Syllabus

Sensory Modulation: Disorder Theory and Treatment - 99862

Last update 16-08-2015

HU Credits: 2.5

Responsible Department: occupational therapy - adv. stud.

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Ein Karem

Course/Module Coordinator: Dr. Aviva Yochman

Coordinator Email: aviva.yochman@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:
Ms.
Dr. Aviva Yochman
Course/Module description:
This course addresses aspects of neuro-physiological system associated with the processing of sensory information, theoretical models of understanding difficulties as well as tools for occupational therapy intervention for children with sensory processing disorder.

Course/Module aims:
- To provide knowledge of neuro-anatomy and neuro-physiology systems and the theoretic models associated with sensory processing focusing on sensory processing disorder
- To provide knowledge of assessment models and tool for evaluating sensory processing disorder

Learning outcomes - On successful completion of this module, students should be able to:
- define what is sensory processing disorder and its subtypes
- describe classification models of sensory processing disorder
- describe the characteristics of the subtypes of sensory processing disorder and their impact on participation on activities of daily living
- use clinical thinking for the evaluation process of sensory processing disorder
- describe a range of measurements for evaluating sensory processing disorder in terms of environmental factors
- analyse assessment findings for subtypes of sensory processing disorder

Attendance requirements(%):
80%

Teaching arrangement and method of instruction: Lectures, group tasks, video analysis, discussions, individual learning and readings

Course/Module Content:
1. Classifications and theoretic models
2. differential diagnosis for other disorders
3. the impact of sensory processing disorder on participation in activities of daily living
4. underlying factors of sensory processing disorder and its etiology
5. ecological models for assessing sensory processing disorders
6. standard and non-standard assessment tools
7. clinical thinking based on case studies

Required Reading:
perceptions of sensory processing disorders among kindergarten children. American Journal
of Occupational Therapy, 58, 287–302.

psychometric properties of the Sensory Responsivness Questionnaire (SRQ). Disability and
Rehabilitation, 1, 1-13.

The Participation in Childhood Occupations Questionnaire (PICO-Q). Physical &
Occupational Therapy in Pediatrics, 29, 295-310.


Bundy, A. C., Shia, S., Qi, L., & Miller, L. J. (2007). How does sensory processing
dysfunction affect play? American Journal of Occupational Therapy, 61, 201-208.

disorders using EEG technology. The American Journal of Occupational Therapy, 61, 176-189


Additional Reading Material: 
Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 100 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Pass mark is 60% and over