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| **General information** |
| Name of University : **Khmelnytsky National University**  Education :Bachelor occupational therapy  Name of the course : **Occupational therapy for developmental disabilities**  ECTS : 5 Language : Ukrainian  Study time lessons :68 Study time students :52  Place of the course in the education (year & semester) : year 4, semester 7  Lector(s) : Lector(s) departments of physical therapy, occupational therapy, workfield supervisor, university supervisor |
| **Compentences / learning outcomes & goals** |
| GC 10. Ability to search for, process and analyse information from a variety of sources.  GC 11. Ability to learn and master modern knowledge.  SC 03. Ability to analyze the structure, normal and individual development of the human body, its motor functions, to understand and explain disorders of body structures and functions, personal and environmental factors that affect the restriction of occupational activity and participation of a person in all spheres of life in accordance with the ICF.  SC 05. Ability to help the patient/client understand their own needs, discuss and explain the content and need for occupational therapy interventions.  SC 06. Ability to carry out the occupational therapy process in accordance with the principles of client-centered practice and evidence-based practice in the field of occupational therapy.  PLR 01. Apply basic knowledge of the subject area in practice and demonstrate an understanding of the occupational therapy profession.  PLR 02. Possess interpersonal skills with service users, interdisciplinary team specialists and other professionals, adhering to ethical rules and professional code of conduct for occupational therapists, creatively searching for and making the best decisions in collaboration with the team and patient / client.  PLR 05. Apply in practice knowledge and understanding of functioning, disability and health, environmental factors and the relationship between them within the framework of ICF.  PLR 07. Determine the appropriateness of occupational therapy interventions and conduct client-centered assessment and evaluation of an individual, group of people, organizations or populations to determine needs, analyze occupational activities and create an occupational profile; help the patient / client understand the need for occupational therapy.  PLR 08. Carry out the occupational therapy process in accordance with evidence-based practice on the use of occupational activity as the main means of occupational therapy intervention, using a biopsychosocial approach to rehabilitation and professional thinking. |
| **Learning activities** |
| **Content of the course : describe + content table** |
| The purpose of this course is to familiarize students with a variety of current and common developmental and pediatric assessments; to be able to effectively communicate the role of the OT and OTA in the supervisory process throughout the OT process, including evaluation, intervention, and discharge planning; to be able to appropriately and efficiently document OT services provided; and to be able to select and provide clientcentered, occupation-focused, and evidence-based developmental and pediatric interventions. Content:   * Current occupational therapy developmental and pediatric assessments and screenings * Role of OT and OTA in a supervisory, collaborative process during evaluation, intervention planning, intervention implementation, and discharge * Development of occupation-based, client-centered OT pediatric intervention plans to enhance occupational performance and participation in a variety of contexts * Therapeutic use of self and its application to daily practice * Use of orthotics and taping interventions to facilitate occupational performance * Techniques to enhance feeding and eating performance of clients being served * Techniques related to compensation, remediation, and development of skills in individuals with physical, perceptual, cognitive, behavioral, neuromuscular, adaptive, and/or sensory deficits |
| **Study material** Book – Syllabus – Textbook – Notes - Online material – Other (+specify) |
| 1. The essential guide for newly oualified occupational therapists. Transition to Practice. Edited by Ruth Parker and Julia Badger. Jessica Kingsley Publishers London and Philadelphia. 2018. - 224 p. 2. Willard and Spackman's Occupational Therapy / [edited by] Schell & Gillen. 13e, 2018. 3. Frames of Reference for Pediatric Occupational Therapy / [edited by] Kramer & Hinojosa & Howa. 4th Edition 2019. 4. Occupational Therapy for People Experiencing Illness, Injury or Impairment: Promoting occupation and participation (Occupational Therapy Essentials) / Curtin, Egan & Adams. 7th edition. 2017. 5. Clinical and professional reasoning in Occupational Therapy / Boyt Schell & Shell / (second edition). 2018. 6. Measures for Children with Developmental Disabilities : An ICF-CY Approach / Majnemer / 2012. 7. The Essential Guide for Newly Qualified Occupational Therapists: Transition to Practice / Ruth Parker and Julia Badger / 2018. 8. Egrotherapy Evidence Database. [Internet]. Avaliable from: http://www.otseeker.com/Resources/WhatIsEvidenceBasedPractice.aspx 16 9. Website of the World Federation of Occupational Therapists. [Internet]. Avaliable from: http://wfot.org 10. Modular environment for learning MODEL. Access to the resource: <https://msn.khnu.km.ua> 11. University electronic library. Access to the resource: <http://library.khnu.km.ua> |
| **Educational methods** Lecture – Excursion – group work – Other (+specify) |
| verbal (story, conversation, explanation); practical, visual (illustrating educational material, showing slides). |
| **Evaluation** |
| **Moment of evaluation**  **Evaluation form**   * Written exam, Oral exam, Practical exam/demonstration * Task, Portfolio, Permanent evaluation * Other   **Second chance?** |
| Written exam  Second chance possible |