

**UNIVERSITY OF FLORIDA
COLLEGE OF PUBLIC HEALTH and HEALTH PROFESSIONS
DEPARTMENT OF OCCUPATIONAL THERAPY
OTH 3200 - Applied Human Development 1
Fall, 2011**

Instructor: Joanne Jackson Foss, PhD., OTR

Office Hours: Thursday 9:00 to 10:00 AM, Room 2111

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Guest Instructor: Stacey Reynolds, PhD., OTR

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PURPOSE STATEMENT:

This course gives the student an overview of human development from conception through childhood with an emphasis on the areas that are important to occupational therapy and other health professions. Issues which pertain to health care and rehabilitation are discussed including: major developmental achievements at each age level particularly physical, motor, sensorimotor, perceptual-motor, cognitive, psychological, and social functions; beginning developmental assessment and observation; professional communication skills; developmental task analysis; examples of major health problems and issues for each age with application to health care and rehabilitation.

COURSE OBJECTIVES:

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

1. Demonstrate knowledge and understanding of prenatal, infant young and late childhood development (ACOTE Standard B.1.5)
2. Demonstrate knowledge and appreciation for the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in the development of young children. (ACOTE B.1.7)
3. Relate the concepts of traditional developmental theorists to the health care of children.
4. Describe typical development of occupational behaviors during the periods of infancy, pre-school, and school age, and explain the influences of family, and cultural and society context on occupational performance. (ACOTE B.2.5)
5. Demonstrate beginning skills in observation and interpretation of objective behaviors relative to motor, sensorimotor, perceptual-motor, cognitive, psychological, and social development, and within the sociocultural environment of that child.
6. Develop initial skills to observe movement development, and describe the influence of movement on occupational skill development.
7. Observe the development behaviors of a typical child. Prepare clear and accurate written documentation describing a child's current developmental performance.

8. Identify common problems that may lead to an interruption in occupational skills development such as health and environmental issues, and developmental delay. Discuss methods of prevention and the promotion of children's health (ACOTE B.2.4)
9. Demonstrate objectivity in documentation and professional work behaviors through participation in the laboratory activities and execution of course assignments.
10. Demonstrate ability to critically review articles developmental research by preparing a review and taking part in a discussion of the implications of research in health care.

READINGS AND TEXTS:

Berk, L.E. (latest edition). *Development through the lifespan*. Boston: Allyn and Berk.

Humphrey, R. (2002). Young children's occupations: Explicating the dynamics of developmental processes. *American Journal of Occupational Therapy*, 56, 171-179.

Available from Target Copy: University Ave.

Foss, J. (unpublished) *Manual of normal development of motor patterns*

COURSE POLICIES AND PROCEDURES:

(for further discussion of these policies see the *BHS Student Handbook*)

Course Requirements: letter grade determined by program grading scale

Exams (2)	50 points each
Reflex Quiz	20 points
Infant –Toddler Checklist	10 points
School-aged Observations	10 points
Article Review	<u>10 points</u>
	150 points total = 100%

Professional Behavior is expected of health professional students at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.
2. Student will be held responsible for all material assigned, presented, and discussed in class regardless of attendance. **It is the responsibility of the student who must be late or absent to to notify the instructor prior to the time of the class.** Some class activities cannot be made up.
3. **Exams:** students will be held responsible for all material presented and discussed in class regardless of attendance. **Attendance to exams is mandatory. In the rare instance that a student must be absent to an exam, the student must notify the instructor prior to the time of the test in order to schedule a makeup.** Make-ups for exams will only be approved prior to the time of the test for the student's hospitalization, death in the family, or a similar serious situation. Documentation is required. Students missing an exam without notification or documentation as described above will be given a grade of 0 on that exam.

4. **Assignments:** all assignments are **due by class time** on the on the date assigned. **In the rare instance that a student must miss a deadline for an assignment, the student must notify the instructor prior to the deadline in order negotiate additional time. Additional time** will only be approved **prior to the deadline** for the student's hospitalization, death in the family, or a similar serious situation. Documentation is required. Late assignments will be subject to a severe grade reduction if accepted.
5. **Preparation for class:** To maximize the use of class time, students are expected to read and study assigned readings in text and course syllabus prior to coming to class.
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7. **Participation:** Students are expected to actively participate in discussions and class activities. Attendance assists student 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, and to understand professional clinical roles.
8. **Professional work habits also include:** being on time for class and staying until class is dismissed; being courteous in lecture by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, internet, etc.); getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class.
9. **Laptop policy:** Course instructors reserve the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. The definition of "use unrelated to course objectives" includes, but is not limited to use of instant messaging, chat rooms, games, surfing the net, etc. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects.
10. 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.

Academic Honesty:

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules - 6C1-4.017 Student Affairs: Academic Honesty Guidelines. Further details regarding the University of Florida honesty policy is available at: www.aa.ufl.edu/aa/Rules/4017.htm. All students are required to abide by the Academic Honesty Guidelines, the following pledge has been accepted by the University and is expected of all students:

"I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Accommodations for students with disabilities:

Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. The phone number for this office is: 392-8565.

Tentative Course Outline

Date	Topic	Readings
Aug. 22	Course & Theory Introduction	Theory Review Module (on-line) Berk: ch. 1
Aug. 24	Developmental Theory	
Aug. 29	Prenatal & Infant Development	Course Handout Berk: ch. 3 & 4
Aug. 31	Developmental Theory Case Reviews Infant and Toddler Checklist	Course Handout Infant-Toddler Checklist assignment
Sept. 5	Labor Day – No Class	
Sept. 7	Body System Development	Berk: ch. 5 & 6
Sept. 12	Infant Brain Development	Berk: ch. 7
Sept. 14	“The Baby’s Brain: Wider than the Sky”	
Sept. 19	Theories of Motor Development	Reflex/reaction manual
Sept. 21	Neuromotor Development	
Sept. 26	Infant-Toddler Checklist Activity	
Sept. 28	TBA	
Oct. 3	Gross Motor Skill Development	Berk: ch. 8, Course handout on line
Oct. 5	Reflex Video & Review	Infant-Toddler Checklist due
Oct. 10	Fine Motor Development - Dr. Reynolds	
Oct. 12	“The Child’s Brain: Syllable from Sound”	
Oct. 17	Exam 1	
Oct. 19	Reflex Quiz	
Oct. 24	Oral Motor Development – Dr. Reynolds	
Oct. 26	Article Discussion Observing School-aged Child Assignment	Humphrey (2002) Observing School-aged Child assignment
Oct. 31	Cognitive Development	Berk: ch. 9 & 10
Nov. 2	Article Discussion	Article Handout Research Article Assignment Due (articles TBA)
Nov. 7	Visual and Perceptual Development - Dr. Reynolds	
Nov. 9	Current Issues in Child Development: Autism	
Nov. 14	Attachment and Temperament	
Nov. 16	Development of Play Skills	TBA
Nov. 21	Play cont. – Dr. Reynolds	TBA
Nov. 23	School-aged Observation discussion	School-aged Observation due
Nov. 28	Current Issues in Child Development: Student Choice	Berk p. 190-208
Nov. 30	The Role of Family & Culture in Development	Berk, P. 260-264
Dec. 5	“Babies”	
Dec. 7	Exam Review	
Dec. 10	Exam 2	

