

The University of Texas at Tyler
Entry-Level Master of Occupational Therapy Program
OCTH 5340 – Assessment in Pediatric Practice

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Office Hours: Available before and after class on teaching days. Appointments are available in person or via Zoom.

Course Numbers: Bridge: OCTH 5340.001; OCTH 5340.003L

Course Description: Application of client-centered outcomes in evaluation for pediatric practice including neurological, musculoskeletal, general medical, genetic and acquired conditions. Introduction of models of assistive technology (AT) assessment and decision-making. Practice and application of standardized assessments and service delivery across contexts and cultures. Focus on developmental and sensory frames of reference including Sensory Integration and Developmental.

Credits: 3

2023 Standards Course Objectives

1. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.
2. Select, administer, analyze, interpret, document, and report results of standardized and non-standardized screening and assessment tools to patients, families, and other professionals.
3. Plan evaluation processes and administer assessments for a variety of cases, including roles of OTR and COTA within desired treatment plan.
4. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice and/or evaluating client outcomes.
5. 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.
6. Evaluate environmental modifications to support participation in pediatric population.

Connection to the MOT Curriculum

Essential knowledge and Professional Skills

The first of three courses focusing on essential knowledge and professional skill in evaluation and assessment across the lifespan, this course focuses on assessment and communication of conditions and abilities in the pediatric population. Within the pediatric populations, the student will employ previous knowledge regarding pediatric practice and refine skill sets in assessment

and evaluation. Focus is on administration, interpretation and communication of assessment results to families and clients.

Learning Activities Required for Course Credit

Pediatric and developmental condition exam/presentation

Selection, administration, and interpretation of pediatric assessments including the SFA, VMI, Sensory Profile, SPM, BOT2, HELP, PEDI, PDMS-2, DTVP, and REAL

Documentation and communication of evaluation results

Exam

Grading

Assignments	40%
Exams/Quizzes	30%
Case Study	20%
Professional Behaviors and Lab Participation	10%
Total	100%

****Course schedule—provided on the first day of the semester in Canvas**

Specific Content Areas

Medical and developmental pediatric conditions

Frames of reference/theories

Practice contexts Referral systems

Pediatric assessment Documentation

Communication with care team/disciplines and family

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 at least 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 event of 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. (2023). *Willard and Spackman's occupational therapy* (14th ed.). Wolters Kluwer Health. ISBN-10: 1975174887; ISBN-13: 978-1975174880

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_8tVR0BoV9Ck3bKN1vTVExKtxygUWZgQ1c1LGttITyN6DpgDVN_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, this 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

ACOTE 2023 Standards		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	1, 3
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.	2	1-8
B.2.2.	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	2	1-8
B.2.3	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.	3, 4, 5	1, 3, 5
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.	3, 4, 5	1, 3, 7

B.3.3.	<p>Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.</p> <p>Identify and appropriately delegate components of the evaluation to an occupational therapy assistant.</p> <p>Demonstrate intraprofessional collaboration to establish and document an occupational therapy assistant's competence regarding screening and assessment tools.</p>	3, 4, 5	1-8
B.3.4.	<p>Interpret evaluation findings including:</p> <ul style="list-style-type: none"> • Occupational performance and participation deficits. • Results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). • Criterion-referenced and norm referenced standardized test scores on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. 	2, 3, 4	1, 2, 3, 5
B.3.5.	<p>Based on interpretation of evaluation findings, develop occupation-based intervention plans and strategies that must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p> <p>Report all evaluation findings and intervention plan to the client, interprofessional team, and payors.</p>	3, 4, 5	1, 2, 5, 7
B.3.7.	<p>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.</p>		
B.3.8.	<p>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.</p>	6	1-3, 5, 7
B.3.17.	<p>Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.</p>	1	1, 3, 8

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.	1	1, 3, 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	5
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.	1	1-3, 5, 7
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.	1-5	1-8