JEFFERSON COLLEGE
COURSE SYLLABUS

OTA210

PEDIATRIC OCCUPATIONAL THERAPY

3 Credit Hours

Prepared by:
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Created on Date: 6-1-11

Elizabeth Check, Dean, Career and Technical Education
Mary Beth Ottinger, Division Chair
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)

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of human development during the life span phase of infancy and childhood. (B.1.5)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>Identify and differentiate developmental milestones. (B.1.5)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>Demonstrate application of the PEOP model in the OT process relative to the pediatric population. (B.2.7, B.2.11, B.3.1)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>Describe the professional responsibility of the OTA for providing fieldwork education and supervision in a pediatric physical dysfunction setting. (B.7.10)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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</table>
### III. OUTLINE OF TOPICS

| A. Introduction to Pediatric OT for the OTA | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |
| B. Foundations of Pediatric Occupational Therapy | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |
| C. Overview of Occupational Therapy Theories, Models, and Frames of Reference | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |

### III. OUTLINE OF TOPICS

<table>
<thead>
<tr>
<th>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)</th>
<th>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</th>
</tr>
</thead>
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<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>Demonstrate awareness of treatment precautions associated with medical and rehab conditions. (B.2.8)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>State the importance of accessing and using the professional literature for practice and the continued development of the profession. (B.8.1)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>Explain how to assist the consumer in gaining access to OT services in a pediatric physical dysfunction setting. (B.9.12)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<tr>
<td>Describe the process of providing advocacy services for the benefit of the consumer and the profession. (B.9.12, B.9.13)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
<tr>
<td>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)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
</tr>
</tbody>
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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


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
   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/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84 )