementation within a variety of contexts and conditions.

Using foundational information, clinical reasoning and reflective practice, the student will create solutions for improved occupational performance, participation and social participation in pediatric populations using assistive technology. Applying an understanding of clients and caregivers through integration of subsequent coursework, the student will develop interventions that provide assistive technology preparatory method.

Clinical Reasoning & Reflective Practice Application: This course will synthesize knowledge gained in Occupations Evaluation, Conditions, and Interventions I (Pediatric Practice). This course will provide understanding of assistive technology used in Pediatric practice.

Learning Activities Required for Course Credit

Individual intervention planning based on assessment reports

Group intervention planning based on client needs and assessment reports/context

Integration of supportive evidence in intervention plan

Competencies demonstrated in NDT, handling, reflexes, Sensory Integration, vision screening, feeding tasks

Competency in computer/app-based technology for pediatric practice

Competency in low technology in pediatric practice

Understanding of ethical and legal responsibilities in AT

Development of assistive technology solution for pediatric case study

Readings

Exams

Specific Content Areas

Competency in computer/app-based technology for pediatric practice

Competency in low technology in pediatric practice

Understanding of ethical and legal responsibilities in AT

Development of assistive technology solution for pediatric case study

Grading

Assignments	30%
Quizzes and Skill Competency Checks	20%
Exams	20%
Case Study Presentation	20%
Professional Behaviors and Lab Participation	10%
Total	100%

Grading Policies

Written assignments are graded on content, style, clarity, conciseness, and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 7th edition. ***Per department expectations, graduate level assignments must include at least two scholarly references unless otherwise specified.*** Assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending software.

Lab Participation: In 50% of face-to-face sessions a pop quiz, skills check-off, or clinical reasoning assessment will be administered for a grade. The points will be applied to Professional Behaviors and Participation.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted unless prior arrangements are made with the instructor and may still be subject to penalty. Late submission of work will result in a 10% deduction in assignment grade for each day (24 hours) late with a maximum of 3 days allowed to submit assignments beyond the due date. All assignments must be completed, with or without credit, to receive a grade in the course.

Grading Scale

A = 90-100% total points

B = 80-89% total points

C = 70-79% total points

D = 60-69% total points
F = less than 60% total points

Date of Final Exam: TBD

Date to withdraw without penalty: TBA

Attendance Policy: Since on campus meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In the event of an excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining missing information.

Textbooks:

Atchison, B. & Dirette, D. (2023). *Conditions in occupational therapy: Effect on occupational performance* (6th ed.). Wolter Kluwer Health. ISBN-10: 1975209354; ISBN-13: 978-1975209353

Gillen, G., & Brown, C. (2024). *Willard and Spackman's occupational therapy* (14th ed.). Wolters Kluwer. ISBN/ISSN: 9781975219062

Mulligan, S. (2025). *Occupational therapy evaluation for children: A pocket guide* (3rd ed.). LWW. ISBN-10: 1975220862 ISBN-13: 978-1975220860

O'Brien, J. C. & Kuhaneck, H. (2025). *Case-Smith's occupational therapy for children and adolescents* (9th ed.). Elsevier-Evolve. ISBN-10: 0443110212; ISBN-13: 978-0443110214

Publication manual of the American Psychological Association: The Official Guide to APA style. (2019). American Psychological Association. ISBN: 978-1-4338-3217-8 (previously purchased)

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Refer to the following Google Document for University Policies and Information:

https://docs.google.com/document/d/e/2PACX-1vQXRlbySwSUh3-Ow_8tVR0BoV9Ck3bKN1yTVExKtxygUWZgQ1c1LGtflTyN6DpgDVN_ucMP9O12M50G/pub

UT Tyler Resources for Students

- UT Tyler Writing Center (903-565-5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903-656-5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

- UT Tyler Counseling Center (903-566-7254)

Pregnant and Parenting Student Resources

- At UT Tyler, we recognize that there are many students who may be pregnant or are parents and caretakers. With this in mind, a Parenting Student Liaison is available on-campus to support current and incoming students who are parents or legal guardians of children under 18 years of age or are pregnant. In conjunction with the Division of Student Success, the Parenting Student Liaison will make sure your needs are being met!
- Please complete the self-reporting form to notify UT Tyler that you are pregnant or are a parenting student who may need additional support.
- [Self-Reporting Form](#)
- For more information, please contact the Parenting Student Liaison, Ashton Maisel, at amaisel@uttyler.edu.

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. **I will always indicate when and where the use of AI tools for this course is appropriate.**

ACOTE Standards

Assessment Measures

1. Assignment
2. Lab Test

3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment-graded discussion

ACOTE 2023 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.1.	Demonstrate knowledge of: • The structure and function of the human body that must include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. • Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. • Concepts of human behavior that must include the behavioral sciences, social sciences, and science of occupation.	1, 3	1-8
B.1.2	Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	9, 13-14	1-3, 5
B.2.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	1, 3, 4, 6	1, 5, 6, 8
B.2.6.	Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.	1	1, 3, 6
B.2.7.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to formulate the intervention plan.	2	1, 3, 8
B.3.2.	Demonstrate professional reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions that: Address client factors, performance patterns, and performance skills. • Focus on creation, promotion, establishment, restoration, maintenance, modification, and prevention.	2,4,7, 14	1, 3-5, 7-8
B.3.9.	Select, design, and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.	2,3,4,7	1, 3, 7

