

This course focuses on the study of pediatric and adolescent occupational therapy. Interventional approaches, strategies, and techniques for treating a wide variety of clients with a multitude of diagnoses and conditions will be studied in depth. Also addressed will be the ability to include analysis and synthesis of underlying performance skills and patterns, contexts and environments, activity demands, and client factors as they contribute to occupational performance and selection of intervention within occupational therapy service delivery process. Upon completion of this course it is expected that the OTA student will be able to guide their intervention, from the initial session up until client discharge, with appropriate treatment, using relevant and current research and trends, and applying information learned in their other coursework to their treatment plans. A combination of instructional tools, group discussions, student presentations, simulation, practice/repetition, reflection, and case studies will be used as teaching tools.

III. Statement of Course Need:

- A.** The lecture portion of Pediatric/Adolescent OTA is a central course in the OTA program. This course will lay the foundation for the OTA student's ability to work with, and provide direct patient/client care, to the pediatric and adolescent population. OTA's are specifically responsible for direct patient care, and this course will lay the foundation for the OTA's ability to do so by providing students with a firm grasp of appropriate and relevant care, beginning with theories and frames of reference, and transitioning into treatment techniques, concepts, and approaches. Students will be expected to utilize the information learned in this class in their future academic, fieldwork, and professional experiences.
- B.** The laboratory portion of Pediatric/Adolescent OTA is dually vital, as it will allow the student to transfer information learned in lecture into direct practical and tangible hands-on intervention. The skill set of the professional OTA is dependent on his/her ability to treat a wide variety of patients/clients from a variety of settings safely and efficiently.
- 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

Lecture

- A. The role of OT in pediatric rehabilitation

- B. The role of the OTA vs. the OTR in pediatric rehabilitation
- C. The types of OT interventions in pediatrics (i.e. individual, group, consultative)
- D. Typical occupations of the pediatric population (ADL's, IADL's, education, play, social)
- E. Client and family factors, contexts, and performance patterns to be considered in the pediatric population (values, beliefs, habits, culture)
- F. Treatment settings for the pediatric OTA
- G. Insurance and forms of Documentation used in pediatrics
- H. Collaboration with other therapies and disciplines in pediatrics
- I. Frames of Reference used in pediatrics
- J. Professional conduct when dealing with the pediatric population
- K. Legislature relevant to Pediatrics – ADA, IDEA, HIPPA
- L. Critical and analytical thinking in pediatrics

Lab

- A. The OT evaluation, interview, and intervention process in pediatrics
- B. Assessment, understanding, relevance, and treatment of body functions, body structures, and performance skills (cognitive/mental, motor, sensory, neuromuscular) including:
 - 1. Reflexes, righting reactions, equilibrium reactions
 - 2. Muscle tone and strength
 - 3. Midline/bilateral skills.
 - 4. Motor planning, muscle memory, and motor learning.
 - 5. Postural control.
 - 6. Proximal and distal skills.
 - 7. Sensory systems/skills.
 - 8. Fine motor, gross motor, visual-motor/perceptual, oculomotor, graphomotor, self-help, and oral-motor/feeding skills.
- C. Technology, assistive technology, and equipment used in pediatrics
- D. Alternative programs and certifications used in pediatrics
- E. Developmental milestones and sequences

- F. Activity and environmental upgrading/downgrading, modifying, and adapting
- G. Critical thinking and analysis for activity, toy, and game selection
- H. Standardized assessments used in pediatrics

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 information and ideas on interventional approaches, strategies and techniques carefully and logically from multiple perspectives to develop reasoned solutions utilizing occupational therapy (OT) treatment of pediatric and adolescent clients with a wide variety of diagnosis and conditions. (GE-NJ 1, 3, 8, ER, IL)*
2. B. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to the OT practitioner. (GE-NJ 3)*
3. Obtain basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry through laboratory, activity, and/or field-based study to facilitate understanding of OT performance skills and patterns. (GEN- NJ 1, 3, 4)
4. Identify, locate, evaluate, and use information on occupational therapy interventional approaches, strategies and techniques pertaining to the pediatric/adolescent client effectively and responsibly to increase understanding of how to treat the client. (GE- NJ 1, 3, 4, 8, ER, IL)*
5. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate occupational therapy interventional approaches, strategies and techniques in writing for the purpose and audience. (GE-NJ 1, 2, 4, IL)*

*embedded critical thinking

B. Course Learning Outcomes:

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

Lecture:

1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences as they examine various clinical conditions that effect function. (B 1.1)*
2. Demonstrate knowledge and understanding of human development throughout the lifespan, but focused on infants, children, adolescents. (B 1.2)*

3. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients. (B 2.4)*
4. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g. cultural, personal, temporal, virtual) and environment.(B 2.9)*
5. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed.(B 2.10)*
6. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g. cultural, personal, temporal, virtual) and environment. (B 2.9)*
7. Describe basic features of the theories that underlie the practice of occupational therapy. (B 3.1)*

Lab course learning outcomes:

1. Demonstrate an understanding of the use of technology to support performance, participation, health, and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. (B 1.8)*
2. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. (B 2.11)*
3. Identify interventions consistent with models of occupational performance. (B 2.11)*
4. Describe basic features of models of practice and frames of reference that are used in occupational therapy. (B 3.2)*
5. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment. (B 4.2)*
6. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. (B 4.10)*
7. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: (B 5.1)*
 - a. The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - b. Client factors, including values, beliefs, spirituality, body functions (e.g. neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and

- body structures (e.g. cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- c. Performance patterns (e.g. habits, routines, rituals, roles).
 - d. Context (e.g. cultural, personal, temporal, virtual) and environment (e.g. physical, social).
 - e. Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
8. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADL's, IADL's, education, work, play, rest, sleep, leisure, and social participation. (B 5.2)*
 9. Provide therapeutic use of occupation, exercises, and activities (e.g. occupation-based intervention, purposeful activity, preparatory methods). (B 5.3)*
 10. Adapt environments (e.g. home, work, school, community) and processes, including the application of ergonomic principles. (B 5.9)*
 11. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g. electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (B 5.10)*
 12. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices. (B 5.11)*
 13. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. (B 5.12)
 14. Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors. (B 5.14)*
 15. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods. (B 5.19)*
 16. Effectively interact through written, oral, and nonverbal communication with the client, family, and significant others, colleagues, other health providers, and the public in a professionally acceptable manner (5.20)*
 17. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g. electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (B 5.10)*
 18. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the socio-cultural context. (B 5.23)*

*represents ACOTE Standards required for accreditation

C. Assessment Instruments

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

VII. Grade Determinants

- A. Laboratory projects
- B. Essays & papers
- C. Journals
- D. Tests & Quizzes
- E. Presentations
- F. Class participation
- 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 course:

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Laboratory
- E. Student oral presentations
- F. Simulation/repetition
- G. Student collaboration
- H. Independent study
- I. Case studies
- J. Audiovisual (DVD's, YouTube)
- K. WebStudy
- L. Online Forums
- M. Assigned readings

N. Observational opportunities

VIII. Texts and Materials

A. Required textbooks

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

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

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

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

B. Supplemental textbooks

Occupational Therapy for Children and Adolescents: Edition 7
 Jane Case-Smith, Jane Clifford O'Brien
 ISBN-13: 9780323169257

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

The Thinker's Guide to Clinical Reasoning 1st Edition
Linda Elder, David Hawkins, Richard Paul
ISBN-13: 978-0944583425
ISBN-10: 0944583423

*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