

OAKLAND UNIVERSITY
School of Health Sciences - Physical Therapy Program
PT 8280 Pediatric Examination and Interventions
Course Syllabus

Course Description:

This course will address examination, evaluation and intervention strategies for pediatric clients. Management of common diseases and disorders of infants, children and adolescents will be emphasized. Developmental, neurophysiological, and musculoskeletal theories will be integrated into examination and intervention strategies. Lecture, discussion, case studies, laboratory and clinical experiences will be incorporated.

Credits: 4

Instructor: Melodie Kondratek, PT, DScPT, OMPT
Office: 3173 Human Health Building
Office phone: 248-364-8697
e-mail: mdkondra@oakland.edu
Office hours: Tuesdays and Thursdays before or after class; other times by appointment

Teaching assistants: clinicians; parents and children

Course meeting times: Tuesdays & Thursdays: 1:00pm – 4:30pm; see schedule for deviations

Meeting location: 5001 Human Health Building; see schedule for deviations

Contact hours: 7 hours/week

Course prerequisites: PT 6881, PT 8350, PT 653, PT 7532, PT 7550, PT 8622

Instructional methods: Lecture ~28 hours/ lab ~70 lab hours: discussion; required and recommended readings; lab and clinic experiences; individual and group projects; interaction with children; actual and paper-patient cases; self reflection and peer analysis of performance.

Required readings: Readings will be assigned from the required textbook, journal articles, and sections from pediatric textbook. Journal articles will be posted on MOODLE.

Required text:

Effgen, SK. 2013. 'Meeting the Physical Therapy Needs of Children', 2nd edition. F.A. Davis: Philadelphia, ISBN978-0-8036-1942-5.

Mental Health First Aid Training Manual: \$10 (cash on the date of training, or purchase at the Rec Center 1 week prior to MHFA class)

Methods of student assessment and grading:

Exams: (Exam #1, 2, 3, 4: 10% each)	40% (individual work/grade)
Patient case project	40% (group project/grade)
Movement narratives	5% (individual work/grade)
Saturday lab - project	10% (individual work/grade)
Participatory attendance and professional behaviors	5% (individual grade)

'Exams' will be primarily multiple-choice with a limited number of short answer questions.

'Patient case project', and 'Movement narratives': will be described separately. 'Participatory attendance and professional behaviors' will include student participation (see grading rubric below), as well as projects or assignments that can *only* be completed in class, for example: individual goal writing, small group projects, home exercise programs, treatment progressions, etc. These projects cannot be made-up in the event of a student's absence on the day of the project. Professional behaviors are described following the course objectives below.

Participation grading rubric (must meet all criteria in a given block)	
5	The student always participates in classroom activities and discussions without being asked or prompted. The student is always ready for participation. Displays appropriate professional behaviors at all times.
4.5	The student regularly participates in classroom activities and discussions without being asked or prompted, always participates constructively when asked and is prepared for participation. Displays appropriate professional behaviors at all times.
4	The student consistently and constructively participates in classroom activities and discussions when asked, approximately 50% when asked, and is predominately prepared for participation. Displays appropriate professional behaviors at all times.
3.5	The student participates in classroom activities and discussions when asked, approximately 25% of all course sessions without being asked, and is often not prepared for participation. Displays inappropriate professional behaviors on several occasions.
3	The student participates in classroom activities and discussions only when required to do so or when given some form of explicit or implied request/demand and is often not prepared for participation. Displays inappropriate professional behaviors on several occasions.
1-2	The student does not constructively engage in classroom activities and discussions the majority of the time or behaviors are disruptive. The student is typically not prepared for participation. Displays inappropriate professional behaviors frequently.
0	Unacceptable or no judgment can be made.

Grading Scale						
Numerical Equivalent	Alphabetic Equivalent	Percentage (%)		Numerical Equivalent	Alphabetic Equivalent	Percentage (%)
4.0	A	100-97		3.0	B	80
3.9	A	96		2.9	C	79
3.8	A	94		2.8	C	78
3.7	A	92		2.7	C	77
3.6	A	90		2.6	C	76
3.5	B	89		2.5	C	75
3.4	B	88		2.4	C	74
3.3	B	86		2.3	C	73
3.2	B	84		2.2	C	72
3.1	B	82		2.1	C	71
3.0	B	80		2.0	C	70
2.9	C	79				

Course Objectives

Upon completion of this course each student will achieve the following objectives:

General course objectives

The student will:

1. Demonstrate active participation in this course by attending each on-campus and off-campus class session, reading all assigned materials, preparing appropriately for all labs, and actively contributing to class discussions, and lab experiences.
2. Compare and contrast technology and equipment available for children with special needs.
3. Demonstrate an awareness of the occasions when assistive and mobility devices, such as wheelchairs, walkers, crutches, may be appropriate for select client scenarios.
4. Identify and describe the role of the physical therapist as a consultant and advocate for children with a disorder and/or disability.
5. Interpret and apply the findings of current best evidence to the examination and intervention of children with disorders and/or disabilities.
6. Explain the role of various family members in the care of the child with a disorder and/or disability, including issues related to acceptance of the disorder and/or disability, culture, and relationships within and outside of the family setting.
7. Demonstrate the ability to consider the 'whole child'.
8. Interact professionally with the instructor, and the children, parent(s) and/or guardians, clinicians, and teaching assistants who participate in the course.

Pathology

For each pathology, or disorder, addressed within this course the student will:

1. Describe the presentation of the disorder, and identify the etiology, method of medical diagnosis, and common means of medical management, including medications.
2. Describe the impact of the disorder upon motor development.
3. Describe the characteristics of abnormal development in response to select disorders.
4. Discuss the effect of abnormal development on functional skills in childhood and adulthood.
5. Identify the key components of the examination and intervention plan for select pathologies/disorders.

