

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**OTAH 121 – PEDIATRIC/ADOLESCENT FIELDWORK I**

**I. Basic Course Information**

A. Course Number and Title: OTAH 121 - Pediatrics/Adolescent Fieldwork I

B. New or Modified Course: New

C. Date of Proposal: Semester: Spring      Year: 2017

**D. Effective Term: Fall 2017**

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 1

G. Weekly Contact Hours:    Field Experience – Total minimum of 45 hours required

H. Prerequisites:                    OTAH 101 - Introduction to OT  
   OTAH 102 - OTA Stages of Human Development

Co-requisites:                    BIOL 125 – Human Anatomy & Physiology II  
   OTAH 120 - Pediatric/Adolescent OTA  
   OTAH 122- Pediatric/Adolescent Clinical Conditions for  
   the OTA

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair at time of approval: Beryl Stetson, [Beryl.Stetson@raritanval.edu](mailto:Beryl.Stetson@raritanval.edu). 908-526-1200 x.8208

**II. Catalog Description:**

**Prerequisites:**                    OTAH 101 - Introduction to OT  
   OTAH 102 - OTA Stages of Human Development

**Co-requisites:**                    BIOL 125 – Human Anatomy & Physiology II  
   OTAH 120 - Pediatric/Adolescent OTA  
   OTAH 122- Pediatric/Adolescent Clinical Conditions for  
   the OTA

This course provides introductory-level clinical training opportunities. Emphasis is on observational and basic interactional skills in a setting with a culturally diverse pediatric

and adolescent client population. Upon completion of this course it is expected that the OTA student will be able to use observational and interactional skills to relate effectively with clients under the guidance and direction of fieldwork supervisors.

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

- A. This course provides the OTA student with the opportunity to transfer skills learned in Pediatric/Adolescent OTA to real life situations and scenarios. Pediatrics/Adolescent Fieldwork I also provides the OTA student with the opportunity to begin to develop and harness essential observational skills and interactional skills of this population that are vital for health care practitioners. OTA's are specifically responsible for direct patient care, and as such, need to use the observational and interactional skills developed during this course on a daily basis throughout their professional career.
- 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. Introduction and orientation to the pediatric facilities, clinical instructor (CI), and employees/staff
- B. Review of expectations and facility supervisor's plans for clinical experience.
- C. Observation of clinical activities at the sites
- D. Completion of selected documentation activities
- E. Completion of selected interactional activities
- F. Completion of other assignments as designated by the sites, supervisors, and faculty
- G. Closure with facilities' clients and supervisors

### **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 carefully and logically from multiple perspectives and develop reasoned solutions to problems presented to occupational therapy assistants by clients. (GE-NJ 1, 3, IL)\*
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to occupational therapy assistants by clients. (GE-NJ 3)\*
3. Use basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry in field-based study. (GE-NJ 3)
4. Identify, locate, evaluate, and use information obtained through field-based study effectively and responsibly to increase understanding of the role of the occupational therapy assistant. (GE-NJ 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, 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 pertaining to pediatric and adolescent direct patient care. (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. Demonstrate the use of sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (B 2.8)\*
5. 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)\*
6. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B 2.10)\*
7. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others. (B 4.1)\*
8. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL's), instrumental activities of daily living (IADL's), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes: (B 4.4)\*

- 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.
9. Articulate and distinguish the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process. (B 4.5)\*
10. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation. (B 4.9)\*
11. 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.
12. 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)\*
13. Provide therapeutic use of occupation, exercises, and activities (e.g. occupation-based intervention, purposeful activity, preparatory methods). (B 5.3)\*
14. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B 5.7)\*

15. Effectively communicate and work inter-professionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan. (B 5.21)\*
16. Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy. (B 6.1)\*

\*represents ACOTE Standards required for accreditation

### **C. Assessment Instruments**

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

## **VII. Grade Determinants**

- A. Essays & papers
- B. Journals
- C. Presentations
- D. Class participation
- E. 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. Student oral presentations
- E. Simulation/repetition
- F. Student collaboration
- G. Independent study
- H. Case studies
- I. Audiovisual (DVD's, YouTube)
- J. Online Forum assignments

- K. Assigned readings
- L. 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

*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 2<sup>nd</sup> 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 1<sup>st</sup> 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