

PT 570 Planning and Evaluating Intervention Programs in Various Settings

Course Description: The goal of the course is to explore contextual and developmental approaches to interventions as they relate program development and evaluation of services to children with special needs. The course focuses on the role of a physical or occupational therapist as a consultant, or researcher, responsible for the planning, development, and evaluation of preventive, remedial and compensatory therapy services intended for children at risk for, or with disabilities and their families. Emphasis is on program level- rather than individual level interventions. The course draws heavily from the literature on ecological, transactional, and biological conceptual frameworks of human development and interventions with children, various models of service delivery, efficacy of PT/OT interventions, program development and evaluation, and concepts of family -centeredness. Students will have an opportunity to integrate this information and to apply it by conducting program evaluation of a specific service in a specific setting. Another process-oriented goal includes the development of a demonstration, or field-initiated proposal for a prevention or intervention program, or modification of a program for children with special needs.

Instructor: Thubi Kolobe, PhD, PT is an assistant professor in the UIC Department of Physical Therapy. Her areas of research and scholarly activities include children with disabilities, family-centered intervention, and child development.

University Credit Hours: 3

Continuing Education Hours: 45

Course Schedule: 5:00 pm to 8:00 pm Thursdays January 16 - May 1, 2003 (except March 20)

Topics:

- Conceptual and theoretical frameworks for interventions with children – overview.
- Efficacy of interventions for children with developmental delays and disabilities in specific settings
- Theoretical and conceptual frameworks for interventions with children:
 - < Biological, Transactional and Cultural models
 - < Ecobehavioral and Family Systems models
 - < Dynamic models of families within therapeutic and educational frameworks
 - < Public Laws: Implications for service delivery
- Program Evaluation
- Planning and development of intervention programs:
 - < Assessment
 - < Service Delivery Models
 - < Productivity
- Program evaluations
- Developing proposals for demonstration, expansion, or field-initiated programs
- Contextual issues in service provision:
 - < Developmental follow-up programs
 - < Community-based early intervention
 - < Educational environments
- Families as consumers, facilitators, and providers of developmental interventions

