

JEFFERSON COLLEGE

COURSE SYLLABUS

OTA210

PEDIATRIC OCCUPATIONAL THERAPY

3 Credit Hours

Prepared by:

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OTA210 Pediatric Occupational Therapy

I. CATALOGUE DESCRIPTION

- A. Prerequisite: SPD105, OTA125 Biomechanical Basis of Performance, OTA110 Physical Dysfunction in Occupational Therapy, OTA111 Physical Dysfunction Performance Skills, OTA130 Psychosocial Occupational Therapy, OTA145 Applied Neurology, OTA131 Psychosocial Performance Skills, OTA140 Professional Practice and Management II, OTA150 Level I Fieldwork A, all require a grade of “C” or better.
Co-requisite: OTA211 Pediatric Performance Skills, OTA160 Level I Fieldwork B
- B. Credit hour award – 3
- C. Description - Pediatric Occupational Theory includes an introduction to OT theory and foundations for Occupational Therapy practice in pediatrics as well as an exploration of models and evidence for practice in evaluation and treatment of the pediatric population appropriate to the role of OTA. Child development, perceptual motor skills, self-care, design and use of adaptive equipment, and play/leisure issues are explored in relation to normal sensory motor, psychosocial, and cognitive development. Critical thinking and reasoning through the occupational therapy process of assessment, treatment planning and treatment implementation using the PEOP model will be included. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (With numbers in parentheses referring to ACOTE standards)

Expected Learning Outcomes	Assessment Measures
Demonstrate knowledge and understanding of human development during the life span phase of infancy and childhood. (B.1.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify and differentiate developmental milestones. (B.1.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Examine the effects of health, disability, disease processes, and traumatic injury to the child within the context of family and society. (B.1.9, B.2.6, B.4.3, B.6.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate familiarity with the occupational therapy intervention theories that frame treatment of the person with developmental disabilities. (B.2.11, B.3.1-B.3.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate application of the PEOP model in the OT process relative to the pediatric population. (B.2.7, B.2.11, B.3.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the professional responsibility of the OTA for providing fieldwork education and supervision in a pediatric physical dysfunction setting. (B.7.10)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Demonstrate appreciation for the child's perception of quality of life, sense of well-being, and meaningful occupation to promote health and prevention of injury and disease. (B.2.2, B.2.4, B.2.5, B.2.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the importance of context, environment, cultural diversity, and the family culture, when involving the child's family in treatment planning and implementation. (B.5.6, B.5.15-B.5.17)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate competent use of the language and domain of OT as it relates to the provision of services with developmental or pediatric physical dysfunction. (B.1.1, B.4.6, B.5.17, B.5.27)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate awareness of treatment precautions associated with medical and rehab conditions. (B.2.8)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
State the neurological, orthopedic, sensory and psychosocial conditions that may affect children with whom OTA's will work. (B.1.4, B.1.5, B.1.6, B.2.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the impact of culture, gender, race and age on selection of intervention techniques. (B.1.7, B.1.8, B.1.9, B.6.1, B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain the federal laws effecting practice in the schools with students with disabilities.(B.7.1, B.7.3, B.7.5, B.9.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
State the importance of accessing and using the professional literature for practice and the continued development of the profession. (B.8.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Plan treatment for children with neurological, orthopedic, sensory, and psychosocial conditions that will improve the child's ability to play, perform activities of daily living, and/or function in a school setting. (B.1.2, B.2.6, B.4.1, B.5.1-B.5.5, B.5.8-B.5.12, B.5.14, B.5.15, B.5.16, B.5.18, B.5.19, B.5.20, B.5.23, B.5.24, B.5.26)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain how to assist the consumer in gaining access to OT services in a pediatric physical dysfunction setting. (B.9.12)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the process of providing advocacy services for the benefit of the consumer and the profession. (B.9.12, B.9.13)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Generate documentation of OT services to ensure accountability of service provision, meeting standards for reimbursement in pediatric settings and various reimbursement agencies, and which effectively communicates the rationale for OT services. (B.4.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

III. OUTLINE OF TOPICS

- A. Introduction to Pediatric OT for the OTA
- B. Foundations of Pediatric Occupational Therapy
- C. Overview of Occupational Therapy Theories, Models, and Frames of Reference

- D. Collaborative Models of Treatment
- E. Legal Mandates
- F. Childhood Occupations
- G. An Overview of Early Development
- H. An Overview of Developmental Assessments
- I. Diagnoses Commonly Associated With Childhood
- J. Interacting With Families and the Family Culture
- K. Positioning in Pediatrics: Making the Right Choices
- L. Introduction to Sensory Integration
- M. Oral Motor Skills and Feeding
- N. Self-Care
- O. Visual Perceptual Dysfunction and Low Vision Rehabilitation
- P. Hand Development
- Q. Handwriting
- R. Early Intervention
- S. Preschool and School-Based Therapy
- T. Pediatric Service Delivery in Hospitals, Outpatient Clinics, Home Health, Hospice, and Private Clinical Practice
- U. Pediatric Psychosocial Therapy
- V. An Overview of Assistive Technology
- W. Orthotics
- X. Documentation

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts

- D. Classroom activities
- E. Participation in active learning by computer programs, games, and internet-based activities.
- F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOKS

Wagenfeld, A., & Kaldenberg, J. (2005). *Foundations of pediatric practice for the occupational therapy assistant*. Thorofare, NJ: Slack Inc.

VI. REQUIRED MATERIALS

- A. Course homepage available through Blackboard/WebCT or Luminis Platform
- B. A computer with internet access (available through the Jefferson College Labs)
- C. Paper, notebooks, pens, pencils with erasers

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
 - 1. Books
 - a. Borcharding, S., & Morreale, M. (2006). *The OTA's guide to writing SOAP notes* (2nd ed.). Thorofare, NJ: Slack Inc.
 - b. Sladyk, K., & Ryan, S. E. (2005). *Ryan's occupational therapy assistant: Principles, practice issues, and techniques* (4th ed.). Thorofare, NJ: Slack Inc.
 - 2. Periodicals
 - 3. Videos
- C. Current internet resources
 - 1. On-line reference materials
 - 2. Textbook companion web-site
 - 3. American Occupational Therapy Association (AOTA) web-site

VIII. METHOD OF EVALUATION (basis for determining course grade)

- A. Written Projects or Papers will equal 20% of total course grade. Consisting of 1-5 assignments focused on application of occupational therapy theory and principles.
- B. Summative Written Examinations – 3-5 examinations worth up to 60%.
- C. Attendance/Participation grade will equal 10% of total course grade.

D. Additional Credit – Additional activities, community service, or exemplary professional behaviors as assessed by a professional behaviors checklist will equal 10% of total course grade.

E. Grading Scale:

A = 93-100%

B = 84-92.9%

C = 76-83.9%

D = 66-75.9%

F = 0-65.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services located in the library. (Phone: 636-797-3000, ext. 169.)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Occupational Therapy Assistant Program and will be referred to the college for disciplinary action. (See College website, <http://www.jeffco.edu>).

XI. OUTSIDE OF CLASS ACADEMICALLY-RELATED ACTIVITIES

The US Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically-related activities such as reading, studying, and completing assignments. Specifically, time spent on academically-related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.