University of Florida
College of Public Health & Health Professions
PT6322: Pediatrics in Physical Therapy (3 credits)
Summer 2024 – CLC
Delivery Format: On-campus: Tuesdays, 8:00-10:00 & Fridays, 8:00-12:00
Website: https://ufl.instructure.com/courses/507807

Course Instructors

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Preferred Course Communications: Email

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Preferred Course Communications: Email

Prerequisites: PHT 6168C and PHT 6762C and PHT 6771C and PHT 6187C and PHT 6190C and PHT 6860 and PHT 6861 and PHT 6811.

Course Clinical Partners and Teaching Assistants

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Purpose and Outcomes

Course Overview: This course provides an introductory overview of pediatric physical therapy with the goal of having entry level pediatric competency upon course and program completion. The course will synthesize foundational concepts across the curriculum and patient clinical experiences to advance problem solving and critical thinking in pediatric populations for treatment. The main goals of the course are to introduce typical and atypical growth and development, expose students to a variety of pediatric conditions, inform students of relevant legislation and programs for children with disabilities, and build scaffolding for management of pediatric patients and clients. Class sessions will be a combination of lectures, in-class labs, patient demos, guest speakers, and a patient treatment experience. Course content includes child growth and development, reflexes important in the neonatal period and their influence on movement development, atypical development and its clinical implications, pediatric settings of practice, early intervention, select medical conditions specific to the pediatric population, and pediatric patient-client management with a multi-week treatment experience with children from the community.

Relation to Program Outcomes: This course supports multiple UF DPT program outcomes including SG1b-SG1f, P1a, P1c, P2a, and P2b. Descriptions of each of these program outcomes can be found in the DPT Student Handbook: https://pt.phhp.ufl.edu/wordpress/files/2023/07/DPT-Student-Handbook-Courses-of-2024-2026.pdf
**Course Objectives:** The course objectives are outlined below for each of four topic area groups. Detailed instructions and specifications will be provided for each objective on the course website that describe what is needed to master the objective.

**Group 1: Knowledge of Foundational Course Content**
- 1.1: Demonstrate knowledge of typical child growth, development, and milestones with an emphasis on physical function and gross motor skills.
- 1.2: Demonstrate knowledge of normal movement in infancy, infant reflexes, prematurity, and the neonatal ICU (NICU).
- 1.3 Demonstrate knowledge of the pathology, examination, and treatment of conditions presenting in infancy that are commonly seen in pediatric PT practice.
- 1.4: Demonstrate knowledge of the pathology, examination, and treatment of neuromotor conditions commonly seen in pediatric PT practice.
- 1.5: Interpret the data, findings, and conclusions from a primary research article for a genetic pediatric condition.
- 1.6: Demonstrate the ability to interpret and apply clinical practice guidelines for a pediatric condition.
- 1.7: Understand the unique settings of, and laws relevant to, early intervention and school-based physical therapy.
- 1.8 CRITICAL OBJECTIVE: Apply foundational knowledge of development, select pediatric disorders, and patient-client management presented in the first ⅔ of class (midterm exam).
- 1.9 CRITICAL OBJECTIVE: Demonstrate entry-level knowledge of pediatric physical therapy (final exam).

**Group 2: Observation and Developmental Facilitation**
- 2.1: Accurately analyze movement, gait, posture, and gross motor abilities of toddlers and children.
- 2.2: Accurately analyze movement, positions, reflexes, and milestones in infants 0-12 months old.
- 2.3: Track changes in development, movement, and reflexes in the first year of life of a child.
- 2.4: Demonstrate the ability to facilitate movement in infants/children using hands-on and other developmental facilitation skills.

**Group 3: Clinical Skills**
- 3.1: Perform an age and developmentally appropriate pediatric examination on a child with a developmental disability or other condition requiring physical therapy.
- 3.2: Create specific, age appropriate, and developmentally appropriate goals for a child in physical therapy
- 3.3: Plan and provide appropriate PT interventions for a child in physical therapy and incorporate play as appropriate.
- 3.4: Accurately and sufficiently document therapy sessions for a pediatric patient using the SOAP note format
- 3.5: Complete a reassessment and evaluate progress towards goals for a child in physical therapy
- 3.6: Demonstrate independence with safety when providing PT services to a pediatric patient/client
• 3.7: Communicate effectively with other physical therapists providing care for a pediatric patient/client.

**Group 4: Integrating Pediatric Knowledge**

- 4.1: Create a PICO question based on a clinical patient population.
- 4.2: Implement evidence-based practice for a pediatric patient/client.
- 4.3: Create board style exam questions that integrate knowledge learned across the course
- 4.4: CRITICAL OBJECTIVE: Integrate all course information in a final practical by moving through a pediatric case study.

**Instructional Methods:**

This course is graded on a pass/fail system. Pass/fail courses are shown to improve student wellbeing; however, they can also be associated with lower mastery of course material. To reduce the stress of a course grade but also maintain high motivation and expectations for mastery of the course material, this course will use a variation of “specifications grading” to evaluate whether you pass or fail the course.

