Carroll University
Master of Occupational Therapy Program

OTH 520 Occupations Across the Life Span
Spring 2017

Course Offering
3 Credit Hours

Prerequisites
Admission to the MOT Program

Format
Lecture

Class Day/Time
Tuesday 8:30-10:00; Wednesday 12:30-2:00

Class Location
CGS 119

Faculty
Prof. April Doebert-Fischer, MOT, OTR, DCCT

Office
CGS 117

Office Hours
Mondays 1-4p.m. & Wednesdays from 2-4p.m.

Email
adoebert@carrollu.edu

Course Description
This course will provide an overview of human development across the life span from the perspective of daily occupational performance including self-care, work/education (productivity), and play/leisure activities. Emerging practice areas including rest and sleep will also be discussed. Activity analysis will be performed through the differentiating lens of life stage characteristics with special attention to the repercussion of atypical developmental patterns on the ability to engage in healthy occupations.

Course Rationale
This course will highlight the dynamic nature of occupation throughout life, as human physiological characteristics evolve along with roles. Students will deepen their understanding of the contribution of occupation on health and well-being through the experiential exposure to a variety of practical activities representative of those diverse developmental stages.

Relationship to Curriculum Design
Following the Overview of Occupational Therapy Practice course from the previous semester, this course will review and deepen students’ understanding of the multifaceted and evolving nature of occupation, its individual and cultural influences, and its implication on the overall health of human beings of any age. Knowledge of the foundational sciences gained in the previous semester, will be an asset as students begin to explore person-environment-occupation factors and their relationship to occupational performance through task analysis.

<table>
<thead>
<tr>
<th>Course Goals and Student Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Objectives</strong> (At course conclusion, students are expected to:)</td>
</tr>
<tr>
<td>The following instructional methods/learning activities will be utilized throughout the course:</td>
</tr>
</tbody>
</table>
1. Differentiate landmarks of human development and human behavior of the lifespan stages; B.1.2, B.1.3
   - Readings
   - Lecture
   - Videos
   - Guest lecture
   - Class Discussion
   - Group Interactions/games
   - Exam
   - Participation
   - Lab

2. Explain the meaning and dynamic of occupation and activity of different developmental stages; B.2.2
   - Readings
   - Lecture
   - Guest lecture
   - Class Discussion
   - Group Interactions/games
   - Experiential learning
   - Group project
   - Exam
   - Participation
   - Verbal and written feedback
   - Project rubric
   - Presentation

3. Articulate how atypical development may affect occupational performance as well as balance of areas of occupation and impact health and well-being; B.2.4, B.2.6, B.2.9
   - Readings
   - Lecture
   - Videos
   - Class Discussion
   - Experiential learning
   - Exam
   - Self-assessment
   - Participation
   - Verbal and written feedback

4. Perform age appropriate activity analyses for a variety of different occupations through the lifespan; B.2.7, B.2.8, B.4.3, B.4.4, B.4.7
   - Readings
   - Lecture
   - Videos
   - Class Discussion
   - Group Interactions/games
   - Activity Analysis
   - Exam
   - Activity analysis rubric
   - Participation
   - Presentation/Project

5. Assess and adapt the environment to suit the client’s individual and changing needs; B.2.8, B.2.10, B.5.23
   - Readings
   - Lecture
   - Demonstrations
   - Group Interactions
   - Experiential learning
   - Activity Analysis
   - Exam
   - Participation
   - Activity analysis rubric
   - Verbal and written feedback

6. Provide therapeutic use of occupation for individual and group settings through the lifespan; B.5.3, B.5.4
   - Demonstrations
   - Group Interactions/games
   - Experiential learning
   - Group project
   - Exam
   - Presentation
   - Activity exploration project presentation
   - Participation

7. Demonstrate ability to design and create learning experiences to meet the needs of clients, families, and caregivers; B.5.19
   - Lecture
   - Demonstrations
   - Class Discussion
   - Group interactions
   - Case studies
   - Participation
   - Activity exploration project presentation
8. *Activity exploration projects*

**8. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.**

| B.9.3 | • Group activities  
|       | • Inter-professional experiences |
|       | • Self-assessment  
|       | • Verbal and written feedback  
|       | • Inter-professional experiences report  
|       | • Participation |

**ACOTE Standards Relating to Course Objectives**

*This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:*

- **B.1.2** Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.
- **B.1.3** Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, social sciences, and occupational science. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.
- **B.2.2** Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.
- **B.2.4** Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
- **B.2.6** Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
- **B.2.7** Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.
- **B.2.8** Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
- **B.2.9** Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
- **B.2.10** Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
- **B.4.3** Use appropriate procedures and protocols (including standardized formats) when administering assessments.
- **B.4.4** Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLS), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and non-standardized assessment tools includes
  - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

- B.4.7 Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.
- B.5.3 Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
- B.5.4 Design and implement group interventions based on principles of group development and group dynamics across the lifespan.
- B.5.19 Apply the principles of the teaching–learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.
- B.5.23 Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
- B.9.3 Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

**Required Textbooks:**

ISBN: 978-1569005347


**Recommended Textbook:**


**Additional Readings**

Additional supplemental materials will be added to eLearning throughout the semester. Subject to change.
Grading and Course Requirements
Grading for this course will be based on a total possible accumulation of 1000 points, with letter grades applied to a percentage of this total as follows:

Grading Scale:  
93-100 % = A  
90-92.9% = A/B  
83-89.9% = B  
80-82.9% = B/C  
70-79.9% = C  
60-69.9% = D  
<60% = F

Progress will be evaluated through the following means

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3) 150 Points Each</td>
<td>450</td>
<td>1-6</td>
<td>B.1.2, B.1.3, B.2.2, B.2.4, B.2.6, B.2.7, B.2.8, B.2.9, B.2.10, B.4.3, B.4.4, B.4.7, B.5.3, B.5.4, B.5.23</td>
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<tr>
<td>Group Activity Exploration Project</td>
<td>50</td>
<td>2, 4, 6, 7</td>
<td>B.2.2, B.5.3, B.5.4, B.5.19, B.5.23</td>
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<td>Individual Assignments</td>
<td>120</td>
<td>1-3, 5, 7</td>
<td>B.1.2, B.1.3, B.2.6, B.2.9, B.2.10</td>
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<tr>
<td>• 5 year timeline (5)</td>
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<td>• Meaningful Occupations (10)</td>
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<td>• Work Culture (5)</td>
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<td>• Meal Preparation (15)</td>
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<td>• Reflection (5)</td>
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<td>• Life Story Book (50)</td>
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<td>• Leisure Reflection (5)</td>
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<td>• Gross Motor Play (5)</td>
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<td>• Purposeful Activity (20)</td>
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<tr>
<td>Group Assignments</td>
<td>140</td>
<td>1-3, 5-8</td>
<td>B.1.2, B.1.3, B.2.4, B.2.6, B.2.8, B.2.9, B.2.10, B.5.23, B.5.3, B.5.4, B.5.19, B.9.3</td>
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<tr>
<td>• Occupational Profile (15)</td>
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<td>• Therapeutic Uses to Assist with Occupation (20)</td>
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<td>• Case Study #1 (30)</td>
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<td>• Case Study #2 (30)</td>
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<tr>
<td>• Developmental Sequence (15)</td>
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<td>• Pediatric Lab Write Up (15)</td>
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<td>• Low-Tech Communication (15)</td>
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<td>Paper (2)</td>
<td>125</td>
<td>2, 3, 7, 8</td>
<td>B.2.2, B.2.4, B.2.6, B.2.9, B.5.19, B.9.3</td>
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<td>• Research Paper (75)</td>
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<td>• Teens in the Media (50)</td>
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<tr>
<td>Craft Project</td>
<td>30</td>
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</table>
Participation/Attendance: Students are required to attend all classes and come prepared, having completed their assigned reading to allow for participation in group discussions as well as completion of the related course work.

Craft Project: Each group will decide on a category of craft, demonstrate an activity using that medium and teach the rationale for therapeutic use. Students must elaborate on how it is occupation based.

Activity Exploration Project/Presentation: Students will be tasked with identifying a meaningful activity for a predetermined age group and analyze its dynamic and how it can be utilized for the purpose of therapy. Students will present their selected activity to the class in the form of a learning experience, where they will instruct the audience on how to perform or facilitate the activity.

Exams: These include multiple choice questions, short essay questions as well as case studies to encourage integration of concepts introduced during the course and to strengthen the relationship between theory and practice. Students must dress professionally and wear name tags on exam days.

Papers: Two papers will be assigned throughout this course. A research paper on a disease/syndrome that affects fetal or infant development. Discuss caregiver challenges in relation to occupations, client factors, performance skills and patterns and contexts/environments. This paper must have a minimum of six evidence-based articles, a minimum of two that are international resources. The second paper will explore how the media portrays teenagers. Discuss in detail how occupations, performance skills/patterns are affected in contexts and environments. All articles must be uploaded or submitted via hard copy.

Assignments: Students will be assigned to a group and have group assignments as well as individual assignments. All assignments are to be completed timely.

The Self-Evaluation will consist of a personal professional development assessment.

Group Review: Each student will complete a review of their group members over the course of the semester.

Assessment Return: Graded assessments (exams, quizzes, papers and assignments) will be returned either by the MOT support staff or by the instructor. Please expect a two-week turn around on all returned assessments. Students are allowed to review their assessment only. Violators will have points deducted. Individual questions should be discussed with the instructor via appointment after the 24 hour waiting policy. See the student handbook for further explanation on the above policies.

Student Writing Guidelines
The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly
recommended that students purchase the *Publication Manual of the American Psychological Association, 6th Edition*. 

Thus, all work submitted in written or presentation form (including references), must be APA style and format.

**Statement on Academic Integrity**

The Carroll University Academic Integrity Policy is located in your student handbook on the University website at [https://my.carrollu.edu/ICS/Departments/Student_Affairs/](https://my.carrollu.edu/ICS/Departments/Student_Affairs/)

Please familiarize yourself with it. **If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.**

Some examples of violations will be discussed on the first day of class. These will include:

1. **Plagiarism**
   - Must use OWN words
   - If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
   - A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

2. **Failure to return or removal of an exam**
3. **Submitting work completed by another individual**
   - A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

4. **Discussing quiz/exam questions with students who have not yet taken the quiz/exam.**
5. **Any other forms of cheating as outlined in the university and MOT student handbook.**

**Academic Progression and Proficiency**

Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade.

The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program.

In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

**Student Responsibility:**

Attendance is expected and **required** for successful completion of this course. Three or more unexcused absences and/or tardiness will be noted and will result in specific point deductions at the instructor’s discretion, because you will miss out on important interactions/classroom exercises. Students should **come prepared** for
each class period by: 1) having reviewed the previous information from each unit and 2) having at least skimmed assigned readings and reviewed any materials provided. Because of the nature of this course, you should expect to spend a great deal of time in independent study and review outside of class; your Instructor can only do so much for you. Each student is responsible for material assigned and presented in class, whether the student is present or absent. Because of the nature of the course, NO MAKE UP EXAMS will be given except under extraordinary circumstances and as approved PRIOR to the absence by the course Instructor (when possible). In the case of an unexpected absence (such as a medical emergency) written documentation (such as an explanation from the attending physician) will be required to sit for the exam. The scheduling of and format for any make-up exams will be at the discretion of the Course Coordinator. NO MAKE UP QUIZZES UNDER ANY CIRCUMSTANCE. Additional policies will be in accord with those outlined in the MOT Program Student Handbook. It should be re-emphasized that repeated tardiness or disruptive behavior, as well as any form of academic misconduct will not be tolerated in this course. See attendance policy in MOT student handbook for specifics. Students must notify course instructor prior to the class by following procedures outlined in the MOT student handbook.

Core Professional Behaviors
We insist on student development of ethical and professional behaviors expected of practitioners according to standards, values, and attitudes of the occupational therapy profession. As a reminder, an expectation for MOT program graduation is the demonstration of appropriate behaviors consistent with professional standards as mentioned, as well as Carroll University and MOT Program policies.

1. PERSONAL RESPONSIBILITY
   - Student is punctual
   - Student completes assignments and tasks on time
   - Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
   - Student is honest in word and actions and is accurate in reporting all information
   - Student maintains positive learning environment
   - Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
   - Student gives full attention to lecturer, does not talk in class, treats others with dignity
   - Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. TEACHABILITY/ADAPTABILITY
   - Student takes responsibility for own actions and understands consequences of inappropriate actions
   - Student behavior is appropriate during times of high stress

5. COMMUNICATION
   - Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
   - Student refrains from spreading rumors regarding instructors and course assessments
   - Student follows appropriate procedures for discussion of course issues and concerns
     - 1st → Student contacts their lecture or laboratory instructor
     - 2nd → Student communicates concerns to course coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)
6. **RELATIONSHIP WITH PEERS**
   - Student participates in class and small group discussions
   - Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

7. **PERSONAL APPEARANCE**
   - Student dresses appropriately for presentations and palpation

**CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)**

**At the discretion of the Instructor:**
- A deduction in course points (i.e., -10 pts for cell phone use)
- Removal from class
- Tardiness of required assignments, -20% per day late
- Multiple offenses may result in a full letter grade deduction
- A deduction of course points (i.e., -15 pts for computer use for any reason outside of purposes necessitated during class time).

If a student misses >10% of class periods in a course (excluding laboratories as these must be made up) s/he must remediate or s/he will not meet progression standards. If a student’s absence is excused, every attempt to remediate will be made prior to beginning of the following semester.

**Disability/Illness**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities.

If you are ill and unable to attend a class, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must document that illness.

**Extended illness may make it impossible for you to complete the class requirements.**

**Courtesy**
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students. Therefore, please do the following:

1. Turn off your cell phone, beeper, or anything else that might make noise.
2. Do not converse while the teacher or a fellow student is speaking in class.
3. You are expected to arrive on time. If, because of some problem, you are forced to come in late, do come in. However, do so quietly and do not walk in front of the instructor while s/he is lecturing. **There is no excuse for chronic lateness**. Those who are routinely late will be invited to withdraw from the class and have points deducted from their class participation grade. If you have an emergency, please let me know.
4. **Computer use policy:** If you use a computer, it must be used ONLY for taking notes UNLESS specifically given permission otherwise. If you use a computer for any other purpose, you will permanently lose computer use privileges in the classroom.

**Statement of the Right to Modify Course Content**
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>What is occupation verses Occupational Therapy? Occupations through the generations.</td>
<td>Wilson &amp; Landry Chapters 1-3 Kielhofner pg. 4-6</td>
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<tr>
<td>January 25</td>
<td>Occupation through the generations.</td>
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<tr>
<td>January 31</td>
<td>The Intentional Relationship Model</td>
<td>Kielhofner Chapter 10 - The Intentional Relationship Model</td>
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<tr>
<td>February 1</td>
<td>Occupations of Young and Middle Adulthood Lifespan Development Frames - Daniel Levinson</td>
<td>Wilson &amp; Landry Chapter 12 Wilson &amp; Landry pg 107-108 Cronin &amp; Mandich, Chapters 16-17</td>
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<tr>
<td>February 7</td>
<td>Occupations of Young and Middle Adulthood Lifespan Development Frames - Daniel Levinson</td>
<td>Wilson &amp; Landry Chapter 12 Wilson &amp; Landry pg 107-108 Cronin &amp; Mandich, Chapters 16-17</td>
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<tr>
<td>February 8</td>
<td>Exam</td>
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<tr>
<td>February 14</td>
<td>Occupations of Late Adulthood Theories of Aging</td>
<td>Cronin &amp; Mandich Chapter 18 Barney &amp; Perkinson Chapter 16 &amp; 18</td>
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<tr>
<td>February 15</td>
<td>Health Conditions Associated with Aging and the effect on occupations</td>
<td>Barney &amp; Perkinson Chapter 8 &amp; Chapter 9 Kielhofner pg. 114-115 Box 9.3 Kielhofner Chapter 16</td>
</tr>
<tr>
<td>February 21</td>
<td>Changing of occupations with cognitive impairments</td>
<td>Barney &amp; Perkinson Chapter 14, 15, 16 Kielhofner pg. 85-94</td>
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<tr>
<td>February 22</td>
<td>Pharmacology and Aging</td>
<td>Barney &amp; Perkinson Chapter 13</td>
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<td>February 28</td>
<td>Occupation of Leisure Occupational Therapy’s Role in Sex Education</td>
<td>Mc Grath &amp; Sakellariou Article</td>
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<td>March 1</td>
<td>End of Life Occupations</td>
<td>Barney &amp; Perkinson Chapter 17 Javaherian, Lewis, Moss &amp; Hewitt Legacy Building Article</td>
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<td>March 7</td>
<td>Exam</td>
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<td>March 8</td>
<td>Craft Presentations</td>
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<td>March 14 &amp; 15</td>
<td>Spring Break</td>
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<td>March 21</td>
<td>Craft Presentations</td>
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<tr>
<td>March 22</td>
<td>Occupations of Infants</td>
<td>Cronin &amp; Mandich Chapter 9 &amp; 10</td>
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<tr>
<td>March 28</td>
<td>Occupations of Infants</td>
<td>Cronin &amp; Mandich Chapter 9 &amp; 10</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<td>March 29</td>
<td>Travel to AOTA</td>
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<td>April 4</td>
<td>Occupations during the preschool years</td>
<td>Wilson &amp; Landry pg 90 - 98 Cronin &amp; Mandich Chapter 12</td>
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<td></td>
<td>Lifespan Development Frames - Lawrence Kohlberg</td>
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<td>April 5</td>
<td>Occupation of Play</td>
<td>Kielhofner Chapter 13 Wilson &amp; Landry Chapter 8 Kielhofner pg. 51 Box 5.6</td>
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<td>April 11</td>
<td>Pediatric Lab</td>
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<td>April 12</td>
<td>Education as Occupation</td>
<td>Wilson &amp; Landry Chapter 9</td>
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<td>April 18</td>
<td>Assistive Technology</td>
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<td>April 19</td>
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<td>April 25</td>
<td>Presentations</td>
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<tr>
<td>April 26</td>
<td>Adolescent occupations</td>
<td>Wilson &amp; Landry pg 98 - 107</td>
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<tr>
<td>May 2</td>
<td>Guest Speaker - Susan Peters</td>
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<tr>
<td>May 3</td>
<td>Occupations of Late Adolescents</td>
<td>Wilson &amp; Landry Chapter 11</td>
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<td>Final Exam</td>
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