



## **Assessment of Motor and Process Skills (AMPS) North American Course Hosting Guidelines (Registrations Administered by CIOTS)**

The CIOTS team hopes you find these guidelines helpful and informative. This document is meant to give you a solid overview of our course hosting expectations. We strive to hold high quality and well-organized courses. Thank you for collaborating with us to deliver world class Occupational Therapy continuing education. If you have any questions, please do write or call us.



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## Classroom Specifications

As you consider hosting a course, ensuring that the classroom meets our guidelines is critical. The classroom must have tables and comfortable chairs for the participants and faculty. Excellent, dimmable lighting, reliable high-speed internet connection for streaming video in the classroom, and superior audio-visual equipment is imperative. Planning in regard to a healthy mid-morning and mid-afternoon nutrition break, as well as providing information regarding the location of parking and restrooms are appreciated by everyone. Specific details are as follows:

### Classroom lighting:

Ambient and overhead lighting must be controlled by the faculty and capable of being dimmed sufficiently during LCD projection to ensure both the quality of the video and the ability of participants to take notes.

### Break snacks and drinks location:

In order to provide a quiet environment for participants when scoring cases, breaks and other related activities must occur outside of the classroom. (See the AMPS Course Handouts for full course schedule and break times).

### Restrooms:

Restroom facilities need to be clean and readily available.

### Parking (if applicable):

Adequate parking, including parking for those with disabilities, will need to be arranged. If needed, parking permits should be provided either before the course or on the first day at registration.

### Internet connection:

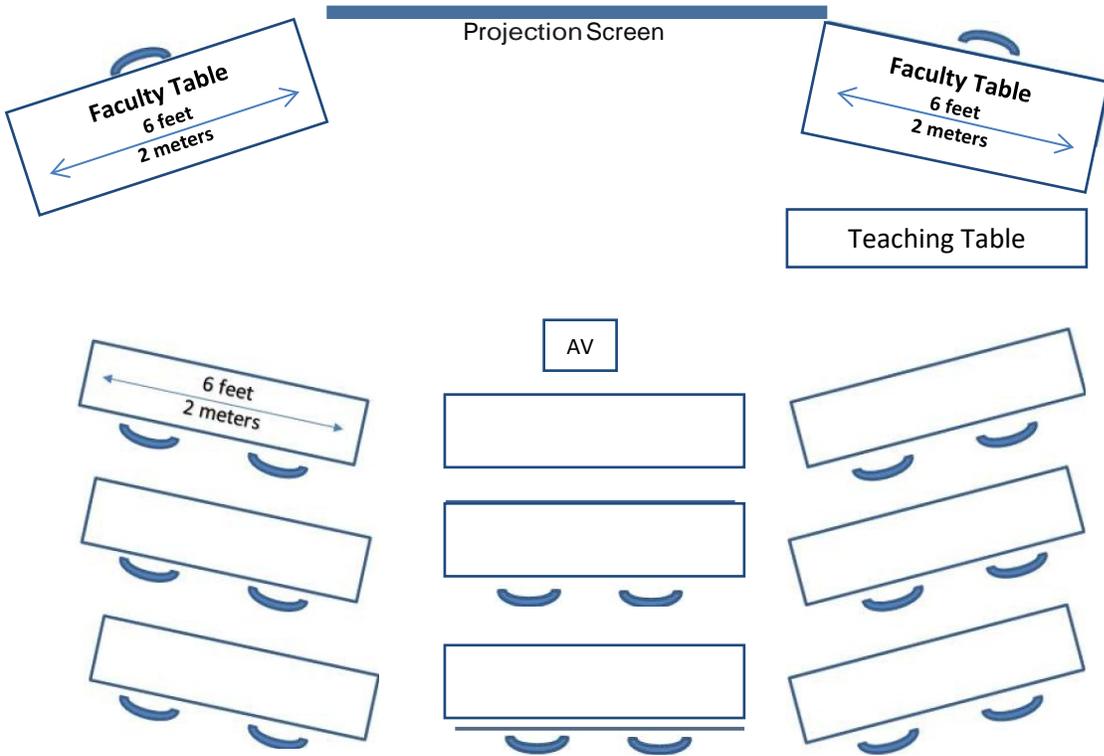
Reliable high-speed internet connection for streaming video in the classroom is required. Ensure that faculty and the local course coordinator will have access to the internet in the classroom during the course.