**What is specifications grading?** With specifications grading, you must meet pre-defined course objectives (see list of objectives above) to demonstrate mastery of the course material and receive a passing grade. There are four major course topic areas that each have an associated set of objectives. The course topic areas are: 1) knowledge of foundational course content, 2) observation and developmental facilitation, 3) clinical skills, and 4) integration of pediatric knowledge. To pass the course, you will need to achieve the three objectives deemed “critical,” and you must complete 18 of the remaining 21 objectives with high levels of competency. The specifications to complete the objectives with high levels of competency will be clearly defined for each objective on the course website.

**Differences between traditionally graded courses and this course’s specifications grading system:**

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Specifications Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge is evaluated through the summation of grades achieved on quizzes, exams, and assignments.</td>
<td>Knowledge is evaluated by mastery of course objectives</td>
</tr>
<tr>
<td>Assessments are given points to determine your grade on the assessment</td>
<td>Assessments (or objectives) are graded as either mastered or not yet mastered</td>
</tr>
<tr>
<td>Each assessment represents a % of your total grade</td>
<td>You must master a specific number of objectives, but they are not weighted in any way.</td>
</tr>
<tr>
<td>You only get one attempt to pass an assessment</td>
<td>You may receive multiple attempts with feedback to master an objective</td>
</tr>
<tr>
<td>You can receive partial credit on an assessment</td>
<td>You either master or do not yet master an objective – no partial credit</td>
</tr>
<tr>
<td>You can receive mostly B’s, maybe one or two A’s, and one or two C’s and still get an overall B in a course</td>
<td>You must achieve a specific number of course objectives with a high level of competency to pass the course.</td>
</tr>
</tbody>
</table>

**What is expected of you?**

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to
actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**Description of Course Content**

**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/14</td>
<td>8-10</td>
<td>Lecture: Syllabus, growth and development, milestones</td>
</tr>
<tr>
<td>1</td>
<td>5/17</td>
<td>8-12</td>
<td>Young Child Lab (ages &gt;12 months)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture: Examination of infants, toddlers, children, and teens</td>
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<tr>
<td>2</td>
<td>5/21</td>
<td>8-10</td>
<td>Lecture: Infants, reflexes, prematurity and the NICU</td>
</tr>
<tr>
<td>2</td>
<td>5/24</td>
<td>8-12</td>
<td>Baby Lab (0-12 months)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Lab: Developmental facilitation part 1</td>
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<tr>
<td>3</td>
<td>5/28</td>
<td>8-10</td>
<td>Lecture: Conditions in infancy – Torticollis, cranial deformation, spina bifida, brachial plexus injury</td>
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<tr>
<td>3</td>
<td>5/31</td>
<td>8-12</td>
<td>Lab: Developmental facilitation part 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture/Lab: Assessment, goal writing, planning care</td>
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<tr>
<td>4</td>
<td>6/4</td>
<td>8-10</td>
<td>Lab: Age-appropriate interventions, guest patient demos</td>
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<tr>
<td>4</td>
<td>6/7</td>
<td>8-12</td>
<td>Asynchronous Class – Faculty Curriculum Retreat</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Online Lecture/videos: Neuromotor conditions – cerebral palsy</td>
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<tr>
<td>5</td>
<td>6/11</td>
<td>8-10</td>
<td>Lab: Patient assignments and planning</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitation Practical</td>
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<tr>
<td>5</td>
<td>6/14</td>
<td>8-12</td>
<td>Split Lab</td>
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<td></td>
<td></td>
<td></td>
<td>Patient Session 1 – History and evaluation (Group A first)</td>
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<tr>
<td>6</td>
<td>6/18</td>
<td>8-10</td>
<td>Midterm exam (covers weeks 1-5)</td>
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<td></td>
<td></td>
<td></td>
<td>Genetic syndromes and disorders – Down Syndrome</td>
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<tr>
<td>6</td>
<td>6/21</td>
<td>8-11</td>
<td>Split Lab</td>
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<tr>
<td></td>
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<td></td>
<td>Patient Session 2 (Group B first)</td>
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<tr>
<td>7</td>
<td>6/25</td>
<td>8-10</td>
<td>Lecture: Genetic syndromes and disorders – Muscular dystrophy, Cystic fibrosis, Spinal muscular atrophy</td>
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<tr>
<td>7</td>
<td>6/28</td>
<td>8-11</td>
<td>Split Lab</td>
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<td>Patient Session 3 (Group A first)</td>
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<tr>
<td>8</td>
<td>7/2</td>
<td>8-10</td>
<td>Lecture: Autism spectrum disorders, idiopathic toe walking, developmental coordination disorder</td>
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<tr>
<td>8</td>
<td>7/5</td>
<td>4th of JULY</td>
<td>Asynchronous Class – Enjoy long 4&lt;sup&gt;th&lt;/sup&gt; of July weekend</td>
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<tr>
<td></td>
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<td></td>
<td>Online Lecture/videos: Federal Law, Early intervention, School PT</td>
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<tr>
<td>9</td>
<td>7/9</td>
<td>8-10</td>
<td>Lecture: Acute care peds, Aquatic PT</td>
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<tr>
<td>9</td>
<td>7/12</td>
<td>8-11</td>
<td>Split Lab</td>
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<td></td>
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<td></td>
<td>Patient Session 4 (Group B first)</td>
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<tr>
<td>10</td>
<td>7/16</td>
<td>8-10</td>
<td>Lecture: Orthopedic conditions, young athletes</td>
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<tr>
<td>10</td>
<td>7/19</td>
<td>8-11</td>
<td>Split Lab</td>
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<td></td>
<td>Patient Session 5 – Final re-evaluation (Group B first)</td>
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<tr>
<td>11</td>
<td>7/23</td>
<td>8-10</td>
<td>Final Exam, Final Practical</td>
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<tr>
<td>11</td>
<td>7/26</td>
<td>8-12</td>
<td>Final Practical</td>
</tr>
<tr>
<td>12</td>
<td>7/30</td>
<td>8-10</td>
<td>Virtual only: Exam or other course remediation if needed</td>
</tr>
</tbody>
</table>
Course Materials and Technology: This course does not require the purchase of a textbook. All required readings will be posted on the course website. You should bring a computer to class to access course material and submit assignments as needed. For technical support for this class, please contact the UF Help Desk at e-Learning:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://elearning.ufl.edu/

