# The Hebrew University of Jerusalem

## Syllabus

## Occupational Therapy Cognitive - Functional Intervention for children with ADHD - 99872

Last update 12-09-2022

<u>HU Credits:</u>  4

<u>Degree/Cycle:</u> 2nd degree (Master)

<u>Responsible Department:</u> Occupational Therapy

<u>Academic year:</u> 0

<u>Semester:</u> Yearly

<u>Teaching Languages:</u> Hebrew

<u>Campus:</u> Mt. Scopus

<u>Course/Module Coordinator:</u> DR. Ruthie Traub Bar-Ilan

<u>Coordinator Email:</u> [Ruthie.traub@mail.huji.ac.il](mailto:Ruthie.traub@mail.huji.ac.il)

<u>Coordinator Office Hours:</u> Monday 11:00-12:00 am

<u>Teaching Staff:</u>
  Dr. Ruthie Traub


<u>Course/Module description:</u>
  The course will focus on understanding the bio-psycho-social factors of ADHD, and how they influence functioning, participation, health, well-being and quality of life of children with ADHD and their families. Based on this multidimensional view, The key change mechanism of the Cog-Fun intervention will be presented: Promoting self-awareness, acquisition of executive strategies and implementations of multi-contextual environmental supports, along with promotion of functional goals, resulting with the development and fostering health management and wellbeing of families with ADHD.


<u>Course/Module aims:</u>
  1. Understanding the bio-psycho-social basis for ADHD in line with the World Health Organization (ICF) model and the functional consequences of the disorder.
2. Understanding the theoretical view of Executive dysfunctions in ADHD and their influences on daily functioning.
3. The role of the physician in ADHD - the diagnosis and pharmacological treatment.

4. Understanding the theoretical models grounded in Cog-Fun intervention, that form key principles and change mechanism of the intervention:
- The Intentional Relationship Model (IRM:Taylor)
- The Model of Human Occupation (MOHO: Kielhofner)
- Self Determination Theory ( Ryan & Deci)
-Cognitive rehabilitation models in occupational therapy (awareness, the multi-context approach, functional training and environmental supports).
5. Cog-Fun Intervention protocol
- Change mechanism and Cog-Fun intervention principles
- Assessment and intervention units in the Cog-Fun: Unique features of each unit, sequences in unit implementation and their suitability for parent/child based on clinical reasoning.
6. Cultural Aspects in Cog-Fun


<u>Learning outcomes - On successful completion of this module, students should be able to:</u>
  1.Students will have extensive knowledge that will enable up-to-date clinical reasoning in treating families diagnosed with ADHD:
A.Students will be able to describe the child's observed functioning according to person-occupation-environmental factors.
B.Students will be able to recognize different and heterogeneous Executive

Functions profiles of the children with ADHD.
C.Students will be able to raise assumptions regarding additional factors other than the neuro-biological component of the child's behavioral behavior (cultural factors, personal factors, and comorbidities with other health conditions).
D.Students will learn to hypothesize about parental promoting factors or barriers in implementing the Cog-Fun intervention
E.The students will be able to use clinical reasoning in the implementation of the key principles of Cog-Fun intervention that guide the therapist in a specific treatment (Therapeutic intentional communication, strategy use, functional training adaptations and supports, goal setting etc.)
F.Students will be able to recognize a therapist's therapeutic intentional relationship mode in use in a specific interaction, as well as their own in a variety of therapeutic interactions. Also, students will be able to identify critical events in a therapeutic session that have the potential to promote or impede/jeopardize the intervention.
2.The students, based on knowledge introduced in the course, will be able to critically consume information on interventions in ADHD and evaluate the outcomes of an intervention relevant to occupational therapy, in the means of promoting functioning, participation, health and quality of life of a child and family.


_Attendance requirements(%):_
  _100%_


_Teaching arrangement and method of instruction: Frontal course; reading materials introducing the theoretical basis as well as evidence from the extensive research on the Cog-Fun approach, watching and analyzing Cog-Fun therapeutic video clips. In Case of COVID-19 or for other reasons, the course can be taken as an online course which will be delivered through zoom lectures_


_Course/Module Content:_
  1.Theoretical basis for understanding the biopsychosocial mechanisms underlying ADHD and implications for functioning, participation, well-being, quality of life, and occupational identity.
2.Introduction of the theoretical models that are the foundation of Cog-Fun intervention and that underlie and constitute the key principles and change mechanism in the Cog-Fun intervention (integration of models-motivational models-SDT, general occupational models, specific occupational therapy models – MOHO, IRM, with Cognitive approaches in rehabilitation).
3.Clinical reasoning; the assessment, parent-child-therapist-intentional theraputic communication, setting functional goals, acquiring executive strategies, transfer and use of strategies in multi contexts, environmental and task adaptation and supports, promoting positive language, promoting awareness, promoting functional ability.

<u>*Required Reading:*</u>
 *Maeir, A., Traub Bar-Ilan, R., Kastner, L., Fisher, O., Levanon-Erez, N., & Hahn-Markowitz, J. (2018). An Integrative Cognitive-Functional (Cog-Fun) Intervention Model for Children, Adolescents, and Adults with ADHD. In Eds. N. Katz & J. Toglia Cognition, Occupation, and Participation Across the Lifespan: Neuroscience, Neurorehabilitation and Models of Intervention in Occupational Therapy. Ch. 20 (pp. 335-386). Bethesda, MD: AOTA Press.*


 <u>*Additional Reading Material:*</u>
  *The list will be published*


 *<u>Course/Module evaluation:</u>*
 *End of year written/oral examination 0 %*
 *Presentation 40 %*
 *Participation in Tutorials 0 %*
 *Project work 50 %*
 *Assignments 10 %*
 *Reports 0 %*
 *Research project 0 %*
 *Quizzes 0 %*
 *Other 0 %*


<u>*Additional information:*</u>