B.3.6.	Recommend and provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations. This must include the ability to collaborate with the occupational therapy assistant related to interventions and selecting and delivering occupations and activities: Occupations as a therapeutic intervention • Interventions to support occupations including therapeutic exercise • Interventions to support well-being (e.g., complementary health and integrative health) • Interventions to support self-advocacy related to the person, groups, or populations. • Virtual interventions	2,3,4,7	1-3, 5, 7
B.3.7.	Monitor and reevaluate, in collaboration with the client, care partner, and occupational therapy assistant, the effect of occupational therapy intervention and the need for continued or modified intervention.	10	1, 3, 5
B.3.8.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	2,3,4,7, 13-14	1-3, 5, 7
B.3.9	Select, design, and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.	13-14	1-3, 5, 7
B.3.10.	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the intraprofessional and interprofessional teams by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	5,10	1, 3, 5, 8
B.3.11.	Evaluate the needs of persons, groups, or populations to design programs that enhance community mobility, and determine alternative means of transportation in community settings, including driver rehabilitation and other community access options.	1,2,3,4,7, 13-14	1, 3, 5
B.3.12	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	13-14	1-3
B.3.13.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	1-4, 7, 13-14	1-3, 5, 7
B.3.15.	Apply the principles of assessment to identify appropriate features of assistive technologies and durable medical equipment to support the client's participation. Demonstrate the ability to design, fabricate, apply, fit, and train in	1-3, 9	1-3

	assistive technologies and devices (e.g., aids for communication, mobility, sensory loss, computer access, seating, and positioning systems) used to enhance occupational performance. Document a justification to secure funding.		
B.3.16.	Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices used to enhance occupational performance.	1,4,7	1, 2, 3, 7
B.3.17.	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	5,10,12	1
B.3.18	Demonstrate knowledge of the use of technology in practice, which must include: • Electronic documentation systems • Virtual environments • Telehealth technology	9, 13-14	1-3, 5
B.3.19.	Demonstrate and evaluate the principles of the teaching–learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	4,7	1-8
B.3.21.	Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.	5,10	1, 3
B.4.1	Identify, analyze, and evaluate the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations to promote and advocate for policy development and social systems as they relate to the practice of occupational therapy.	11	1,3
B.4.3.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment justifications) that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	6,8	1, 3

C.1.1	Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.	1-14	1-8
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Course Schedule

*Please note: these are the minimal course requirements and schedule of assignments. You are responsible for checking the modules for additional readings, materials, and resources.

Week	Modules/Topics	Readings	Assignments
Week 1 January 12	Module 1: Intro Childhood Occupation & Roles, Models & FOR	CS Ch. 1	Module 1 Concept Builder-Jan. 14
Week 2 January 19		CS Ch. 2	Case Study: Austin-Jan 21 Quiz 1-January 24
Week 3 January 26	Module 2: Family Dynamics and Child Development	Mulligan Ch. 3	Applying Theory to Practice Assignment-Jan 27
Week 4 February 2		CS Ch.3-5	Developmental History Interview-Feb 3 Quiz 2-Feb. 7
Week 5 February 9	Module 3: Interventions, Treatment Planning, & Documentation	CS Ch. 10-Feeding CS Ch. 11-Play CS Ch. 12-ADLs	Developmental Sequence Assignment-Feb 10 Case Study Project Part 2: Theory Rational-Feb 14
Week 6 February 16		CS Ch. 13-IADLs CS Ch. 14-Social CS Ch. 15-Educational	Pedi SOAP Note Assignment---In-class-Feb. 16 Interventions Assignment-Feb. 17 Quiz 3-Feb 20
Week 7 February 23	Module 4: Occupational Therapy Approaches	CS Ch. 16-Motor CS Ch. 17-Cognitive CS Ch. 18-Mobility	Exam 1-TBD
Week 8 March 2		CS Ch. 20-Sensory Integration CS Ch. 21-Behavioral Approaches	Case Study: Approaches to Intervention-Feb 25 Approaches: Compare, Contrast, Application-March 3 Quiz 4-March 7

March 9-13	Spring Break	---	---
Week 9 March 16	Module 5: OT for Specific Conditions	CS Ch. 28 Mental Health CS Ch. 29 Cerebral Palsy A&D Chapter 2-Cerebral Palsy	Conditions Assignment-March 16
Week 10 March 23		CS Ch. 20-SPD CS Ch. 30-ASD A&D Chapter 3-Autism Spectrum Disorders A&D Chapter 7-Sensory Processing Disorder	Case Study Project Part 4: Intervention Rational-March 24
Week 11 March 30		CS Ch. 31-Trauma CS Ch. 32 Vision Impairment	Practice Guidelines for Conditions-March 31 Quiz 5-April 4
Week 12 April 6	Module 6: Pediatric OT Settings, & Transition Services	CS Ch. 22-NICU CS Ch. 23-EI Services CS Ch. 24-School-Based OT CS Ch. 25-Transition Services	Transition Resources-April 10
Week 13 April 13		CS Ch. 26-Hospital & Pediatric Rehab Services CS Ch. 27-Pediatric Hand Therapy	Case Study Project Part 6: Tx Activities/HEP-April 14 Pediatric Settings: Compare & Contrast-April 17
Week 14 April 20	Module 7: Course Wrap-up & Case Study Project	Cont./Catch-Up, Exam Review	Final Case Study: Part 7-April 20
Week 15 April 27			Final Presentation-April 22
			Exam 2-TBD
All assignments are due by 11:59 p.m. on the due date unless otherwise specified.			