Examination

The student will:

1. Select the appropriate examination procedures (including assessment tools) for a given child.
2. Identify and describe the differences between various assessment tools.
3. Describe the components of select assessment tools (GMFM, TGMD II, AIMS, HELP, FACES pain scale, PBS, APS).
4. Demonstrate the ability to perform a functional assessment of a child with a disorder and/or disability.
5. Perform the examination of a child (children) with a disorder and/or disability, including assessment of impairments, gross motor skill level and functional performance abilities.
6. Correctly record and interpret the results of the examination of a child (children) with a disorder and/or disability.
7. Evaluate the information gathered through the examination to make a clinical judgment regarding the child.
8. Identify patient problems, establish short term and long term goals, and develop intervention strategies.
9. Accurately categorize the information gained from an examination using the categories of the International Classification of Function.
10. Use clinical judgment and reflection to enhance clinical decision-making in the selection and modification of examination and evaluation procedures for a specific child as well as common pediatric disorders.
11. Establish a plan of care based upon information gathered during the examination process, including input from the child and family.

Intervention

The student will:

1. Adequately design and deliver an intervention plan based upon the examination of a child (children) with a disorder and/or disability.
2. Discuss the considerations that may be required when working with a child with a disorder or disability.
3. Explore and integrate calming techniques, therapeutic play and behavior modification into the intervention of a child with a disorder and/or disability.
4. Apply the principles of physical therapy practice found in the 'Guide to Physical Therapy Practice' to pediatric practice.
5. Demonstrate the ability to create a 'progression' of interventions.
6. Identify the importance of learning functional tasks.
7. Discuss and apply to an intervention the practice of parts of specific tasks versus practice of whole tasks.
8. Identify the role of underlying capacities such as strength, speed, coordination, endurance, etc
9. Identify the problems (such as speech/communication, behavior, cognition, visual processing, ADLs, oral/motor, respiratory, cardiopulmonary, psychosocial, etc) of the child that can be addressed by PT and those that are best addressed by other health care professionals.
10. Discuss the ways to incorporate the goals of other disciplines into physical therapy intervention.
11. Use clinical judgment and reflection to enhance clinical decision-making in the selection and modification of examination and evaluation procedures for a specific child as well as common pediatric disorders
12. Determine a prognosis based upon pathology and examination findings.

Professional behaviors

Students are expected to demonstrate professional behavior during all interactions with academic faculty, clinical faculty, and children and families in all settings.

The student will:

1. Identify/locate appropriate resources to complete course requirements.
2. Demonstrate a positive attitude toward learning.
3. Offer thoughts and ideas in class.
4. Prioritize information needs.
5. Accept that there may be more than one correct answer to a problem.
6. Maintain a professional demeanor in all classroom and clinical situations.
7. Respect cultural and personal differences of others.
8. Communicate with others in a respectful manner.
9. Respect the personal space of others.
10. Maintain confidentiality in all clinical interactions.
11. Assume responsibility for his/her actions.
12. Use existing resources effectively.
13. Use unscheduled time effectively.
14. Complete assignments in a timely fashion.
15. Actively seek feedback and help when necessary.
16. Demonstrate a positive attitude toward feedback.
17. Develop a plan of action in response to feedback.

18. Assess his/her performance accurately.
19. Abide by the APTA Code of Ethics and Standards of Practice.
20. Project a professional image in the classroom and clinical setting.
21. Demonstrate dependability.
22. Accept constructive feedback.

Student Responsibilities

Attendance: Attendance is required in compliance with the departmental policies as outlined in the student handbook. It is expected that every student will attend each class session and participate in each learning experience. It is the responsibility of the student to notify the instructor of absences by phone or e-mail and to acquire course handouts for class time missed.

Preparation: Students are expected to complete the assigned readings prior to each class and complete any written assignments by the posted deadline date.

Professional behaviors: Students are expected to demonstrate professional behavior during all interactions with academic faculty, clinical faculty, and children and families in all settings.

Academic conduct: Students are expected to adhere to the procedures for Academic Conduct described in the University Graduate Catalog. Please read and refer to the University Graduate Catalog, Policy on Academic Conduct. This policy states that "All members of the academic community . . . are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned." Examples of cheating include "cheating on exams, using books and/or notes when not authorized to do so, copying from someone else's work or ideas without giving that person credit . . . Both direct quotations and paraphrases must be documented. Even if students rephrase, condense, or select from another person's work, the ideas are still the other person's and failure to give credit constitutes plagiarism of another's idea." This policy will be applied in this and all courses in the Program in Physical Therapy. Students found guilty of academic misconduct by the university will be subject to university sanctions and to sanctions from the program by the Physical Therapy Promotion and Honors Committee including probation, suspension or dismissal.

Accommodations: Any student with a documented disability needing academic accommodations is required to speak with the Office of Disability Support Services to make arrangements. The office is located in room 121 North Foundation Hall. For information, or to make an appointment call: 370-3266.

Emergency Preparedness: All students are encouraged to become familiar with the Oakland University Emergency Preparedness Website, Policies and Procedures.

See: <http://www4.oakland.edu/?id=5410&sid=188> In particular, students are strongly encouraged to:

- 1) Take the 15-minute *Violence Prevention Training Course* available on the site
- 2) Sign up to receive text message alerts in the event of a major campus emergency by visiting the **Emergency Notification** Web site (Grizz ID and valid OU e-mail address required)
- 3) Know how to contact the OUPD in the event of an emergency:
 - Call **911** from any campus phone
 - Call (248) 370-3333 from a cell phone
 - Text the dispatch office at **911@oakland.edu**
 - E-mail the dispatch office at **911@oakland.edu**
- 4) Know how to **submit anonymous tips** online in non-emergency situations.