

Western University
Rehabilitation Sciences 3760B
Rehabilitation for childhood Disorders

Karen Pratt MSc., R. Kin
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COURSE DESCRIPTION

RS3760a provides students with a foundational background in both common and unique clinical disorders in childhood, including principles regarding assessment, evaluation, and treatment. Emphasis is placed on recent research and evidence-based practice. Topics include neurological, intellectual, and motor disorders, as well as coverage of the areas of speech, vision and language development. The course is offered in lecture/seminar format to encourage discussions regarding relevant material.

Prerequisites: Health Sciences 2700a/b or Kinesiology 3347a/b

Antirequisites: Health Sciences 3090b-002 if taken in 2011

Course Information

Instructor: Karen Pratt

Email: kpratt8@uwo.ca

Office Hours: By appointment

Lecture Time: Wednesdays 11:30am – 2:30pm

Lecture Location: SSC- 3018

CLASS SCHEDULE AND FORMAT

The class consists of one lecture per week (3 hours). The lectures will be lecture/seminar based and participation in class discussions is encouraged and expected. Students are expected to participate through sharing their perspectives and voicing relevant questions. Students are expected to read the assigned readings before coming to class.

TEXTBOOK AND READING MATERIALS

No textbook is required. All course material will be made available via the course website.

COURSE WEBSITE

News and course updates will be posted on the course OWL site, Western's learning management system. This is the primary method by which information will be disseminated to the students in the class, so you are responsible for checking OWL on a frequent basis.

LEARNING OBJECTIVES

With attendance and active class participation, by the end of this course, students will be able to:

1. Describe normal prenatal and body systems development and the factors that can negatively affect fetal development
2. Describe age- appropriate developmental milestones for infants and preschool children in the following domains: gross motor, fine motor, communication, cognitive and personal-social.
3. Apply the international classification of disability and health to common pediatric disorders and how it applies to family centered care
4. Discuss potential factors influencing the acquisition of basic and functional motor, neurological, cognitive, social, learning, and communicative abilities in infancy and early childhood.
5. Explain the essential pathophysiology, consequences, and management of common pediatric disorders.
6. Apply a family centered approach to assessment, treatment, planned interventions and expected outcomes of a rehabilitation plan. This includes selecting and utilizing appropriate screening and assessment tools for early detection and diagnosis of developmental and functional disabilities.
7. Be introduced to the ideas of analysis and interpretation and interpret clinical findings and explain them in terms that families and children can understand.
8. Establish and follow up a multi-disciplinary rehabilitation plan based on recent research and evidence-based practice for children presenting with common disabilities and explain the role of each specialist in that plan.

TENTATIVE LECTURE SCHEDULE

Changes to this lecture schedule will be announced in class and on the course website. All lecture slides and course readings will be made available on the course website prior to the scheduled lecture. It is expected that you will obtain lecture material prior to attending lecture and be prepared for class discussions by reading the assigned articles in advance.

DATE	WEEK	TOPIC	DEADLINES
January 11 th	1	Introduction to Health and Disability in Childhood	
January 18 th	2	Normal Development and Key principles	
January 25 th	3	Learning & Intellectual Disabilities	
February 1 st	4	Early Motor Disorders	Quiz
February 8 th	5	Neurological Disorders	
February 15 th	6	Children with ADHD	Presentation Proposal Due
February 22 nd	7	NO CLASS	
March 1 st	8	In-class case study	Midterm Exam
March 8 th	9	Autism Spectrum Disorders	
March 15 th	10	Speech and Language Impairments	
March 22 nd	11	Hearing and Visual Impairments	
March 29 th	12	Strategies for Optimizing Development	Presentations
April 5 th	13	Final Exam Review	Presentations
April 13 th -28 th		Final exam period	Final Exam

EVALUATION AND EXAM SCHEDULE

Course evaluation will consist of a quiz, midterm exam, presentation, final examination, and participation throughout the term. See below for the breakdown.

Evaluation	Date	Grade %
Quiz	Feb 1 st	15%
Midterm Exam	March 1 st	25%
Presentation	March 29 th and April 5 th	15%
Final Exam	Final Exam Period	35%
Participation	Entire Term	10%

Quiz (15%): In-class quiz covering all material to date. The format will be multiple-choice questions and short-answer style questions. (1 hour)

Midterm Exam (25%): In-class quiz covering all content to date, including key principles covered during the term. The format will be multiple-choice questions and short-answer style questions. (1.5 hours)

Presentation (15%): Students will be responsible for forming groups of 3-5 students each to present on a critically-appraised topic answering a self-selected clinical question that is important to them.

Final Examination (35%): This exam will cover all course content with an emphasis on topics since the midterm. The exam format will be multiple-choice, short-answer and long answer style questions. (2 hours)

Participation (10%): Students will be awarded participation marks for classroom discussions, small in-class assignments that are completed either individually or in groups, or postings in active forums on the owl site.

* During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

* During Lectures: Although you are welcome to use a computer during lecture periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Late proposal: A late proposal will be penalized 10% for each day, or part of day, that it is late. For example, an assignment graded as 41/50 will have 5 points deducted from the mark if handed in one day late and will be recorded as 36/50. There will be no exceptions except for valid, extenuating circumstances (death in the family, incapacitating illness etc,) which MUST be documented as outlined below in the case of medical illness).

The university-wide descriptors of the meaning of letter grades outlined as follows are approved by Senate.

A+ 90-100	One could scarcely expect better from a student at this level.
A 80-89	Superior work which is clearly above average.
B 70-79	Good work, meeting all requirements, and eminently satisfactory.
C 60-69	Competent work, meeting requirements.
D 50-59	Fair work, minimally acceptable.
F below 50	Fail.

The expectation is that course marks will be distributed around the following averages: It is expected that the grades for this course will fall between 72-76 (core) and 74-78 (elective). In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

The University of Western Ontario Academic Policies and Regulations

Prerequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Covid -19 Contingency Plan for in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>

Absences

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures. Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism.

Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Academic Concerns

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;

- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

Student Code of Conduct

Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. Scholastic offences are taken seriously, and students are directed to read the appropriate policy specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/)

Plagiarism Checking Software

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com> Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Common Concerns Guidelines

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html