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| **General information** |
| **Name of University:** **Khmelnytsky National University**  **Education:** Bachelor occupational therapy  **Name of the course: Occupational therapy in pediatrics**  **ECTS:** 5 **Language:** Ukrainian  **Study time lessons:** 72 **Study time students:** 52  **Place of the course in the education (year & semester):** year 3, semester 6  **Lector(s)** Liudmyla Basenko |
| **Compentences / learning outcomes & goals** |
| The student who has successfully completed the study of the discipline must:  **GC 02. Ability to act on the basis of ethical reasoning.**  PLR 01. Apply basic knowledge of the subject area in practice and demonstrate an understanding of theoccupational therapy profession.  **SC 02. Ability to synthesize relevant knowledge from biological, medical, psychological, social,technological sciences together with theories of occupational activity and participation.**  PLR 01. Apply basic knowledge of thesubject area in practice and demonstrate an understanding of theoccupational therapy profession.  **SC 03. Ability to analyze the structure, normal and individual development of the human body, its motorfunctions, to understand and explain disorders ofbody structures and functions, personal andenvironmental factors that affect the restriction of occupational activity and participation of a person inall spheres of life in accordance with the ICF.**  PLR 06. Apply in practice knowledge and understanding offunctioning, disability and health,environmental factors and the relationship between them within the framework of ICF. |
| **Learning activities** |
| **Content of the course : describe + content table** |
| 1. Foundations of pediatric practice  1.1 Structure of the Frame of Reference: Moving from Theory to Practice  1.2 Developmental Perspective: Fundamentals of Developmental Theory  1.3 Domain of Concern of Occupational Therapy: Relevance to Pediatric Practice  1.4 Pediatric Occupational Therapy's Contemporary Legitimate Tools  1.5 Contextual Influence on Pediatric Practice  2. Commonly used frames of reference  2.1 Ayres Sensory Integration. Frame of Reference  2.2 A Frame of Reference for Sensory Processing Difficulties: Sensory Therapies and Research (STAR)  2.3 A Frame of Reference for Neuro - Developmental Treatment  2.4 A Biomechanical Frame of Reference to Position Children for Function  2.5 A Frame of Reference for Visual Perception  2.6 A Frame of Reference for Teaching-Learning: Four-Quadrant Model of Facilitated Learning (4QM)  2.7 Frame of Reference for Motor Skill Acquisition  3. Focused Frames of Reference  3.1 A Frame of Reference for Developing Handwriting Skills  3.2 A Frame of Reference for Enhancing Social Participation  3.3 A Strength-based Frame of Reference for Autistic Individuals  3.4 A Frame of Reference for School-Aged Children with Anxiety and Depression  4. Frames of Reference in the Real World |
| **Study material** Book – Syllabus – Textbook – Notes - Online material – Other (+specify) |
| 1. Frames of Reference for Pediatric Occupational Therapy / Paula Kramer & Hinojosa & Howa. 4th Edition 2019. - 569 p. 2. Measures for Children with Developmental Disabilities : An ICF-CY Approach / Majnemer / 2012. - 369 p. 3. Website of the World Federation of Occupational Therapists. [Internet]. Avaliable from: http://wfot.org 4. Modular environment for learning MODEL. Access to the resource: <https://msn.khnu.km.ua> 5. 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 |