

The University of Texas at Tyler
Master of Occupational Therapy Program
OCTH 5340 – Occupation & Evaluation in Occupational Therapy I
Spring 2023

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*prefer e-mail appointment request for on campus, zoom 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

2018 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.

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

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

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) 6th 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. 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.

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:

Atchison, B. J. & Dirette, D. K. (2016). *Conditions in Occupational Therapy: Effect on Occupational Performance* 5th ed. Walters-Kluwer. ISBN-13: 978-1496332219

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

O'Brien, J. C. & Kuhaneck, H. (2019). *Case-Smith's occupational therapy for children and adolescents* (8th ed.). St. Louis, MO: Mosby Elsevier. ISBN- 978-0323512633.

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.

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
- 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)

COVID Statement

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don’t feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#)). Please work with your faculty members to maintain coursework and please consult [existing campus resources](#) for support.

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 Standards		Syllabus Objective Number	Assessment Measure Number
B.1.2	Demonstrate knowledge and understanding of human development throughout the lifespan	1	
B.2.6	Analyze effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	1	
B.3.1	Apply theories that underlie the practice of occupational therapy.	2	
B.3.3	Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.	2	
B.3.5	Apply theoretical constructs to evaluation and intervention with various types of client in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes	3, 4, 5	
B.4.1	Use standardized and non-standardized screening and assessment tools to determine the needs for occupational therapy.	3, 4, 5	
B.4.2	Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of the test.	3, 4, 5	
B.4.3	Use appropriate procedures and protocols when administering assessments.	3, 4, 5	
B.4.4	<p>Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest sleep, leisure, and social participation. Evaluation of occupational performance using standardized and non-standardized assessment tools includes</p> <ul style="list-style-type: none"> •The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. •Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g. cardiovascular, digestive, nervous, genitourinary, integumentary systems). •Performance patterns (e.g., habits, routines, rituals, roles). 	3, 4, 5	

	<ul style="list-style-type: none"> •Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). •Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. 		
B.4.5	Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.	3, 4, 5, 7	
B.4.6	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.	3, 4, 5	
B.4.7	Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.	3, 4, 5	
B.4.8	Interpret the evaluation data in related to accepted terminology of the profession and relevant theoretical frameworks	3, 4, 5	
B.4.9	Evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession.	6	
B.4.10	Document occupational therapy services to ensure accountability to service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal and reimbursement agencies. Documentation effectively communicate the need and rationale for occupational therapy service	6	
B.5.18	Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety	5, 7	
B.5.20	Effectively interact through written, oral and non- verbal communication with the client, family, significant others, colleagues, other health care providers and the public in a professionally acceptable manner.	5	
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals organizations, and/or populations in order to clarify each member’s responsibility in executing an intervention plan.	5	

B.5.30	Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report on evaluation results and modify practice as needed to improve client outcomes.	5	
C.1.1	Ensure that the fieldwork program reflects the sequences and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork.	1-8	

NBCOT Domain, Task & Knowledge

Domain 1

010101 Normal development and function across the lifespan

010102 Expected patterns, progressions and prognoses associated with conditions that limit occupational performance

010103 Processes and procedures for acquiring client information

010104 Administration, scoring, purpose, indications, advantages, and limitations of standardized and non-standardized screening and assessment tools

010105 Influence of client factors, context, and environment on habits, routines, roles and rituals

010106 Methods for recognizing and responding to typical and atypical physiological, cognitive and behavioral conditions

010201 Therapeutic approaches, model of practice, and frames of reference

010202 Activity analysis in relation to the occupational profile, practice setting and stage of occupational therapy process

010203 Internal & external influences on occupational performance

Domain 2

020101 Methods for analyzing results from screening and assessments

020102 Integration of screening and assessment results with client occupational profile, expected outcomes and level of service delivery to develop a targeted action plan, monitor progress, and reassess plan

020103 Periodization of goals based on client skills, abilities and expected outcomes in relation to level of service delivery and frequency and duration of interventions

020201 Interprofessional roles, responsibilities and care coordination

020202 Management of collaborative client centered intervention and transition plans based on client skills, abilities and expected outcomes in relation to level of service of delivery, frequency and duration of intervention and available resources

020203 Prioritization of goals based on client skills, abilities and expected outcomes in relation to level of service delivery and frequency and duration of intervention

Domain 3

030101 Influence of pediatric conditions and typical developmental milestones on areas of occupation

Domain 4

040201 Influence on policy, procedures and guidelines on service delivery

040202 Licensure laws, federally mandated requirements and reimbursement policies related to occupational therapy service delivery

040203 Methods for incorporating risk management techniques and monitoring safety related to occupational therapy service delivery

040205 Scope of practice and practice standards in occupational therapy

040206 Accountability processes and procedures using relevant technology

NBCOT Texts Commonly Used

Ayres, A. J. (2005). *Sensory integration and the child: Understanding hidden sensory challenges* (25th Anniversary Ed.). Los Angeles, CA: Western Psychological Services.

Case-Smith, J., & O'Brien, J. C. (2015). *Occupational therapy for children and adolescents* (7th ed.). St. Louis, MO: Mosby Elsevier.

Cook, A. M., & Polgar, J. M. (2015). *Assistive technologies: Principles & practice* (4th ed.). St. Louis, MO: Mosby Elsevier.

Kramer, P., & Hinojosa, J. (2010). *Frames of reference for pediatric occupational therapy* (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Kranowitz, C. S. (2005). *The out-of-sync child: Recognizing and coping with sensory processing disorder* (Rev. ed.). New York, NY: The Berkley Publishing Group.

Lane, S. J., & Bundy, A. C. (2012). *Kids can be kids: A childhood occupations approach*. Philadelphia, PA: F.A. Davis Company.

Mulligan, S. (2014). *Occupational therapy evaluation for children: A pocket guide* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Schell, B. A. B., Gillen, G., & Scaffa, M. E. (Eds.) (2014). *Willard and Spackman's occupational therapy* (12th ed). Philadelphia, PA. Lippencott Williams & Williams.