

JEFFERSON COLLEGE

COURSE SYLLABUS

OTA211

PEDIATRIC PERFORMANCE SKILLS

2 Credit Hours

Prepared by:

Lisa Martin MS, OTR/L

Occupational Therapy Assistant Program Director

Created on Date: 6-1-11

Elizabeth Check, Dean, Career and Technical Education

Mary Beth Ottinger, Division Chair

OTA211 Pediatric Performance Skills

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: OTA210 Pediatric Occupational Therapy, OTA160 Level I Fieldwork B
- B. Credit hour award – 2
- C. Description - Pediatric Performance Skills provides hands-on laboratory experience, with emphasis on current models of practice in Pediatrics, as well as play and leisure activities. The following topics will be addressed: Introduction to therapeutic media used in OT practice; acquisition of basic skills for activity analysis, problem-solving, adaptive activities, strategies, and techniques that use purposeful activities and occupation to enhance role function; introduction to standardized and non-standardized evaluations in pediatric OT; and development of basic skills that focus on grading and adapting purposeful activities and use of groups for therapeutic interventions. Laboratory experiences are arranged at an on-site daycare center for typically developing and special needs children. (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
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
Discuss the role and function of the Certified Occupational Therapy Assistant in assessing and treating persons with developmental disabilities. (B.2.6, B.4.1, B.4.2, B.4.3, B.4.4, B.5.1, B.5.21, B.5.22, B.5.23, B.5.24, B.5.26, B.6.1-B.7.2, B.9.8)	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.2.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Select and administer standardized evaluations appropriate to the role of the OTA. (B.4.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe and recommend appropriate assistive technology that will facilitate a child's ability to play, learn, and carry out activities of daily living. (B.2.10, B.5.9, B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Plan and implement 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.2.6, B.4.1, B.5.1-B.5.6, B.5.8, B.5.9-B.5.12, B.5.14-B.5.16, B.5.18-B.5.20, B.5.23, B.5.24, B.5.26)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the importance of 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
Identify and adapt purposeful activities that are age appropriate, client-centered, activity-based, and research-based. (B.5.1-B.5.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Appraise and re-assess the effects of OT intervention and the need for continued and/or modified interventions. (B.5.18, B.5.22-B.5.23)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate the ability to report functional data gathered from ongoing patient evaluation, via oral and written documentation. (B.1.1, B.4.6, B.5.17, B.5.27)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate use of the teaching-learning process, to demonstrate adaptive equipment for positioning a child with a disability to improve functional performance. (B.2.10, B.4.1, B.4.3, B.5.8, B.5.9, B.5.16, B.5.18, B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Illustrate documentation of OT services to ensure accountability of service provision and to meet standards for reimbursement of service. Documentation shall effectively communicate the need and rationale for OT services. (B.4.6, B.5.27)	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.5.7, B.5.14-B.5.17, B.9.12)	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
Demonstrate facilitation discharge planning based on the needs of the client/family/significant others, including community, human, and fiscal resources, recommendations for environmental adaptations, and home programming. (B.5.24, B.5.26)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Discuss and recommend the need for termination of OT services when stated outcomes have been achieved. (B.5.25-B.5.26)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
--	---

III. OUTLINE OF TOPICS

- A. Scope of Practice
 - 1. Occupational Therapy Practice Framework in Pediatric Occupational Therapy
 - 2. The Occupational Therapy Process in Pediatrics

- B. Family Systems
 - 1. Current Issues Affecting Occupational Therapy Practitioners and Families
 - 2. Family Systems Theory
 - 3. Family Adaptation
 - 4. Essential Skills for Successful Interventions with Families

- C. Educational System
 - 1. Practice Settings
 - 2. Federal Laws
 - 3. Rights of Parents and Children
 - 4. Identification and Referral
 - 5. Evaluation
 - 6. Eligibility
 - 7. Individual Educational Programs
 - 8. Transitions
 - 9. Roles of the Occupational Therapist and the Occupational Therapy Assistant
 - 10. Clinical Models Versus Educational Models
 - 11. Discontinuing Therapy Services

- D. The Occupational Therapy Process
 - 1. Referral, Screening, and Evaluation
 - 2. Intervention Planning, Goal Setting, and Treatment Implementation
 - 3. Therapeutic Use of Self
 - 4. Re-evaluation and Discharge Planning
 - 5. Documentation
 - 6. Occupation-Centered Top-Down Approach

- E. Development of Occupations
 - 1. Activities of Daily Living
 - 2. Instrumental Activities of Daily Living
 - 3. Education
 - 4. Work/Vocational Activities
 - 5. Play/Leisure Activities
 - 6. Social Participation

- F. Development of Occupational Performance Skills
 - 1. Infancy
 - 2. Early Childhood

