

**Course Unit: 400345 – Evaluation Methodologies I**

Year 2 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 Xavier 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	
150	50	13	12	-	-	-	-	-	75

Prerequisites (if applicable):

**LEARNING OUTCOMES (knowledge, skills and competence)**

- Describe each step of the pediatric assessment process in Occupational Therapy;
- Identify the different evaluation methodologies;
- Identify the different evaluation tools;
- Evaluate the areas of occupational performance according to the stages of development of the child;
- Analyze, interpret and document the data collected during the evaluation;
- Prepare evaluation reports;
- Critically examine the descriptive analysis presented in an article on an evaluation test.

**CONTENTS**

- 1 - Introduction to the evaluation process
- 2 - The stages of the evaluation process
- 3 – Standardized tests
- 4 - Evaluation of performance skills (motor skills, processing, communication and interaction)
- 5 - Evaluation of occupational performance
- 6- Environmental evaluation
- 7- Analysis of the results of the evaluation
- 8- Dissemination of evaluation results - report production
- 9 - Case studies

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

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

- Describe each of the stages of assessment in pediatric occupational therapy;
- Identify the different methods of assessment;

- Identify the different assessment instruments;
- Assess the areas of occupational performance according to the stages of development of the child;
- Analyze, interpret and document the data collected during the assessment;
- Prepare evaluation reports
- Examine critically the descriptive analysis presented in an article on an assessment test .

## TEACHING METHODOLOGIES

Theoretical, theoretical-practical and laboratory practices. Interactive Method and exposition, slideshow and use of multimedia projector. Research papers relevant. Field trips; Practical lessons with simulation pediatric ratings, viewing and analysis of videos, presentation of group work

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

Demonstrate the ability to implement the evaluation process in pediatric occupational therapy, according to the dysfunction of the child's occupational performance.

Demonstrate the ability to collect and analyze data interpretation and documentation of the same.

Building the occupational profile of the child

Demonstrate knowledge of the different assessment tools in order to apply them according to the stages of development, occupational performance skills and client factors.

## EVALUATION METHODS

Continuous Assessment (CA) - 2 individual written tests - minimum admissible 8 points and 2 works (one individual and one in group), with minimum admissible rating of 8 points. UC approval: minimum grade of 10 points, in the weighted average of the written tests and works. 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

Case Smith, J., & O'Brien, J. (2015). Occupational Therapy for children and adolescents. Canada: Elsevier.

Direção Geral da Saúde - Ministério da Saúde (2012). Saúde Infantil e Juvenil. Lisboa: Autor.

Kramer, P. (2010). Frames of references for pediatric occupational therapy. 3rd ed. Philadelphia: Wolters Kluwer: Lippincott Williams.

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.

Mailloux, Z., & Miller-Kuhaneck, H. (2014). Evolution of a theory: How measurement has shaped Ayres Sensory Integration. The American Journal of Occupational Therapy.

Mulligan, S. (2014). Occupational therapy evaluation for children, a pocket guide. Philadelphia: Wolters Kluwer.

Parham, D., & Fazio, L. S. (2008). Play in occupational therapy for children. Amsterdam: Elsevier. .

Year of implementation: 2019/2020 | Date of approval by the Technical-Scientific Board: 2019-12-18