

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5340 – Occupation & Evaluation in Occupational Therapy I**  
**Spring**

Instructor:

Email:

Office:

Office Hours: TBA\* during on campus weekends

Phone:

\*prefer e-mail appointment request for on campus or phone appointments.

**Course Description:** Application of client-centered outcomes in evaluation for pediatric practice including neurological, musculoskeletal, general medical, genetic and acquired conditions. 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

**2011 Standards Course Objectives:**

1. Identify specific conditions, illnesses and injuries that occur in pediatrics (early in the life span)
2. Select, administer, and interpret specific pediatric assessments.
3. Document and communicate evaluation results to family and client.
4. Identify service models, referrals, reimbursement and regulations in pediatric populations.
5. Plan evaluation processes for a variety of cases, including roles of OTR & COTA within desired treatment plan using the OTPF.
6. 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.

**2018 Standards Course Objectives**

**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
  - SFA, VMI, Sensory Profile, SPM, BOT2, HELP, PEDI, PDMS-2, DTVP, REAL
- Documentation and communication of evaluation results
- Exam

**Grading**

|  |  |
|--|--|
| Pediatric/Developmental Condition Presentation |  |
| Team Communication                             |  |
| Assessment Exam                                |  |
| Documentation 1                                |  |
| Documentation 2                                |  |
| Documentation 3                                |  |
| Documentation 4                                |  |
| Exam   |  |
| Family Communication                           |  |

**Specific Content Areas**

- Medical and developmental pediatric conditions
- Frames of reference/theories
- Practice contexts Referral systems Pediatric assessment Documentation
- Communication with team 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) 6<sup>th</sup> edition. Some of the required 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.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted prior arrangement with the instructor, and may still be subject to penalty.

**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:** n/a

**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 information missed.

**Textbooks:**

Case-Smith, J., & O'Brien, J. C. (2015). *Occupational therapy for children and adolescents* (7<sup>th</sup> ed.). St. Louis, MO: Mosby Elsevier. ISBN-13:978-0323169257. (\$95)

Mulligan, S. (2014). *Occupational therapy evaluation for children: A pocket guide* (2<sup>nd</sup> ed.). Philadelphia, PA: LWW. ISBN-13: 978-1451176179 (\$34)

## 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.

### Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

## **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

## **State-Mandated Course Drop Policy**

1. "Cheating" includes, but is not limited to:

- Copying from another student's test paper,
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
  3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  4. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto: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)

### **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<br>2018<br>Standard |  | Syllabus<br>Objective<br>Number | Assessment<br>Measure<br>Number |
|---------------------------|--|---------------------------------|---------------------------------|
| B.1.4.                    | 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.  |                                 |                                 |
| 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.  |                                 |                                 |
| B.3.5.                    | Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.   |                                 |                                 |
| B.4.4.                    | <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>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p> |                                 |                                 |
| B.4.5.                    | <p>Select and apply assessment tools, considering client needs, and cultural and contextual factors.</p> <p>Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols.</p> <p>Interpret the 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).</p>  |                                 |                                 |
| B.4.6.                    | Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.  |                                 |                                 |
| B.4.7.                    | Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.  |                                 |                                 |

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|---------|---|--|--|
| B.4.8.  | Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.   |  |  |
| B.4.20. | Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.  |  |  |
| B.4.24. | <p>Demonstrate effective intraprofessional OT/OTA collaboration to:</p> <ul style="list-style-type: none"> <li>• Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</li> <li>• Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</li> </ul> |  |  |