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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 practice1.1 Structure of the Frame of Reference: Moving from Theory to Practice1.2 Developmental Perspective: Fundamentals of Developmental Theory1.3 Domain of Concern of Occupational Therapy: Relevance to Pediatric Practice1.4 Pediatric Occupational Therapy's Contemporary Legitimate Tools1.5 Contextual Influence on Pediatric Practice2. Commonly used frames of reference2.1 Ayres Sensory Integration. Frame of Reference2.2 A Frame of Reference for Sensory Processing Difficulties: Sensory Therapies and Research (STAR)2.3 A Frame of Reference for Neuro - Developmental Treatment2.4 A Biomechanical Frame of Reference to Position Children for Function2.5 A Frame of Reference for Visual Perception2.6 A Frame of Reference for Teaching-Learning: Four-Quadrant Model of Facilitated Learning (4QM)2.7 Frame of Reference for Motor Skill Acquisition3. Focused Frames of Reference3.1 A Frame of Reference for Developing Handwriting Skills3.2 A Frame of Reference for Enhancing Social Participation3.3 A Strength-based Frame of Reference for Autistic Individuals3.4 A Frame of Reference for School-Aged Children with Anxiety and Depression4. 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>
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| **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 |