

Course Unit: 400338 – Dysfunction Occupational Performance I

Year 1 Semester 1 ISCED Code: 0915 ECTS: 6

Type of Course Unit: Compulsory Delivery Mode: Face-to-face

Language of Instruction: Portuguese

COURSE COORDINATOR: Ana Isabel Ferreira

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
187,5	60	30	-	-	-	-	-	-	97,5

Prerequisites (if applicable):

LEARNING OUTCOMES (knowledge, skills and competence)

In this Course the student must demonstrate that it is able to:

- Describe the normal occupational development;
- Identify the different pediatric disorders that affect occupational performance of children;
- Analyze, interpret and relate the characteristics of the different clinical pictures and their impact on occupational development of the child and his family.

CONTENTS

1-Child Occupational Development:

- 0-1 year;
- 1-3 years;
- 3-6 years;
- 6-10 years;
- Adolescence.

2-Pediatric Occupational Performance Dysfunctions:

- Pediatric Orthopedic Dysfunctions
- Polymarformative syndromes - malformations and agenesis;
- Fractures.

3-Pediatric Rheumatologic Disorders

4-Pediatric Neurological Disorders:

- Brachial plexus injury;
- Cerebral palsy;
- Epilepsy;
- Guillain - Barré;

- e. Spina bifida;
- f. hydrocephalus;
- g. Neuromuscular dystrophy.

5-Pediatric Genetic Disorders

- a. Trisomy 21;
- b. Cornelia Lange Syndrome;
- c. Turner's syndrome;
- d. Fragile X syndrome;
- e. Prader Willi Syndrome.

6-Neurodevelopmental Disorders

- a. Preterm Birth
- b. Autism Spectrum Disorder
- c. Attention Deficit Hyperactivity Disorder;
- d. Intellectual disability
- e. global developmental delay;
- f. Disturbance of motor coordination development.

7-Pediatric Disorders by Toxic Agents

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

Describe the disorders and childhood diseases

Join the impact of different diseases of childhood, relating them to the occupational performance

Describe normal child development

TEACHING METHODOLOGIES

Theoretical and theoretical-practical classes. Interactive Method and exposition, slideshow and use of multimedia projector. Research papers relevant. Field trips;viewing and analysis of videos.

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

Describe the disorders of childhood

Join the impact of different pathologies of childhood, linking them with occupational performance.

Describe the normal development of the child

EVALUATION METHODS

Continuous Assessment (CA) - 2 individual written tests - minimum admissible 8points and 1 group work, with minimum admissible rating of 8 points. UC approval: minimum grade of 10 points, in the weighted average of the evaluation tests and group work. Only the final UC classification is obtained by rounding.

Final Assessment in Normal Season (NS) - Applies to students who do not opt for CA. Individual written test that focuses on all contents taught in the UC, minimum admissible rating: 10 points. Only the final UC classification is obtained by rounding.

Final Assessment at Resource Season (RS) - Applies to students who have not passed the CA and the Final Assessment in NS (same typology of NS assessment methods); Minimum admissible rating: 10 points for each assessment method. Improvements are contemplated in RS.

MAIN BIBLIOGRAPHY

American Psychiatric Association. (2014). Manual de Diagnóstico e estatística das perturbações mentais. (5ª edição). Lisboa: Climepsis editores.

Baxter, P. (2007). The definition and classification of cerebral palsy. *Developmental medicine & child neurology*. 1-43.

Case Smith, J., & O'Brien, J. (2015). *Occupational Therapy for children and adolescents* (7th edition). Elsevier.

Kuhaneck, H. M., Spitzer, S. L., & Miller, E. (2010). *Activity analysis, creativity and playfulness in pediatric occupational therapy: Making play just right*. Sudbury: Jones and Bartlet Learning .

Rodger, S. (2010). *Occupation centered practice with children. A pratical guide for Occupational Therapists*. New York: Wiley – Blackwell.

World Health Organization. (2011). Born to soon. Geneva. Author

Zero to Three. (2016). Diagnostic Classification of Mental Health and developmental disorders of infancy and early childhood. Washington.

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