

**OC TH 6980 Special Topics
OT Process: Pediatrics III**

Fall Semester 2024
Monday: 9/16, 9/30, 11/11 (recorded), 11/18, 12/2
4:35pm – 7:35pm
Location: Zoom
4 Credit Hours

Instructor: Dani Friberg, OTD, OTR/L, DipACLM

Contact Information:

Phone: 801-585-9589

Email: danielle.friberg@hsc.utah.edu

Office Hours/Location: By appointment, HPEB Rm. 319

Course Description:

This course is designed to provide the TSDBOT interdisciplinary scholars (teachers of the students who are deafblind) an introduction and overview to occupational therapy evaluation and assessment in ADLs and IADLs, physical disabilities, mobility and technology, and transition to adulthood. Students will develop an understanding of the role of occupational therapy in pediatric settings. They will expand their understanding of theory and use theories to guide evaluation and intervention. Students will develop skills in collaborative goal writing, evaluation, intervention, and documentation in pediatrics, while learning specific assessment and intervention techniques related to early intervention, school, and physical disability practice settings. Scholars will also engage in classroom activities to promote understanding of OT in general as well as in regard to the target population.

Pre- or co-requisites:

Acceptance as a Scholar in PROJECT TSDBOT

Required Materials:

****Digital copies of readings will be posted to the Canvas course site.***

Kirby, A.V., Schneider, M., Diener, M., & Henderson, J. (2019). "Who is going to pay for the wi-fi?" Exploring adulthood from the perspectives of autistic youth. *Autism in Adulthood*, 1(1), 37-43. <https://doi.org/10.1089/aut.2018.0008>

Rosner, T., Grasso, A., Scott-Cole, L., Villalobos, A., & Mulcahey, MJ. (2020). Scoping review of school-to-work transition for youth with intellectual disabilities: A practice gap. *American Journal of Occupational Therapy*, 74, 7402205020. <https://doi.org/10.5014/ajot.2020.035220>

Student Learning Outcomes:

By the end of this course, students will:

- Identify the role of the OT and OTA in transition planning and intervention (Linked to TSDBOT Competency E – understanding professional roles and responsibilities of colleagues)
- Describe occupation-based theories associated with physical disabilities. (Linked to TSDBOT Competency E – understanding professional roles and responsibilities of colleagues)
- Identify common conditions associated with physical disabilities (Linked to TSDBOT Competency A – demonstrating specialized knowledge of learners with deafblindness)
- Describe strategies for assessment and intervention for performance deficits as a result of physical disabilities. (Linked to TSDBOT Competency A – demonstrating specialized knowledge of learners with deafblindness)
- Identify a range of assistive technology and mobility options and considerations for selection (Linked to TSDBOT Competency A – demonstrating specialized knowledge of learners with deafblindness)
- Demonstrate knowledge of how to develop self-advocacy and self-determination capacity in students and their families (Linked to TSDBOT Competency B – partnering with families)

Teaching and Learning Methods:

This course will involve a variety of teaching and learning methods including lecture, problem-based learning using case studies, hands-on activities, and quizzes.

Assignments:

Detailed assignment descriptions will be introduced to students as noted in the course schedule.

Assignment	%
Evidence-Based Practice Project	60
Class participation, in-class assignments, professionalism, & preparation	40

1. **Evidence-based practice project:** To build upon skills you developed this summer, students will pair with an OT student to select an intervention relevant to pediatric occupational therapy practice covered in this course or seen/used in clinical practice this semester. Pairs will then conduct a systematic and comprehensive review of research related to that intervention and determine its evidence-base. See further instructions on Canvas.

- 2. Discussions and Professionalism:** After each class session, students will have opportunities to earn points for demonstrating their learning through discussions requiring reflection and application of course knowledge. Throughout the semester, students are expected to act as professionals throughout this course including coming prepared for all classes, completing assignments in a timely manner, and treating fellow classmates and the instructor with respect. Students should demonstrate active participation during class activities by making thoughtful contributions that move conversations forward in large and small group discussions to add to the learning experience of the class.

