

Course Unit: 400346 – Methodologies for Planning and Intervention 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)

In this course unit the student should demonstrate that it is able to:

- Develop a pediatric intervention plan in occupational therapy;
- Establish therapeutic targets for intervention;
- Select appropriate intervention approaches to occupational performance issues identified child;
- Describe the intervention strategies used in different approaches.

CONTENTS

- 1- Intervention in pediatric occupational therapy
- 2 - Family-centered approach
- 3- Goal setting and intervention planning
- 4-Teamwork
- 5 - Neurodevelopment reference framework
- 6 - Sensory integration reference framework:
- 7 - Principles and indications of Floortime, Peditasuit, Cuevas medek exercises and Cognitive Orientation to daily Occupational Performance (CO - OP) approach
- 8 - Case studies.

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

Planning and developing an intervention plan in Occupational Therapy Pediatric enunciate the different intervention methods, establish therapeutic objectives taking into account the age group of children and the occupational performance skills; selecting the appropriate intervention different approaches to the identified performance problems. Describe the strategies used in different approaches according to the proposed objectives..

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 define and implement the intervention process in pediatric occupational therapy according to the child's occupational performance dysfunction.

Demonstrate knowledge of different frames of reference and apply them according to developmental stages, occupational performance competencies and customer factors.

EVALUATION METHODS

Continuous Assessment (CA) - 2 individual written tests - minimum admissible 8 points; 1 practical teste - minimum admissible 10 points. UC approval: minimum grade of 10 points, in the weighted average of the evaluation tests (written and practical test). 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. Practical test 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.(7thed). Elsevier.

Faller, P., Hunt J., Hooydonk, E., Mailloux, Z. & Schaaf S. (2016). Application of Data – Driven decision making using ayres sensory integration with a child with autism. The American Journal of Occupational Therapy.

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

Lane, S., Mailloux, Z., Schoen, S., Bundy, A., May-Benson, T., Parham, L., Smith Roley, S., & Schaaf, R. (2019). Neural foundations of Ayres Sensory Integration. Brain Science.

Rodger, S. (2010). Occupation centred practice with children. A practical guide for Occupational Therapists. Wiley – Blackwell.

Scaff, C., & Mailloux, Z. (2015). Clinician's guide for implementing Ayres sensory integration. Bethesda: AOTA Press.

Serrano, P. (2016). A Integração Sensorial no desenvolvimento e aprendizagem da criança. Lisboa: Papa-Letras.

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