



This course focuses on the study of human development from birth through senescence, including the acquisition of controlled movement patterns in infancy, general principles of stability, mobility, and equilibrium as they influence posture and movement, and the neurological processes involved in the acquisition of motor control and motor learning. Also discussed will be the outcomes of early nervous system injury/impairment and the quality of movement deficits throughout one's development. Upon completion of this course the OTA student will be expected to demonstrate an efficient understanding of the aforementioned typical and atypical patterns of development, including neuromotor organization and development and postural control, as well as the specific chronological development of fine motor, gross motor, visual-motor, sensory-motor, graphomotor, and oral-motor skills. A combination of instructional tools, group discussions, student presentations, reflection, and case studies will be used as teaching tools.

### **III. Statement of Course Need:**

- A. This course teaches the OTA student appropriate neuromotor and sensorimotor development throughout the lifecycle, from birth through senescence. It is essential that the OTA student have a firm understanding of typical and atypical development, as this lays the foundation for the ability to understand various diagnoses/clinical conditions, including the limitations/presentation of each, and makes it possible for the OTA student to develop clinical observation skills and perform activity analysis and synthesis (required later in the program). This course provides the OTA student with the solid knowledge base from which to build upon with their future learning opportunities. Students will be expected to utilize the information learned in this class throughout their future academic, fieldwork, and professional experiences.
- B. There is no lab in this course.
- C. This course is not designed for transfer.

### **IV. Place of Course in College Curriculum:**

- A. Free Elective
- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant.

### **V. Outline of Course Content**

- A. Normal/typical neuromotor and sensorimotor development throughout the lifespan
  1. Principles of motor development, motor control and learning.
  2. Development and integration of primitive reflexes, righting, and equilibrium reactions
  3. Development of postural control and proximal stability at the pelvic and shoulder girdles
  4. Development of midline/bilateral skills

5. Development of gross motor skills, including primitive and more refined locomotion
6. Development of fine motor skills, including the specific development of the hand
7. Development of visual-motor/perceptual skills
8. Development of graphomotor skills
9. Development of oculomotor skills
10. Development of oral-motor skills and feeding
11. Development of cognition and academic/school-readiness skills
12. Development of sensory systems (somatosensory, vestibular, proprioceptive, tactile, visual, auditory, olfactory)
13. Development of self-care/self-help skills
14. Development of social skills

B. Abnormal/atypical neuromotor and sensorimotor development

1. Association of clinical conditions with development/developmental milestones.
2. Impact of motor delay on all aspects of development.

C. Progression through the stages of the lifespan, including infant to toddler, toddler to child, child to adolescent, and adolescent to young adult, middle adult, and older adult

1. Emotional and psychosocial development at each stage
2. Key life issues and considerations at each stage
3. Main contexts and environments integral to each stage

D. Theories of development and developmental theorists, including but not limited to

1. Nature vs. Nurture
2. Continuous vs. Interval
3. Piaget vs. Erickson vs. Skinner

## VI. General Education and Course Learning Outcomes

### A. General Education Learning Outcomes:

**At the completion of the course, students will be able to:**

1. Analyze, synthesize or deconstruct, and interpret and evaluate information and concepts on the stages of human development across or within the OT discipline to solve problems. (GE-NJ 1, 3, 8, IL)\*
2. Identify, locate, evaluate, and use information on developmental stages effectively and responsibly to increase understanding of OT concepts.(GE-NJ 1, 3, 4, IL)\*
3. Use appropriate language, conventions, elocution, poise, organization, supporting evidence, and content to effectively communicate patterns of development through the spoken word for the purpose and audience as it pertains to occupational therapy. (GE-NJ 1)

4. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate patterns of development in writing for the purpose and audience as it pertains to occupational therapy. (GE-NJ 1)
5. Identify, locate, evaluate, and use information on human development effectively and responsibly to increase understanding of its relationship to occupational therapy. (GE- NJ 1, 3, 4, 5, IL)\*

\*embedded critical thinking

## **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences as it pertains to the stages of human development. (B 1.1)\*
2. Demonstrate knowledge and understanding of human development throughout the lifespan. (B 1.2)\*
3. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. (B 2.6)\*

\*represents ACOTE Standards required for accreditation

## **C. Assessment Instruments**

1. Demonstrations
2. Essays & papers
3. Journals
4. Tests & Quizzes
5. Presentations
6. Discussion
7. Case studies
8. Class participation
9. Online Forums
10. Assigned readings
11. Observational opportunities

## **VII. Grade Determinants**

- A. Essays & papers
- B. Journals
- C. Tests & Quizzes
- D. Presentations

- E. Class participation
- F. Professional conduct
- G. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the courses.

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Student oral presentations
- E. Student collaboration
- F. Independent study
- G. Case studies
- H. Audiovisual (DVD's, YouTube)
- I. Online Forum assignments
- J. Assigned readings
- K. Observational opportunities

### **VIII. Texts and Materials**

- A. Required textbooks

Occupational Therapy Practice Framework: Domain and Process 3<sup>rd</sup> Edition  
 American Occupational Therapy Association  
 ISBN-13: 978-1569003619  
 ISBN-10: 1569003610  
 American Occupational Therapy Association AOTA Press

Human Development and Performance Throughout the Lifespan  
 Anne Cronin, Mary Beth Mandich  
 2nd Edition  
 ISBN-13: 978-1133951193  
 ISBN-10: 1133951198

- B. Supplemental textbooks

Pediatric Skills for Occupational Therapy Assistants, 4th Edition  
 Jean Solomon, MHS, OTR/L, Jane Clifford O'Brien, PhD, OTR/L  
 ISBN- 9780323169349

Foundations of Pediatric Practice for the Occupational Therapy Assistant / Edition  
Amy Wagenfeld  
ISBN-10: 1556426291  
ISBN-13: 9781556426292

Working with Children and Adolescents  
Janet DeLany, Margaret Pendzick  
ISBN- 0131719173

Activity Analysis, Creativity and Playfulness in Pediatric Occupational Therapy:  
Making Play Just Right  
Heather Miller Kuhaneck, Susan Spitzer  
ISBN-13: 9780763756062

Case Studies through the Health Care Continuum: A Workbook for the  
Occupational Therapy Student 2<sup>nd</sup> Edition  
Patricia Halloran, MBA, MA, OTR/L, Nancy Lowenstein MS, OTR, BCPR  
ISBN-13: 978-1617118333  
ISBN-10: 1617118338

Kids can be kids: A childhood occupations approach.  
Lane, S.J., & Bundy, A.C. (Eds.). (2012).  
ISBN: 978-0-8036-1228-0

\*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

## **IX. Resources**

- A. Library
- B. Computer/computer lab