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Peds/Adolescence Supr Instr

OTA1290 301

Instructor Information

Phone:

Email:

Office Location:

Office Hours

Best Time to Contact:

Course Description

Students learn practical application and active learning in lecture content. This is a designated service-learning course.

Prerequisite: Complete all first semester courses

Corequisite: OTA 1280

Semester(s) taught: 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 standardized and non-standardized assessments used in the practice of pediatric occupational therapy.
- Identify assessments acceptable for administration by an occupational therapy assistant under the direction of the occupational therapist.
- Identify equipment used in pediatric OT by its correct name and demonstrate how to properly and safely use it for intervention for the pediatric client.
- Demonstrate an understanding of medical terminology used in pediatrics and display professional judgment in its usage in communication with varying professions and others.
- Demonstrate how to instruct clients, family, significant others, colleagues, other health professionals, and the public in implementation of therapeutic techniques & devices.
- Calculate and score assessments including raw scores, standard scores and t-scores along with chronological, developmental, and adjusted ages.
- Demonstrate proper and safe handling, lifting and transfers of children with spasticity and other varying disorders.
- Demonstrate how to position a client to effect positive therapeutic change, promote function, and reduce abnormal tone using various pieces of adaptive equipment and frames of reference such as NDT.
- Demonstrate techniques for therapeutic intervention, facilitation, and inhibition for improving oral motor, assistive, and self-feeding skills and articulate precautions to a real or simulated caregiver.
- Correctly choose adaptive equipment and assistive devices for various pediatric diagnostic populations.
- Apply the use of assistive devices in the areas of ADL, play, school, and leisure tasks.
- Design a sensory integrative treatment session using a proper sequence of activities, proper use and choice of therapeutic equipment/modalities and sound judgment as to safety.

- Perform cleanup, inventory, and expected clinic maintenance as part of pre-planning subsequent treatments and safety of the workplace.
- Identify and compile a list of community resources for advocacy for the pediatric population.
- Design interventions and implement with pediatric clients in the SLCC OTA clinic.
- Plan and lead an intervention for a child with a partner using gross motor, fine motor, and culturally appropriate sensory play tasks with adherence to the sequence of activity implementation and safety precautions in collaboration with an OT.
- Administer a screening assessment appropriate to the role of the occupational therapy assistant under the direction of the occupational therapist.
- Display professional judgment in the usage of people first and all communication with varying professionals and others.
- Access community contacts through web-based searches for medical suppliers, settings for pediatric occupational therapy, recreational opportunities for children with disabilities, and computer technology resource centers, etc.

College Wide Student Learning Outcomes

- SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:
- Acquiring substantive knowledge in occupational therapy Identify standardized and non-standardized assessments used in the practice pediatric occupational therapy. Identify assessments acceptable for administration by an occupational therapy assistant under the direction of the occupational therapist. Identify equipment used in pediatric occupational therapy by its correct name and demonstrate how to properly and safely use it for intervention with the pediatric client. Assessment of skill: Practicals, group presentations, clinic ACOTE Standards: B.4.4, B.4.24, B.3.7
- Communicating effectively Demonstrate an understanding of medical terminology used in pediatrics and display professional judgment in its usage in

communication with varying professionals and others. Demonstrate how to instruct clients, family, significant others, colleagues, other health professionals, and the public in implementation of therapeutic techniques & devices.

Assessment of skill: Practicals, clinic ACOTE Standards: B.4.1, B.4.3, B.4.10, B.4.11, B.4.21

