

POTH 634 CHILDHOOD PERFORMANCE ISSUES

Credits: 3

Course coordinator/Instructor: Dr. Laurie Snider
Dr. Marie Brossard Racine

Access to the Instructor:

Office: Davis D26
(514) 398-4501
(by appointment, please)

Course Structure/Description: A lecture seminar course, which examines specialized interventions of the occupational therapist in developmental paediatrics. (9 sessions @ 3.5 hrs)

Learning outcomes by essential competencies and roles:

Expert in Enabling Occupation:

1. Identify key steps in the clinical reasoning process and apply them to OT interventions, which are specific to infants and children in developmental paediatrics.
2. Relate the fundamental processes of impairment, disability and handicap to the occupational performance of infants and children.
3. Explain how the motor and sensory systems influence movement and learning in infancy.
4. In different professional contexts, be able to apply the process of clinical reasoning.

Scholarly Practitioner

5. Identify key studies in the literature that address the quality of the evidence for motor and sensory system influence on functional outcomes.

Student Evaluation:

I Clinical Intervention Project (CIP)

You will be assigned in teams to children's treatment facilities in the Montreal area and given the opportunity to work with a child. You are expected to be onsite on *three* occasions (**see schedule to be distributed on the first day of class**) in order to carry out the following:

1. Onsite #1: Review the child's health or educational record and conduct an occupational performance needs assessment / interview.
2. Onsite #2: Based on your findings, choose an appropriate standardized or criterion based assessment to establish a profile of abilities.
3. Interpret your assessment results and provide a rationale for short term and long term goals based on the child's documented ability profile, occupational / developmental considerations and environmental context.
4. Onsite #3: Plan and carry out a clinical intervention, addressing the identified short-term goals.

II Project Presentation

1. In an organized and professional manner, present a class seminar (20 minutes and 10 minutes to lead the class discussion) that describes the process of the clinical intervention (outlined above).
2. Address the availability of local community resources that are pertinent to the child seen and show how they may be accessed.
3. Refer to and indicate an understanding of the evidence in the literature regarding the OT interventions used during the clinical interventions.
4. Ask for discussion/comments and incorporate your classmates' feedback during the seminar presentation.

III Project Report

1. Submit a final report on your CIP, which addresses #1-3 of your Project Presentation, which includes a reflection and integration of the discussion you entertained during the project presentation.
2. Submit your report in APA, or another consistent publication style, which should include correct reference formatting and reference list.
3. Submit for critique and marking, a Summary of Findings which will be sent to the participating site following your intervention with the child. Students will take responsibility to forward the Summary of Findings to the respective centre. Marks will not be submitted until this condition is completed by confirmation of the site.

METHOD OF EVALUATION

Class/Seminar Participation	20%
Clinical Intervention Project Presentation	40%
Clinical Intervention Project Report	40%

Plagiarism/Academic Integrity: [Amended by Senate on April 17, 2013]: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).

Students' right to submit in English or in French: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities. When working with clients or during site visits student must be dressed professionally.

Disability: If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

Course evaluations: End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.