

OCCT3264: Children, Youth and Families: An Occupational Approach

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	The course explores the development and occupational functioning of children, youth within families. It will examine various aspects of childhood/youth and related conditions along with associated occupational needs. Students will develop understanding of relevant assessments, important aspects of functioning during childhood/youth and interventions used for children/youth.
Academic Progress Requirements	Nil
Requisites	This course is only available to students enrolled in the Bachelor of Occupational Therapy (Honours) program. Pre-requisite - successful completion of OCCT2150, OCCT2151, OCCT2252 OCCT2253, SOCA2505 and PSYC2505.
Contact Hours	Callaghan Laboratory Face to Face On Campus 2 hour(s) per week(s) for 6 week(s) Lecture Face to Face On Campus 2 hour(s) per week(s) for 6 week(s) Tutorial Face to Face On Campus 2 hour(s) per week(s) for 6 week(s)
Unit Weighting Workload	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
Dr Karen Ray
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Consultation: Before and after classes.
As required by appointment.

Teaching Staff Karen Ray
Guest lecturers and tutors

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SYLLABUS

Course Content This course uses lectures, experiential laboratories and case- based tutorials to explore the development of children and youth within their families. It discusses common conditions that occur during development and the effects of these conditions upon occupational engagement and functioning in play/leisure, self-care and productive occupations. It includes consideration of standardised assessments often used within these areas of practice and development of relevant interventions resulting from information gathered through assessment and discussion with relevant stakeholders including families, other health professionals and teachers.

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Demonstrate understanding of developmental milestones
2. Demonstrate understanding of the relevance of play in development
3. Express knowledge of common childhood disorders and associated occupational needs
4. Demonstrate understanding of relevant standardised assessments for particular children/youth
5. Develop relevant Family/Person-centred goals and interventions.
6. Determine how to enable occupational engagement of children and youth in their chosen play/leisure, self-care and productivity occupations
7. Appraise skills and barriers to child occupational performance as they relate to specific disabilities and disorders
8. Create a plan for assessment and treatment based on knowledge of skills and barriers to child occupational performance

Course Materials **Required Text:**

- O'Brien, J.C., & Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents* (8th ed.). Elsevier Health Sciences.

Available:
<https://theschoollocker.com.au/universities/the-university-of-newcastle/subjects/semester-one/occt3264-children-youth-and-families-an-occupational-approach>

Recommended Text:

- Berk, L. (2017). *Development Through the Lifespan* (7th ed.). Pearson Education.

Learning Resources:

- Weekly materials are provided on the Canvas site for this course, including lecture, lab and tutorial power point slides of presentations and additional resource material.
- Video resources are utilised in classes to support learning.

SCHEDULE

Week	Week Begins	Lecture	Learning Activity	Assessment Due
1	26 Feb	<p>Introduction</p> <p>Introduction to OCCT3264</p> <p>Occupational therapy in paediatrics</p> <p>General principles of child development and occupation</p> <p>Overview of OT process</p> <p>Infancy & Early Childhood (0 – 3 years)</p> <p>Infant and toddler development, assessment and intervention</p> <p>Spotlight: Role of the OT in the Neonatal Intensive Care Unit (NICU)</p> <p>Key learning theme: Child and family centred care</p>	<p>Lab: Frames of reference and development</p> <ol style="list-style-type: none"> 1. Identifying paediatric frames of reference 2. Completion of tables of developmental skills and occupational impacts from 0 – 3 years using video examples and reference tables from textbook. <p>Tutorial: Assessment & intervention in infancy</p> <ol style="list-style-type: none"> 1. Orientation to developmental assessment 2. Practice developmental observations using video examples and Ages and Stages Questionnaire 3. Identify intervention approaches relevant to 0 – 3 years 	<p>Reading:</p> <p>O'Brien & Kuhaneck (2020) - this week's readings are available in week 1 course readings on Canvas from 12/2/24.</p> <ul style="list-style-type: none"> • Chapter 1 - The OT process in paediatrics: Overview of essential concepts • Chapter 4 – Occupational therapy view of child development • Chapter 7 - Use of standardised assessments in paediatric practice <p>Take home:</p> <ul style="list-style-type: none"> • Finish developmental tables 0 – 3 (these do not have to be submitted but content is assessable) • View Working with Aboriginal and Torres Strait Islander families conversational lecture and complete quizette - please note, this lecture content is assessable.