3. Middle Childhood
 4. Adolescence
- G. Adolescent Development: Becoming an Adult
1. Stages of Adolescent Development
 2. Physical Development and Puberty
 3. Cognitive Development
 4. Psychosocial Development
 5. Occupational Performance in Adolescence
 6. Context of Adolescent Development
 7. Navigating Adolescence with a Disability
 8. Occupational Therapy Practitioner's Role and Responsibilities
- H. Anatomy and Physiology for the Pediatric Practitioner
1. Terminology, Planes, and Axes
 2. Skeletal System
 3. Muscular System
 4. Cardiovascular System
 5. Respiratory System
 6. Nervous System
 7. Digestive System
 8. Urinary System
 9. Immune System
 10. Relationship Among Body Structures and Functions and Occupational Performance
- I. Pediatric Health Conditions
1. Orthopedic Conditions
 2. Genetic Disorders
 3. Neurologic Disorders
 4. Developmental Disorders
 5. Cardiopulmonary System
 6. Sensory System Conditions
 7. Other Pediatric Health Conditions
 8. Neoplastic Disorders
 9. Immunologic Conditions
 10. Environmentally Induced and Acquired Conditions
- J. Childhood and Adolescent Psychosocial and Mental Health Disorders
1. Disruptive Behavior Disorders
 2. Learning Disorders
 3. Anxiety Disorders
 4. Mood Disorders
 5. Schizophrenia
 6. Eating Disorders
 7. Substance-related Disorders
 8. Data Gathering and Evaluation
 9. Intervention
 10. Therapeutic Use of Self

- K. Childhood and Adolescent Obesity
 - 1. Biological, Physical, Psychological, and Social Factors Associated with Obesity
 - 2. Psychological Consequences of Childhood and Adolescent Obesity
 - 3. Occupational Therapy Interventions
 - 4. Therapeutic Approaches
 - 5. Programs: Group and Community Interventions

- L. Intellectual Disabilities
 - 1. Measurement and Classification
 - 2. Etiology and Incidence
 - 3. Performance in Occupations
 - 4. Client Factors: Functional Implications and Occupational Therapy Interventions
 - 5. Roles of the Occupational Therapist and the Occupational Therapy Assistant

- M. Cerebral Palsy
 - 1. Progression of Atypical Movements
 - 2. Primary and Secondary Impairments
 - 3. Frequency and Causes
 - 4. Posture, Postural Control, and Movement
 - 5. Righting, Equilibrium, and Protective Reactions
 - 6. Postural Development and Motor Control
 - 7. Classification and Distribution
 - 8. Functional Implications and Associated Problems

- N. Positioning and Handling
 - 1. Typical Motor Development
 - 2. General Considerations
 - 3. Positioning as a Therapeutic Tool
 - 4. Mobility
 - 5. Therapeutic Positioning
 - 6. Motor learning, CO-OP

- O. Activities of Daily Living (ADLs)
 - 1. Pediatric Occupational Therapy and ADLs
 - 2. A Developmental Perspective
 - 3. Co-occupation
 - 4. Evaluation to Intervention
 - 5. Intervention Strategies for the Pediatric Occupational Therapy Practitioner

- P. Instrumental Activities of Daily Living
 - 1. Cognitive and Executive Functioning
 - 2. Communication
 - 3. Community Mobility
 - 4. Financial Management, Shopping, and Care of Pets
 - 5. Home Establishment and Maintenance
 - 6. Meal Preparation and Clean-up
 - 7. Safety Procedures and Emergency Responses

- Q. Play and Playfulness
 - 1. Nature of Play and Playfulness
 - 2. Play of Children with Disabilities
 - 3. Considerations for Play
 - 4. Relevance of Play
 - 5. Role of the Occupational Therapist and the Occupational Therapy Assistant During Play Assessment
 - 6. Techniques to Promote Play and Playfulness

- R. Functional Tasks at School: Handwriting
 - 1. Evaluation and Assessment of Handwriting Skills
 - 2. Classroom Observation
 - 3. Developmental Sequence
 - 4. Intervention Using a Developmental Frame of Reference
 - 5. Motor Skills and Intervention
 - 6. Intervention Using a Biomechanical Frame of Reference
 - 7. Sensory Processing and Intervention
 - 8. Intervention Using a Sensory Approach
 - 9. Compensatory Strategies
 - 10. Role of the Occupational Therapy Assistant

- S. Therapeutic Media: Activity with Purpose
 - 1. Background and Rationale of Therapeutic Media
 - 2. Selection of Therapeutic Media
 - 3. Role of the Occupational Therapy Assistant and Occupational Therapist in Selecting Therapeutic Media
 - 4. Use of Therapeutic Media
 - 5. Activities

- T. Motor Control: Fine Motor Skills
 - 1. Foundations of Fine Motor Skill Development
 - 2. Development of Object Manipulation
 - 3. Developmental Progression for Object Manipulation
 - 4. Development of Implement Usage Skills
 - 5. Developmental Progression of Implement Use
 - 6. Important Motor Learning Concepts

- U. Sensory Processing/Integration and Occupation
 - 1. Screening and Assessment of Sensory Processing
 - 2. Sensory Modulation Disorder
 - 3. Sensory-Based Movement Disorder
 - 4. Intervention
 - 5. Promoting Different Levels of Sensory Processing

- V. The Interaction Between Client and Environmental Factors During Participation

- W. Assistive Technology
 - 1. Role of the Occupational Therapy Assistant
 - 2. Assistive Technology for Pediatrics
 - 3. Funding for Assistive Technology
- X. Orthoses and Orthotic Fabrication
 - 1. General Considerations
 - 2. Considerations for Providing Orthoses to Children and Adolescents
- Y. Animal-Assisted Services - Incorporating Animals into Pediatric Occupational Therapy Practice

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Classroom activities
- E. Participation in games, offsite activities, service learning, and Internet
- F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOKS

Solomon, J., & O'Brien, J. (2011). *Pediatric skills for occupational therapy assistants* (3rd ed.). St. Louis, MO: Mosby-Elsevier.

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. Law, M., & MacDermid, J. (Eds.). (2008). *Evidenced based rehabilitation, a guide to practice* (2nd ed.). Thorofare, NJ: Slack Inc.
 - c. 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.