- Thinking critically and express themselves creatively Demonstrate proper and safe handling, lifting and transfers of children with spasticity and other varying disorders. Demonstrate how to position a client to effect positive therapeutic change, promote function, and reduce abnormal tone using various pieces of adaptive equipment and frames of reference such as NDT. Demonstrate techniques for therapeutic intervention, facilitation, and inhibition for improving oral motor, assistive, and self-feeding skills and articulate precautions to a real or simulated caregiver. Correctly choose adaptive equipment and assistive devices for various pediatric diagnostic populations. Apply the use of assistive devices in the areas of ADL, play, school, and leisure tasks. Design a sensory integrative treatment session using a proper sequence of activities, proper use and choice of therapeutic equipment/modalities and sound judgment as to safety. Perform cleanup, inventory, and expected clinic maintenance as part of pre-planning subsequent treatments and safety of the workplace. Assessment of skill: Practicals, classroom discussion/demonstration, clinic ACOTE Standards: B.2.1, B.3.7, B.4.1, B.4.2, B.4.3, B.4.10, B.4.11, B.4.13, B.4.16
- Developing quantitative literacies Calculate and score assessments including raw scores, standard scores and t-scores along with chronological, developmental, and adjusted ages. Assessment of skill: Pediatric assessment class activities and presentations, clinic ACOTE Standard: B.4.4
- Developing civic literacy and the capacity to be community-engaged learners. Identify and compile a list of community resources for advocacy for the pediatric population Design interventions and implement with pediatric clients in the SLCC OTA clinic. Plan and lead an intervention for a child with a partner using gross motor, fine motor, and culturally appropriate sensory play tasks with adherence to the sequence of activity implementation and safety precautions in collaboration with an OT. Administer a screening assessment appropriate to the role of the

occupational therapy assistant under the direction of the occupational therapist. Assessment of skill: Assignments and clinic ACOTE Standards: B.1.3, B.2.1, B.3.5, B.3.7, B.4.1, B.4.2, B.4.3, B.4.4, B.4.6, B.4.10, B.4.18, B.4.21, B.4.28, B.4.29

- Develop the knowledge and skills to work with others in a professional and constructive manner Display professional judgment in the usage of people first and all communication with varying professionals and others. Assessment of skill: clinic, classroom discussions
- Develop computer and information literacy Access community contacts through web-based searches for medical suppliers, settings for pediatric occupational therapy, recreational opportunities for children with disabilities, and computer technology resource centers, etc. Assessment of skill: Community resource notebook ACOTE Standard: B.1.3

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!

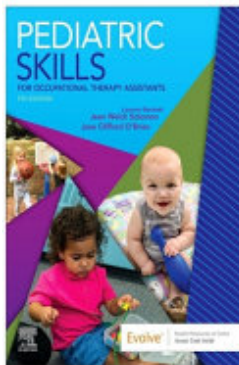
Be Present and Prompt: Avoid being absent or tardy.

Self care: Be sure to take 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

ISBN: 9780323597135

Authors: Solomon/O'Brien

Publisher: Independently Published

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
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Due Date	Assignment Name	Assignment Type	Points
	<u>Pediatric Telehealth & Onsite Clinic Participation</u>	Assignment	40
	<u>Professional Participation Points</u>	Assignment	42
2/28	<u>Pediatric Equipment/Assistive Device Practical</u>	Assignment	50
1/30	<u>Home Program: Gross Motor/Fine Motor</u>	Assignment	24
2/6	<u>Home Program: Handwriting & Scissor Skills</u>	Assignment	24
2/13	<u>Home Program: Sensory Integration</u>	Assignment	24
2/20	<u>Sensory Integration Practical</u>	Assignment	100
2/27	<u>Positioning/Handling Practical</u>	Assignment	50
3/19	<u>Home Program: ADL's</u>	Assignment	24
4/2	<u>Pediatric Assessment Assignment</u>	Assignment	25
4/13	<u>Community Resource Notebook</u>	Assignment	50
4/16	<u>Home Program: Strength/ROM</u>	Assignment	24

Due Date	Assignment Name	Assignment Type	Points
4/23	Demonstration / Home Program of Sensorimotor/Visual Motor Interventions	Assignment	44
4/23	ePortfolio Documentation of Community Engaged Learning	Assignment	10
4/23	Oral Motor/Feeding Practical	Assignment	50

Brief Description of Assignments/Exams

Assignment descriptions and instructions are posted in canvas. 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](#)