

Header

Pediatric/Adolescence Lecture

OTA1280 301

Instructor Information

Phone:

Email:

Office Location:

Office Hours

Best Time to Contact:

Course Description

Students will study normal human development and common disabilities related to childhood from birth through adolescence. Occupational Therapy (OT) domain and process will include theories for intervention and practice evidence.

Prereq: Complete all first semester courses

Coreq: OTA 1290

Semester: Spring

Students will study normal human development and common disabilities related to childhood from birth through adolescence. OT domain and process will include theories for intervention and practice evidence.

Course Student Learning Outcomes

- Identify major components of normal for fine motor, gross motor, visual perceptual, auditory perceptual, visual motor, sensory, psychosocial, cognitive, emotional, and play development.
- Name and explain the sequential stages of normal motor planning or praxis development.
- Recognize newborn and baby reflexes with their presence in persons with neuromotor disabilities.
- Describe variations and types of muscle tone.
- Recognize models of service delivery especially educational vs. medical models in pediatric OT with priorities for types of intervention with the necessity to prioritize interventions based on workloads and schedules.
- Identify popular models of practice used to implement treatment in the pediatric population including but not limited to sensory integration and neurodevelopmental treatment.
- Identify public laws that mandate the practice of OT in pediatrics and understand the responsibility of the OT practitioner to practice and advise accordingly.
- Identify the etiology, symptoms and conditions of common congenital diseases/disabilities which should include but not limited to mental retardation, visual and auditory sensory impairments, learning disabilities, spina bifida, cerebral palsy, muscular dystrophy, etc. that may alter occupational performance.
- Identify etiology, symptoms and conditions of common acquired disabilities which may include but not limited to spinal cord injury, traumatic brain injury/drug induced conditions that may alter occupational performance.
- Transfer knowledge of occupational therapy domain & process with competency in written quizzes, exams, assignments, and informal class time verbal responses.
- Correctly identify self as an occupational therapy student and future occupational therapy assistant vs. occupational therapist.
- Select tests and measurements used to assess various ages and diagnoses of pediatric clientele.

- Reference development skill sets with chronological age averages to understand the sequence of development.
- Demonstrate professional behaviors in class as outlined in the Code of Ethics section of the Student Handbook and maintain attendance and participation standards.
- Demonstrate the knowledge and judgment of when and how to refer to specialists, other educational/medical personnel and/or community programs.
- Demonstrate the knowledge and judgment of when to request additional supervision of pediatric supervision from an occupational therapist.
- Identify treatment interventions, positioning, and compensatory strategies and techniques to improve oral motor functioning and feeding.
- Describe safe and unsafe situations in OT pediatric contexts.
- Describe how occupational performance is affected by psychosocial family dynamics and OT treatment intervention.
- Recognize criteria for whether tests and measures are standardized or non-standardized.
- Identify specialists and other educational/medical personnel that work with the pediatric population alongside occupational therapy and understand the referral process, collaborative interventions, and consultative opportunities.
- Demonstrate an understanding of how environmental influences such as sociocultural, socioeconomic, diversity, involvement in volunteerism, lifestyle choices of family's impact occupational performance in the pediatric population.
- Recognize the role and education of various medical personnel who may be involved with pediatric patients.
- Utilize data bases or websites to obtain statistics, data, and other information about associations, companies, special interest groups, and/or theories/frames of references that would benefit an occupational therapy practitioner working with a pediatric population.

College Wide Student Learning Outcomes

- SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses. Students will complete and demonstrate competency in the following:
- Acquiring substantive knowledge in Occupational Therapy Identify major components of normal fine motor, gross motor, visual perceptual, auditory perceptual, visual motor, sensory, psychosocial, cognitive, emotional, and play development. Name and explain the sequential stages of normal motor planning or praxis development. Recognize newborn and baby reflexes with their presence in persons with neuromotor disabilities. Sequence oral motor development and stages of this development seen in children with neuromotor disabilities. Describe variations and types of muscle tone. Recognize models of service delivery especially educational vs. medical models in pediatric OT with priorities for types of intervention with the necessity to prioritize interventions based on workloads and schedules. Identify popular models of practice used to implement treatment in the pediatric population including but not limited to sensory integration and neurodevelopmental treatment. Identify public laws that mandate the practice of OT in pediatrics and understand the responsibility of the OT practitioner to practice and advise accordingly. Identify the etiology, symptoms and conditions of common congenital diseases/disabilities which should include but not limited to intellectual disabilities, visual and auditory sensory impairments, learning disabilities, spina bifida, cerebral palsy, muscular dystrophy, etc. that may alter occupational performance. Identify etiology, symptoms and conditions of common acquired disabilities which may include but not limited to spinal cord injury, traumatic brain injury/drug induced conditions that may alter occupational performance. Assessment of skill: Quizzes and exams ACOTE Standards: B.1.1, B.2.1, B.3.5, B.5.1, B.5.3, B.5.4, B.7.5, B.5.8
- Communicating effectively Transfer knowledge of occupational therapy domain & process with competency in written quizzes, exams, assignments, and informal class time verbal responses. Correctly identify self as an occupational therapy student and future occupational therapy assistant vs. occupational therapist. Assessment of skill: Classroom discussion/lecture, all assignments, exams, quizzes, professionalism points ACOTE Standards: B.3.2, B.4.2

- Developing quantitative literacies Select tests and measurements used to assess various ages and diagnoses of pediatric clientele. Reference development skill sets with chronological age averages to understand the sequence of development. Assessment of skill: Quizzes and exams ACOTE Standards: B.4.4, B.4.6, B.4.24
- Developing civic literacy and the capacity to be community-engaged learners Identify specialists and other educational/medical personnel that work with the pediatric population alongside occupational therapy and understand the referral process, collaborative interventions, and consultative opportunities. Demonstrate an understanding of how environmental influences such as sociocultural, socioeconomic, diversity, involvement in volunteerism, lifestyle choices of family's impact occupational performance in the pediatric population. Assessment of skill: Assignments, lectures, quizzes and exams ACOTE Standards: B.1.2, B.1.3, B.4.19, B.4.22, B.4.23, B.4.25, B.4.26
- Thinking critically and expressing themselves creatively Demonstrate professional behaviors in class as outlined by the Student Handbook OTA Program Code of Ethics and maintain attendance and participation standards. Demonstrate the knowledge and judgment of when and how to refer to specialists, other educational/medical personnel and/or community programs. Demonstrate the knowledge and judgment of when to request additional supervision from an occupational therapist. Identify treatment interventions, positioning, and compensatory strategies and techniques to improve oral motor functioning and feeding. Describe safe and unsafe situations in OT pediatric contexts. Describe how occupational performance is affected by psychosocial family dynamics and OT treatment intervention. Recognize criteria for whether tests and measures are standardized or non-standardized. Assessment of skill: Quizzes, exams ACOTE Standards: B.3.4, B.3.7, B.4.4, B.4.16, B.4.26, B.4.27, B.5.1, B.5.8, B.7.1, B.7.4
- Develop the knowledge and skills to work with others in a professional and constructive manner Recognize the role and education of various medical personnel who may be involved with pediatric patients. Assessment of skill: Exams ACOTE Standard: B.4.25

- Develop computer and information literacy Utilize databases or websites to obtain statistics, data, and other information about associations, companies, special interest groups, and/or theories/frames of references that would benefit an occupational therapy practitioner working with a pediatric population. Assessment of skill: Assignments ACOTE Standard: B.6.1

Course Prerequisites

Completion of previous semester coursework.

Transfer/Certification/Licensure/Employment Information

N/A

Course Content Warnings/Trigger Warnings

N/A

Keys for Success (how to succeed in the course)

Discipline Yourself: Discipline yourself to study everyday at least two hours or until you understand your assignment. Study to know and to understand, not merely to get a particular grade.

Manage Your Time: Manage your time well, so that you allow time for your personal responsibilities and time to study. Remember procrastination is a subtle thief that will steal your academic success.

Ask for Help: If you are not keeping up in class, do all that you can do to help yourself to improve your academic performance. (For example: increase your study time, form a study group, study with a partner, and use all support services available to you at SLCC.) Making an appointment with one of your instructors to talk about concerns or difficulties is always an option! We are here to help!

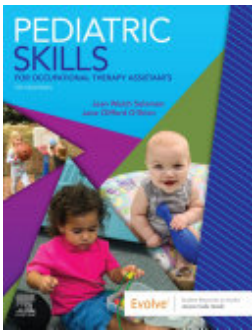
Be Present and Prompt: Avoid being absent or tardy.

Self care: Be sure to make some time to do something you enjoy!

Use Support Services: Find out about SLCC's support services and use them. (i.e., Student Care Team, and other student support resources available).

Stay Focused: Focus on your academic goals. As far as possible, eliminate negative influences and distractions that may prevent you from reaching your goal.

Required Text or Materials



**Title: Pediatric Skills for Occupational Therapy Assistants
E-Book**

ISBN: 9780323597135

Authors: Jean W. Solomon/O'Brien

Publisher: Elsevier Health Sciences

Publication Date: 2021

Edition: 5th

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
	Common Pediatric Conditions	Discussion	0
	Extra Credit:	Assignment	0
	Professional Participation Points	Assignment	42
2/4	Infant Reflex Quiz	Quiz	50
2/18	Typcial Development Quiz	Quiz	50

Due Date	Assignment Name	Assignment Type	Points
2/26	Common Pediatric Conditions Presentation	Assignment	50
3/17	Exam 1	Quiz	100
3/18	ADL's Case Study	Discussion	5
3/18	ADL's, Sleep & Rest	Discussion	5
4/8	Feeding and Oral Motor Quiz	Quiz	50
4/15	Exam 1 redo	Assignment	0
4/15	Reflex Quiz redo	Assignment	0
4/15	Typical Development Quiz redo	Assignment	0
4/21	Exam 2	Quiz	100
4/23	Medbridge Course Assignment	Assignment	30
5/2	Final Exam- Requires Respondus LockDown Browser	Quiz	150

Brief Description of Assignments/Exams

See canvas course for assignment descriptions. Assignments, objectives, due dates and point values are subject to change per instructor. Changes will be noted in the Announcement area of Canvas course site and/or stated in class. It is the student's responsibility to check the site frequently for updates.

Grading Scale

95-100% A

90-94% A-

87-89% B+

83-86% B

80-82% B-

78-79% C+

75-77% C

71-74% C- Course retake required for C- and below

67-70% D+

64-66% D

60-63% D-

0-59% E

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following

link: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)