Academic Requirements and Grading
This course is graded on a pass/fail system. Please review the “Instructional Methods” section for an explanation of expectations to pass the course.

Assignments and Assessments: Most of the course objectives are associated with a particular assignment or assessment. Below is an overview of the assignments and assessments you can expect throughout the semester. Details of each assignment or assessment, and their link to the course objectives, are provided on the Canvas course website.

- **Quizzes:** Most weeks, there will be a 10 question Canvas quiz that reviews the basics of the lecture topics presented on Tuesdays. Quizzes will become available immediately after the Tuesday lecture, and they are due on Fridays at 11:59pm. Each quiz is associated with a course objective. If you do not achieve a score ≥80% on your first attempt, you will attempt a second, similar quiz to achieve the associated course objective.

- **Exams:** There will be a midterm and a final exam. The midterm will cover material from weeks 1-5 while the final exam will be cumulative but with an emphasis on material from weeks 6-10. The two exams are associated with critical course objectives that must be achieved. Details of how to achieve these course objectives are on the course website.

- **Practicals:** There will be two practicals in the course. The first will be a brief practical to evaluate developmental facilitation. The second practical will have students move through a pediatric case, and this practical is linked to a critical course objective that must be achieved. Students who fail a practical will be given feedback and a second opportunity to pass.

- **Labs and Other Assignments:** There will be short, written assignments due throughout the semester associated with observations and demo days. This includes the Child/Toddler Observation Lab Assignment, Baby Lab Assignment, Baby Rock Assignment, PICO Question Assignment, and Board Style Questions Assignment. Successful completion of each of these assignments achieves one of the course objectives, and specifications for successful completion are detailed on the course website.

- **Patient/Client Experience:** Students will be divided into small groups and assigned a child from the Gainesville community who receives physical therapy services. Each group, under the mentorship of an instructor, will evaluate their child, establish goals, and provide interventions based on their assessment of the child’s needs across 5 weeks. There will be assignments associated with each week including completing an evaluation form, goals form, SOAP notes, and a reassessment. These assignments are each associated with course goals. Your mentor will also provide you with feedback at the end of each patient session. You may not record or photograph any children during these sessions or post any details about them anywhere except in submitted assignments. If you are sick, you should contact an instructor to determine whether it is safe to participate in the child’s therapy session that day.
Patient Experiences and Demos: To gain experience observing typically developing children as well as children requiring PT services, there will be demo days where children come to the CLC. Most demo sessions are primarily observational in nature. You may not record or photograph any children during these sessions or post any details about them anywhere except in submitted assignments. If you are sick, you should not come close to the child as we will have infants and other individuals who could become very sick if exposed.

Course Policies

Policy Related to Make up Exams or Other Work
Submission of work after the posted deadline will not be accepted unless an alternative due date has been discussed and approved by one of the instructors. If special circumstances arise, please communicate this to the instructors prior to an assignment’s due date, and we will do our best to be flexible. Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. The ticket number will document the time and date of the problem. You MUST e-mail within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
Excused absences must be consistent with university policies in the Graduate Catalog: https://gradcatalog.ufl.edu/graduate/regulations/. Absences for other reasons will be considered unexcused. Each student is allowed one unexcused absence during the course that can count as excused. Any further unexcused absences may be associated with being unable to complete a specific course assignment or objective, and the course instructors are not obligated to allow the student to make up the missed work/lecture material.

Students entering the classroom late and after the start of class can be disruptive and disrespectful towards the other students, lecturers, and special guests. Students’ professionalism mentor will be contacted if tardiness to class or labs becomes frequent.

Student Expectations, Roles, and Opportunities for Input

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

**Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, patient demos, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another
person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Support Services and Resources

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office https://disability.ufl.edu/students/get-started/ within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu