

## COURSE OUTLINE OCCUPATIONAL THERAPY IN CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISORDERS

### 1. GENERAL

<b>SCHOOL</b>	SCIENCE OF PHYSICAL EDUCATION, SPORTS & OCCUPATIONAL THERAPY		
<b>DEPARTMENT/MSc</b>	OCCUPATIONAL THERAPY		
<b>LEVEL OF STUDY</b>	MSc - LEVEL 6		
<b>COURSE CODE</b>		<b>SEMESTER OF STUDIES</b>	5o
<b>COURSE TITLE</b>	OCCUPATIONAL THERAPY IN CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISORDERS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING WEEKS</b>	<b>CREDITS</b>
<i>in case the credits are awarded to distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>			
		3	6
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>ONLINE COURSE PAGE (URL)</b>	-		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>● <i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></li> <li>● <i>Descriptive Indicators of Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning</i></li> </ul> <p><i>and Annex B</i></p> <ul style="list-style-type: none"> <li>● <i>Summary Guide to Writing Learning Outcomes</i></li> </ul> <p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>● <i>become familiar with the milestones of formal and non-formal development (motor, communicative, social)</i></li> <li>● <i>know the basic characteristics of developmental disorders</i></li> <li>● <i>to understand the relationship between child and environment and work</i></li> </ul>
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- *be familiar with modern assessment and therapeutic approaches*
- *to develop skills in evaluating, setting goals and planning occupational therapy interventions in children with developmental disorders*

### **General Competencies**

*Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which / which of them is the course aimed at?.*

*Search, analyze and synthesize data and information, using the necessary technologies*

*Adapting to new situations*

*Decision-making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in a multidisciplinary environment*

*Generating new research ideas*

*Project planning and management*

*Respect for diversity and multiculturalism*

*Respect for the natural environment*

*Demonstrate social, professional and ethical responsibility and gender sensitivity*

*Criticism and self-criticism*

*Promoting free, creative and inductive thinking*

- *Search, analyze and synthesize data and information, with use of the necessary technologies*
- *Decision-making*
- *Criticism and self-criticism*
- *Autonomous work*
- *Respect for diversity and multiculturalism*
- *Promoting free, creative and inductive thinking*
- *Project planning and management*

### **3. COURSE CONTENT**

- 1. Introduction to Developmental Disorders and Milestones of Typical Child Development*
- 2. Main Developmental Disorders in Children and Adolescents I (Autism Spectrum Disorders) Evaluation - Intervention Design*
- 3. Main Developmental Disorders in Children and Adolescents II (ADHD, Developmental Coordination Disorder) Assessment - Intervention Design*
- 4. Main Developmental Disorders III (Sensory Processing Disorders) Evaluation - Intervention Design*
- 5. Main developmental disorders IV (speech and language delays, specific learning disabilities and general developmental delays /GDD global developmental delays). Evaluation and planning of intervention*
- 6. Main developmental disorders V (cerebral palsy). Evaluation and planning of intervention*
- 7. Main developmental disorders VI (Mental Retardation, Down syndrome). Evaluation and planning of intervention*

8. *The involvement of the family in the design and implementation of occupational therapy programs at home.*
9. *Occupational therapy in the school context*
10. *Early intervention and occupational therapy approaches*
11. *Dealing with Emotional and Social Challenges - Transition to Adulthood*
12. *Case studies*
13. *Research and recent developments in occupational therapy in children and adolescents with developmental disorders (mindfulness and mental health approaches, animal assisted therapies)*

#### 4. TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE																		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> <li>• Digital slides</li> <li>• video</li> <li>• MsTeams/ e-class, webmail</li> </ul>																		
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study &amp; Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Paper, Artistic Creation, etc.</i>  <i>The student's study hours for each learning activity as well as the hours of non-guided study are indicated so that the total workload at semester level corresponds to ECTS standards</i>	<table border="1"> <thead> <tr> <th style="background-color: #f2f2f2;"><i>Activity</i></th> <th style="background-color: #f2f2f2;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Work</td> <td>60</td> </tr> <tr> <td>Literature study and analysis</td> <td>78</td> </tr> <tr> <td>Examination</td> <td>3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total Course</b></td> <td><b>180</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Work	60	Literature study and analysis	78	Examination	3							<b>Total Course</b>	<b>180</b>
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<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Conclusive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Paper, Report/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other</i>	Work at home (compulsory) 35% Written exam 65%																		

Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.

## 5. RECOMMENDED BIBLIOGRAPHY

1. Vera Bernard-Opitz, & Anne Häussler. (2019). *Practical Aids for Children with Autism Spectrum Disorders (ASD) (1st ed.)*. Athens: D. Psomopoulos & Co O.E.
2. O'Brien, J. C., & Kuhaneck, H. (2023). *Case-Smith's Occupational Therapy in Children and Adolescents (1st ed.)*. Athens: Ioannis Konstantaras.
3. Cooper, M., Hooper, C., & Thompson, M. (2012). *Mental Health of Children and Adolescents. Theory and Practice (Ed. G. Papadatos)*. Athens: Parisianou Publications SA.
4. Dewey D., Tupper D. E. (2004). *Developmental motor disorders. A neuropsychological perspective*. GUILFORD PRESS