Grading Criteria:

A 94-100%	B 84-86.9%	C 74-76.9%
A- 90-93.9%	B- 80-83.9%	(A Grade of "C" must be earned to pass class as per department policy)
B+ 87-89.9%	C+ 77-79.9%	

Course Schedule:

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Date	Topic	Reading and Class Preparation	Assignments Due
Monday 9/16	ADL and IADL in adolescence Sex and sexuality	Beisbier and Laverdue (2020)	Discussion #1 due 9/20 at 11:59 pm
Monday 9/30	Pediatric rehabilitation services and physical dysfunction	Watch pre-recorded presentation Skim O&K Chapter 29	Discussion #2 due 10/4 at 11:59 pm
Monday 11/11 *Please note that this class	Mobility and Technology Guest speaker: Megan Reinhart, MPT	O&K Chapter 26 Watch recorded lecture	Discussion #3 due 11/15 by 11:59 pm

will be held from 9 am-12 pm. Instructor will record the lecture and post to Canvas.			
Monday 11/18	Vocation and transition	Dropping the Ball on Disabilities (linked on Canvas) Rosner et al. (2020) Watch video on Canvas	Discussion #4 due 11/22 by 11:59 pm
Monday 12/2	Evidence-based practice		Evidence-Based Practice Presentation and Written Assignment due

Course Policies:

Attendance, Participation, and Professional Development: Students are responsible for regular, timely attendance in classroom sessions. Attendance, appropriate use of technology, participation in learning activities, and other professional development behaviors outlined in the student manual will be monitored. Phones and pagers must be turned off during class. Allowing phones to ring and text messaging during class are disruptive behaviors and are disrespectful to the instructor and other students. Any problem behaviors in class can affect your final grade. Your cumulative score will be multiplied by 1.0 for appropriate professional behavior. Lack of participation, inappropriate behavior, or incomplete homework and in-class activities will result in a lower cumulative score (i.e. multiplied by 0.9 or less).

You can expect to spend 3 hours per credit hour of preparation each week outside of class. If an unforeseen situation occurs that will cause you to miss class, it is your responsibility to let the instructor know ahead of time or as soon as possible. Assignments are to be handed in through Canvas at the start of the class on the due date. There will be a 10% penalty from the total grade for each day that any assignment is late. Students are expected to complete all homework and in-class activities, even when points are not assigned.

Technology use: Cell phone use is prohibited during class. Although recognized as a central storage device for reading and note taking, use of personal technology (I-pad, computer) is discouraged unless central to a particular learning activity. The instructor will tell you to close your computer if you are disengaged from the class because of computer use. The Code of Student Rights and Responsibilities. The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

Academic Honesty and the Code of Student Rights and Responsibilities. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

Other information:

1. **COVID-19 Campus Guidelines.** Please refer to the University's COVID-19 Central website for the latest information and guidelines.

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu

Please note that students in clinical programs should remain in close contact with their program director about the latest guidelines pertaining to COVID-19.

2. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.

3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a

person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4.Academic Honesty and the Code of Student Rights and Responsibilities. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

5.Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

6.University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

7.Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

8.Lauren's Promise. The following statement discusses interpersonal violence that has occurred on our campus and resources available. It may evoke feelings of distress or past trauma by individuals who have experienced situations involving interpersonal violence. We wanted to acknowledge as well that this situation does

not describe every victim's experience and certain communities may be at a higher risk for these experiences.

Lauren's Promise—I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22nd 2018, by a man she briefly dated on the University of Utah campus. **We must all take actions to ensure that this never happens again.**

If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255.

If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources. **Here are additional sources of support and help:**

Resource	Phone #	Hours	Affiliation
McCluskey Center for Violence Prevention:	TBD	TBD	University
Center for Student Wellness, Victim Survivor Advocate:	801.581.7776	8-5	University
Office of Equal Opportunity:	801.581.8365	9-5	University
University Department of Public Safety:	801.585.2677	24 hrs	University
University of Utah Neuropsychiatric Institute	801.587.3000	24 hrs	University
Utah Domestic Violence Coalition:	800.897.5465	24 hrs	State
<u>Rape Recovery Center 24-hour Crisis Line:</u>	801.467.7273	24 hrs	State
<u>Domestic Violence Link Line:</u>	800.897.5465	24 hrs	State
<u>Stalking Helpline:</u>	800.621.4673	24 hrs	State
Rape Recovery Center Crisis Line:	801.467.7272	24 hrs	State

Mandatory reporters are university employees, including students in paid leadership positions, who are required to report sexual misconduct to the Office of Equal Opportunity and Affirmative Action per university regulations. Examples of mandatory reporters include:

- Professors and other faculty
- Administration and staff (non-mental health)
- Resident advisors
- Student employees
- Campus police or campus security officials
- Athletic coaches/assistants

Confidential resources are employees not required to report any identifying information regarding an incident of sexual violence to the university. Survivors of sexual misconduct can speak openly to confidential resources about their experiences without their names or extensive details about their experience being reported to the Title IX coordinator or law enforcement.

- University Counseling Center:
- University Hospitals Chaplin
- Student Athlete Support Services
- Center for Student Wellness Victim Advocates
- Women's Resource Center

9. Diverse Supports for Students. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive "home-away-from-home" space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across intersectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin,

language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support