<p>2</p> <p>4 Mar</p>	<p>The Preschool Years (3 – 5 years)</p> <p>Preschool development</p> <p>Key occupations of the preschool years</p> <p>Therapeutic relationships in paediatric practice</p> <p>Principles of assessment</p> <p>Spotlight: Play and therapeutic use of self</p> <p>Key learning theme: Play and therapeutic use of self</p>	<p>Lab: Case Based Learning (CBL)</p> <ol style="list-style-type: none"> 1. Introduction to CBL 2. Allocation of groups and cases 3. CBL work in groups in class - identifying learning needs, allocation of tasks for next week <p>Tutorial: Development, assessment, and intervention in the preschool years</p> <ol style="list-style-type: none"> 1. Tables of developmental skills and occupational impacts from 3 – 5 years using video examples and reference tables from textbook 2. Orientation to types of play assessment 3. Practice play assessment using video examples 4. Application of developmental knowledge and assessment skills to intervention 	<p>Reading:</p> <p>O'Brien & Kuhaneck (2020)</p> <ul style="list-style-type: none"> • Chapter 11 Assessment and treatment of play <p>Take home:</p> <ul style="list-style-type: none"> • Finish developmental tables 3 – 5 years (these do not have to be submitted but content is assessable) • Preschool communication video and discussion board - pre-school memories
<p>3</p> <p>11 Mar</p>	<p>Middle Childhood (5 – 12 years)</p> <p>Development through middle childhood</p> <p>Role of OT with attention and learning difficulties</p> <p>Role of OT with mental health conditions of middle childhood</p> <p>Spotlight: OT in schools</p> <p>Key learning theme: Occupation based practice</p>	<p>Lab: Middle childhood development; contexts for practice; CBL</p> <ol style="list-style-type: none"> 1. Identify common service contexts and role of NDIS 2. CBL work - fact sheets, presentation 3. Submit questions for practitioner panel <p>Tutorial: Assessment and intervention in the middle years</p> <ol style="list-style-type: none"> 4. Fine and gross motor assessment 5. Top-down assessment 6. Handwriting assessment and intervention 	<p>Reading:</p> <p>O'Brien & Kuhaneck (2020)</p> <ul style="list-style-type: none"> • Chapter 15 Assessment and treatment of educational performance <p>Take home:</p> <ul style="list-style-type: none"> • Fine and gross motor skills quizettes (complete both) <p>Quiz:</p> <p>Module 1 (on-line)</p>

<p>4</p> <p>18 Mar</p>	<p>Part 1</p> <p>Practitioner panel Q & A: In lecture time by zoom only - not live this week. Zoom link will be on Canvas.</p> <p>Part 2</p> <p>Specific conditions: Sensory and self-regulation difficulties (will be a recorded lecture available by week 4)</p> <p>Assessment and intervention for sensory difficulties</p> <p>Sensory integration theory and OT role</p> <p>Spotlight: Evidence-based interventions for sensory difficulties</p> <p>Key learning theme: Evidence based practice</p>	<p>Lab: Evidence based practice; CBL</p> <ol style="list-style-type: none"> 1. CBL work - fact sheets, presentation, COAST goals development 2. Incorporate feedback from practitioner panel into presentation <p>Tutorial: Sensory and self-regulation assessment and intervention</p> <ol style="list-style-type: none"> 1. Identify sensory modalities and relationship to childhood occupation 2. Assessment and intervention for sensory difficulties <p>NB Tutorial will be held in UON OT Clinic VA Building, UON</p>	<p>Reading:</p> <p>O'Brien & Kuhaneck (2020)</p> <ul style="list-style-type: none"> • Chapter 20 Sensory integration • Chapter 14 Assessment and intervention for social participation and social skills <p>Take home:</p> <ul style="list-style-type: none"> • Read Schaaf (2014) article, comment on discussion board
<p>5</p> <p>25 Mar</p>	<p>Specific conditions: Neurodevelopmental Disability</p> <p>Role of OT in neurodevelopmental disabilities (NDD)</p> <p>Range of neurodevelopmental disabilities</p> <p>Spotlight: Assistive Technology</p> <p>Key learning theme: Goal setting</p>	<p>Lab: CBL</p> <ol style="list-style-type: none"> 1. Family perspective to inform goal setting 2. CBL work – refine goal setting, interventions, fact sheet <p>Tutorial: Use of assistive technology</p> <ol style="list-style-type: none"> 1. Assessment 2. Goal setting 3. Intervention options and practice 	<p>Reading:</p> <p>O'Brien & Kuhaneck (2020)</p> <ul style="list-style-type: none"> • Chapter 3 Working with families <p>Take home:</p> <ul style="list-style-type: none"> • Neurodiversity affirming practices webinar and quizette