### Arrangement of room:

A private, quiet room large enough to seat the participants using tables and chairs is required. The participants must be seated at tables or similar surfaces large enough to hold open two large notebooks or binders and other pieces of paper. Recommended seating allowances are to allow one meter of table space per participant. The chairs must be comfortable and preferably moveable. Be sure there is enough space between rows so that the faculty may move about the room and speak with seated participants individually. Folding chairs or metal seats are not acceptable.

One large table (2 meters) and chair for each faculty will need to be placed at the front of the room, facing the participants. The faculty cannot be sitting in front of the projection screen. In addition, a large table will be needed at the front, facing the participants for teaching and demonstrations. Another smaller table will be needed for audio visual equipment.

It is best if the room is square in shape. Long, narrow rooms are not acceptable as it is difficult to see the video projection. The best layout is to have the rows laid out at an angle, or as shown in the figure on the next page:



## Audio Visual Specifications

High quality audio visual equipment is a very important component of teaching a course. High quality LCD projection is vital. Plan to arrive approximately 1 hour early each day to arrange the room furniture, test all equipment, and to assist faculty with any technical needs they may have. Please contact each faculty to ensure you will have available correct connections for laptop computers, projection and sound system equipment.

Test all equipment for compatibility 1 week and the day prior to the course. You must ensure, before Day 1 of the course, that a sharp, clear, and bright image is projected from the LCD projector onto the screen. The lights must not be turned off when using the projector.

**PLEASE TEST EQUIPMENT AND BE SURE IT WORKS EACH DAY.**

<b>Audio Visual Requirements</b>
<b>Bright LCD projector with system inputs and cables for a laptop computer.</b> It must be controlled easily by the faculty from the front of the classroom.
<b>Large screen for projection.</b> The projected image needs to be large enough that those in the back of the room can see clearly the videos and slides as they are being projected. Additionally, the image on the screen must be projected high enough so that the participants in the back of the room can see the bottom of the slides over the heads of those seated front of them.
<b>Sound: external speakers and microphone.</b> The external speakers can be connected to the laptop via a <i>single pin input jack</i> , but the sound may not be loud enough to be heard from the back of the room. You may need amplified speakers loud enough for larger courses.
<b>Extension cords and cables for all equipment.</b>
A computer that includes the special characters, if needed, of any non-English language (e.g., å, æ, ü, ø) and internet connection. The computer needs to be located in an area where the participants have ready access and can enter their information before the course day starts or during breaks for our database course registration process and in order to get their software information.
<b>Reliable high-speed internet connection in the classroom.</b>
<b>Check with each faculty to determine if a laptop needs to be provided for their use during the course.</b> The laptop must be newer, able to work with LCD technology, have a modern version of Microsoft Office (PowerPoint, Word, Excel) and a USB port.

## On-site Support and Course Preparation

While the majority of the preparation is done before the course, we do require daily, limited, on-site support. Having someone who is not attending the course readily available to assist the faculty and manage the day-to-day needs of a course is vital.

### Highlighters and name tags

Each participant will need a yellow highlighter and name tag. The person's first name should be written in large letters that are easy to read.

### Live case

On the last day of AMPS courses, participants will need to observe a "live" case person. Preferably, the teaching faculty will be involved in the final selection of the "live" case. However, it will be important that you identify potential "live" case(s) who meet the criteria before the course begins.

- One person is required. (It is highly recommended to have a "back-up" person in the event the live case participant cancels or otherwise cannot participate). This will involve a 1 ½ to 2 hour time commitment from this person.
- **New!** The individual should be a healthy, well person (child or adult). The person must be able to perform at least two AMPS tasks that are of sufficient challenge that can be administered in a classroom/workshop setting (e.g., vacuuming, sweeping, cleaning windows, ironing, folding laundry, polishing shoes, putting on a shirt, putting on shoes and socks, repotting a plant). Remember that even healthy, well adults can be tested in a classroom/workshop setting as long as he or she chooses to perform challenging AMPS tasks (vacuuming, ironing, repotting a plant).

Having access to outdoor spaces or other IADL environments (like a kitchen) is ideal and will give your live case more task options (e.g., weeding, sweeping outside, meal preparation tasks).

