

University of Florida
College of Public Health & Health Professions
PT6322: Pediatrics in Physical Therapy (3 credits)

Summer 2023 – CLC

Tuesdays, 8:00-10:00 & Fridays, 8:00-12:00

Website: <https://ufl.instructure.com/courses/479985>

Course Instructors

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Course Overview

This course provides an introductory overview of pediatric physical therapy with the goal of having entry level pediatric competency upon course completion. The course will synthesize the foundational concepts across the curriculum and patient clinical experiences to advance problem solving and critical thinking skills 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 6-week treatment experience with children from the community.

As with all graduate education, each student's active participation is encouraged. You are expected to engage in the course lectures, labs, and patient treatments throughout the semester in a professional manner. You should come to class on time and prepared by completing any out-of-class assignments or readings. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared, you may struggle to keep pace with the activities occurring in each class, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Prerequisites: This course is given in the summer semester at the end of the second year of the entry level DPT student curriculum. Students must be in good standing to take this course and have successfully completed all course work in the curriculum in series. This course is not available to students outside of the entry level DPT curriculum. Previous courses: physiology, neuroscience, neurorehabilitation, musculoskeletal disorders, motor control/therapeutic exercise, clinical education (complete list of courses available through website: pt.php.ufl.edu)

Required Technology: You should bring a computer to class to access course material and submit assignments as needed. Technical support: <https://helpdesk.ufl.edu/>

Textbooks: This course does not require the purchase of a textbook. All required readings will be posted on the course website.

Course Grading and Objectives

Overview: This course is graded on a pass/fail system. Pass/fail courses have been shown to reduce student stress and anxiety; however, they can also be associated with lower mastery of course material. To both reduce the stress of a course grade but also maintain high motivation and expectations for mastery of the course material, this course will use 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 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 handling skills, 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.

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

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

Course objectives: The course objectives are outlined below for each of the 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 pediatric condition (Down syndrome)
- 1.6: Demonstrate the ability to interpret and apply clinical practice guidelines for a pediatric condition (developmental coordination disorder).
- 1.7: Understand the unique settings of, and laws relevant to, early intervention and school-based physical therapy.
- 1.8 CRITICAL OBJECTIVE: Demonstrate foundational knowledge of development, select pediatric disorders, and patient-client management presented in the first 4 weeks of class.
- 1.9 CRITICAL OBJECTIVE: Demonstrate entry-level knowledge of pediatric physical therapy.

Group 2: Observation and Handling Skills

- 2.1: Analyze movement, gait, posture, and gross motor abilities of toddlers and children.
- 2.2: Analyze movement, positions, reflexes, and milestones in children 0-12 months old.
- 2.3: Track changes in development, movement, and reflexes in the first 3 months of life of a newborn.
- 2.4: Demonstrate the ability to facilitate movement in/through different positions using handling 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: Plans and provides appropriate PT interventions for a child in physical therapy and incorporates play as appropriate.
- 3.4: Accurately and sufficiently documents therapy sessions for a pediatric patient using the SOAP note format
- 3.5: Completes a reassessment and evaluates progress towards goals for a child in physical therapy

- 3.6: Demonstrates independence with safety when providing PT services to a pediatric patient/client
- 3.7: Communicates effectively with other physical therapists providing care for a pediatric patient/client.

Group 4: Integrating Pediatric Knowledge

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

Course Schedule

Week	Date	Time	Topic
1	5/16	8-10	Lecture: Syllabus, growth and development, milestones
1	5/19	8-12	Toddler and young child demo day Lab: Examination of infants, toddlers, children, and teens
2	5/23	8-10	Lecture: Infants, reflexes, prematurity and the NICU
2	5/26	8-12	Infant demo day (Baby Lab) Lab: Handling and facilitation skills
3	5/30	8-10	Lecture: Conditions presenting in infancy
3	6/2	8-12	Lab: Handling and facilitation skills Lab: Assessment, Goal writing, planning care
4	6/6	8-10	Lecture: Neuromotor conditions
4	6/9	8-12	Lab: Age-appropriate interventions -Behavior guest lecture
5	6/13	8-10	Lecture: Genetic syndromes and disorders
5	6/16	8-11 Split Lab	Patient Session 1 – History and evaluation
6	6/20	8-10	Midterm exam, handling skills practical
6	6/23	8-11 Split Lab	Patient Session 2
7	6/27	8-10	Lecture: Autism spectrum disorders, idiopathic toe walking, developmental coordination disorder
7	6/30	8-11 Split Lab	Patient Session 3
8	7/4	NO CLASS	FIREWORKS AND FUN!
8	7/7	8-11 Split Lab	Patient Session 4
9	7/11	8-10	Lecture: Early intervention, School PT
9	7/14	8-11 Split Lab	Patient Session 5
10	7/18	8-10	Lecture: Acute care peds, Orthopedic conditions
10	7/21	8-11 Split Lab	Patient Session 6 – Final Assessment and re-evaluation
11	7/25	8-10	Final Exam
11	7/28	8-11	Final Practical
12	8/1	8-10	Virtual only: Exam or other course remediation if needed

Assignments and Assessments

Many 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 short quiz that reviews the basics of the lecture topics presented on Tuesdays. Quizzes are due on Fridays at 11:59pm, and each quiz is associated with a course objective.
- **Exams:** There will be a midterm and a final exam. The midterm will cover material from weeks 1-4 while the final exam will be cumulative but with an emphasis on material from weeks 6,7,9, and 10. The two exams are associated with critical course objectives that must be achieved.
- **Practicals:** There will be two practicals in the course. The first will be a brief practical to evaluate handling skills. 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.
- **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.

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.
- **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 6 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.

Course Policies

Policy Related to Required Class Attendance and Tardiness

Excused absences must be consistent with university policies in the Graduate Catalog:

<https://catalog.ufl.edu/graduate/regulations/#text>. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance will not be tracked; however, missing a class session may be associated with being unable to complete a specific course objective.

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

Policy Related to Make up 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 ticket number received from LSS when the problem was reported to them. 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.

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.bluera.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.php.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 <http://www.dso.ufl.edu> 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 me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure 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:** Visit <http://www.counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crisis services (counseling, group therapy, online resources, etc).
- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <http://www.umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.
- **Alachua County Crisis Center:** Crisis intervention is always available 24/7. Call (352) 264-6789 or visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>

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