6	1 Apr	<p>Adolescence - this lecture will be made available via recording due to Easter Monday public holiday</p> <p>Adolescent occupations and development Cognitive, physical and mental health issues and disability in adolescence</p> <p>Evidence-based interventions for OT in adolescent mental health</p> <p>Transition to adulthood Clinic and community practice</p> <p>Spotlight: Adolescent mental health intervention</p> <p>Key learning theme: Key transitions</p>	<p>Lab: CBL presentations in class Classes impacted by Easter university closure (Monday 1/4 and Tuesday 2/4) will attend and present in a rescheduled lab in Week 7 on usual lab class day and time.</p> <p>Tutorial: Adolescence - occupations, development, service contexts</p> <ol style="list-style-type: none"> Occupational profile assessment Trauma-informed care reflections Functional skills training observations and analysis– ADL and IADL <p>Classes impacted by Easter university closure (Monday 1/4 and Tuesday 2/4) will be able to view a recording or attend a make up class scheduled on Wednesday or Thursday of Week 6.</p>	<p>Reading:</p> <p>O'Brien & Kuhaneck (2020)</p> <ul style="list-style-type: none"> Chapter 25 Transition services <p>Take home:</p> <ul style="list-style-type: none"> No take home this week <p>Quiz Module 2 (on-line due Week 7 by 11.59pm Thursday 11/4/24)</p> <p>Take home activities due Week 7 by 11.59pm Thursday 11/4/24</p>
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COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

Students are required to attend at least 80% of Tutorial and Lab sessions.

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Quizzes - online	<ul style="list-style-type: none"> Quiz 1 – due Week 3 by 11.59pm Sunday 17/3/24 Quiz 2 – due Week 7 by 11.59pm Thursday 11/4/24 	Individual	50%	3, 4
2	CBL Group Presentation	<ul style="list-style-type: none"> Self and peer assessment by 10am Wednesday 3/4/24 Slide upload (one per group) to Canvas by 10am Wednesday 3/4/24 Presentation in lab class time in Week 6 or usual lab class time in Week 7 for groups impacted by Easter university closure (Monday 1/4/24 and Tuesday 2/4/24) 	Group	40%	1, 2, 3, 6, 7, 8
3	Take home activities	Activities are assigned weekly; All due Week 7 by 11.59pm Thursday 11/4/24	Individual	10%	1, 2, 3, 4, 5, 6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Quizzes

Assessment Type	Quiz
Purpose	To assess knowledge of specific content delivered in lectures, labs and covered in readings.
Description	20 - 30 multiple choice questions for each quiz. Two quizzes in total. Weighting - Quiz 1 (25%), Quiz 2 (25%) Please note: in the absence of approved adverse circumstances, there will be no option to make up for missing any of the quizzes.
Weighting	50%
Due Date	Quiz 1 - Week 3 by 11.59pm Sunday 17/3/24 Quiz 2 - Week 7 by 11.59pm Thursday 11/4/24
Submission Method	Online
Assessment Criteria	Multiple choice questions; single response for each question required.
Return Method	Online
Feedback Provided	Online. Feedback (correct answers) from on-line quizzes will be available in Canvas once each quiz closes.

Assessment 2 - CBL Group Presentation

Assessment Type	Presentation
Purpose	This assessment aims to develop attitudes, knowledge and skills that are relevant to both the student role and the graduate/practitioner role, including sourcing and using suitable evidence for practice; applying the occupational therapy process to a relevant case study; assuming responsibility for own learning; contributing to and appropriately providing feedback within a professional team, and developing skills and confidence in delivering professional presentations.
Description	Preparation and presentation of a case study with a small group.
Weighting	40%

Due Date	Self and peer assessment by 10am Wednesday 3/4/24. Slide upload (one per group) to Canvas by 10am Wednesday 3/4/24. Presentation in lab class time in Week 6. Classes impacted by Easter university closure (Monday 1/4 and Tuesday 2/4) will attend and present in a rescheduled lab in <u>Week 7</u> on usual lab class day and time.
Submission Method	In Class presentation
Assessment Criteria	Presentations will be scheduled during regular class lab times as per due date above.
Return Method	Assessment criteria will be made available in Week 2 Lab and provided on Canvas.
Feedback Provided	Online
	In Class. Students will be given verbal feedback immediately after the presentation.

Assessment 3 - Take home activities

Assessment Type	Various
Purpose	To develop in-depth understanding of core paediatric occupational therapy practice skills relating to assessment, treatment and goal-setting.
Description	Completion of assigned Take Home Lab Activities
Weighting	10%
Due Date	Activities are assigned weekly; All due Week 7 by 11.59pm Thursday 11/4/24.
Submission Method	Specific Location
	Various – Canvas Discussion Board and Quizettes
Assessment Criteria	Requirements will be provided on Canvas through tutorial content uploads each week
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Laboratory and Tutorial (Students are required to attend at least 80% of workshop classes. Attendance will be recorded via a class register in each session).

Communication Methods	Communication methods used in this course include: <ul style="list-style-type: none">- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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