The live case is a very important part of the course. If you have questions about choosing a live case volunteer, please contact your country coordinator, or CIOTS Course Coordination at [courses@innovativeOTSolutions.com](mailto:courses@innovativeOTSolutions.com) with questions. Please discuss the details of your live case volunteer with your course faculty no later than the first day of the course to ensure that your live case matches our requirements

- Once the live case has been selected and potential tasks identified, the faculty will discuss with you, on or before Day 3, additional items which may need to be brought to the course site no later than 8:00 a.m. on Day 5 for use with the live case.
- When appropriate, please give the person a thank you card, and a small gift or cash (about \$20 USD).

### Lunches and Breaks

The *AMPS Course Handouts* contain a schedule which indicates the length of lunch breaks, 1 hour and 15 minutes. These lunch breaks are designed to allow a participant to go and get lunch (40 minutes) and have time to complete items discussed in the previous course session (35 minutes). Please do not shorten the length of lunch breaks. Although food for lunches is not typically provided, you may decide to do so at your own expense. If you plan to provide or schedule a group lunch, please ensure that the total lunch time (including travel, if applicable) does not exceed 40 minutes.

The schedule contained in the *AMPS Course Handouts* also indicates the length and timing of other short breaks (20 minutes each).

Arrange for a light, plentiful, and healthful snack to be served at each short break. Hot and cold beverages such as tea, coffee, juice, and carbonated drinks, as well as water should be available. The faculty is often busy working with course participants during break times and may not have the opportunity to take a break. Please be attentive to their needs.

The *AMPS Course Handouts* may be found on the Center for Innovative OT Solutions website at <https://www.innovativeotsolutions.com/resource/amps-course-materials/>. Click **AMPS course materials**. Download a zip file containing all handouts. The schedule may be found in the PDF file called “ampsCourseHandouts”.

### **Pre-course preparation by participants**

CIOTS will send out an email to each participant approximately 4 weeks prior to the course start. This email will explain what documents should be printed and brought to the course on Day 1, as well as the reading that each participant should complete prior to the course. The participants' manuals will be shipped in bulk prior to Day 1 of the course.

### **Ordering and distributing manuals and software**

About 30 days prior to the start of the course, CIOTS will notify the course host of the final participant count. At that time, we will order the shipment of the manuals required for the course.

We will need the following shipping information from you:

[First and last name](#)

[Company or University name if applicable](#)

[Address, City, State/Province](#)

[Postal code and Country](#)

[Phone and e-mail contact for shipping purposes](#)

The manuals will be shipped to the address you provide. The shipments normally take about **7 to 15 business days to arrive**.

Software licenses can only be distributed to those participants who attend a course. Participants will register with our system called the CORE on Day 1 of the course. They will then be sent their 3-year AMPS OTAP software license and installation instructions to the email address they provide.

### Teaching demonstration materials

Materials and supplies will be needed by the faculty for teaching demonstration purposes. Each of these items will be needed on a daily basis. When possible, keep these items in the classroom after each day so that they are readily available the following day. If they must be removed from the classroom, please have them available no later than 8:00 a.m.

- a. Linen/cotton dish towel
- b. Three large bath towels (ones that can get wet and dirty)
- c. Roll of paper towels
- d. Two table knives – ordinary cutlery
- e. Glass
- f. Pitcher of water
- g. Small jar (5 cm) with screw-top lid
- h. Long sleeved shirt or blouse
- i. Hanger
- j. Plant in a small pot (10-12 cm) with holes in the bottom
- k. Watering can
- l. Small saucer or plate
- m. Bottle of water (1 liter)
- n. Rollator or walker
- o. Shoe with laces
- p. Wash or face cloth (20 X 20 cm)
- q. Toothbrush and toothpaste (preferably, a tube that is nearly empty and has a flip top lid)
- r. Bar of soap
- s. Bag (plastic) of bread with twist tie
- t. Jar of jam/jelly
- u. Iron and ironing board
- v. Vacuum cleaner
- w. Box (rectangular) of dry breakfast cereal
- x. Large white dry erase board and several different colored markers

Once the live case has been selected and potential tasks identified, the faculty will discuss with you, on or before Day 3, additional items which may need to be brought to the course site no later than 8:00 a.m. on Day 5 for use with the live case.

### Advertising

We rely on our course hosts to advertise the course locally. We will list the course on our website with a link for registration. Please do invite local area OTs and student OTs to the course. A sample AMPS flyer may be found on the last page of this document.

We are happy to provide high quality graphic logos, and you are encouraged to use the information from our website in your written materials to advertise the course.

AMPS overview may be found on our website <https://www.innovativeotsolutions.com/tools/amps/>

AMPS course objectives and rater calibration information may be found on our website <https://www.innovativeotsolutions.com/amps-certification/>

AMPS in-service materials may be found on our website <https://www.innovativeotsolutions.com/resource/amps-presentation/>



## Recommended Course Planning Schedule and Checklist

The following is a recommended course planning schedule. It is intended to serve as a general guideline to facilitate your planning.

### 4 to 9+ months before the course begins

1. Schedule a course 4 to 9+ months in advance with CIOTS (Less time is needed for large university courses).
2. Determine a host site and reserve a room. (Be sure the room is available for the course schedule found in the *Course Handouts*. (The *AMPS Course Handouts* may be found on the Center for Innovative OT Solutions website at <https://www.innovativeotsolutions.com/resource/amps-course-materials/>. Click **AMPS course materials**. Download a zip file containing all handouts. The schedule may be found in the PDF file called "ampsCourseHandouts".)
3. Begin to advertise.
4. You will need to provide CIOTS with the Course Location (including if possible a website link for the venue) and Shipping information. You may also want to provide website links and or information regarding parking, accommodations, driving directions, maps, and other visitor information. CIOTS will post the course on our website and online store.

### 3 to 4 months before the course begins

1. Continue advertising, if needed.
2. Plan for snacks and drinks for each break time (does **not** have to be expensive catering).
3. Reserve audio visual equipment.

### 30 days or more before the course begins

1. Contact live case participant(s) and plan for observation.
2. Final course participant count will be established 3-4 weeks before course begins and course manuals will be shipped to your site
3. CIOTS will introduce you to the faculty who will teach the course. Faculty may contact you for local hotel or transportation information.

### 15 to 30 days before the course begins

CIOTS will send participants an email with pre-course preparation information, including the required reading and handouts to be printed prior to the first day of the course.

### One week prior to the first day of the course

1. Finalize the snacks and drinks schedule.
2. Check audio visual equipment arrangements.
3. Make final arrangements for teaching demonstration materials and supplies.
4. Create name tags and provide highlighter for each participant.
5. Double check that the room will be open and available for the course schedule found in the *Course Handouts*. (The *AMPS Course Handouts* may be found on the Center for Innovative OT Solutions website at <https://www.innovativeotsolutions.com/resource/amps-course-materials/>. Click **AMPS course materials**. Download a zip file containing all handouts. The schedule may be found in the PDF file called "ampsCourseHandouts".)

### During the week of each course

Software will be distributed to each participant via email using the information each participant provides Day 1 in the CORE (our online database).



# Sample AMPS Training Workshop

**January 5-9, 2019**

**Colorado State University, Department of OT  
800 Oval Drive  
Occupational Therapy Building  
Fort Collins, CO 80523**

The **Assessment of Motor and Process Skills (AMPS)** is an innovative observational assessment that is used to measure the quality of a person's activities of daily living (ADL). The AMPS is an ideal tool for occupational therapists who:

- Have clients 2 years old and above, including older adults
- Are looking for a valid and reliable assessment of the quality of ADL performance.
- Need to demonstrate effectiveness of intervention.

## **Hours**

Course hours are **Monday-Friday**: 8:00 a.m. – 6:00 p.m. Full attendance all five days is required.

## **Rater Calibration Requirements**

Rater calibration requires that potential raters view and score videotaped AMPS observations during the course and then complete 10 live observations after the course.

## **Costs**

Registration fees: \$995 USD OTs, \$795 USD OT Students covers tuition, instruction materials including the AMPS manuals set, a 3-year OTAP AMPS software license key, and data analysis and feedback afterwards for calibration.

## **Registration**

Register here: (LINK) Deadline is December 5, 2018 at 5:00 p.m.

**More information about this course is available at:**

<https://www.innovativeotsolutions.com/courses/take-a-course/upcoming-courses/>

