

**RARITAN VALLY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

OTAH 120 – PEDIATRIC/ADOLESCENT OTA

I. Basic Course Information

A. Course Number and Title: OTAH 120 - Pediatric/Adolescent OTA

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2023

D. Effective Term: Fall 2024

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 5

G. Weekly Contact Hours: 7 Lecture: 3
 Laboratory: 4
 Out of class student work per week: 8

H. Prerequisite (s): ENGL 111- English Composition
 BIOL 124- Human Anatomy & Physiology I
 OTAH 101 - Introduction to OT
 OTAH 102 - OTA Stages of Human Development

Corequisite (s): BIOL 125 - Human Anatomy & Physiology II
 OTAH 121 - Pediatric/Adolescent Fieldwork I
 OTAH 122 – Pediatric/Adolescent Clinical Conditions for OTA

I. Additional Fees: None

J. Name and E-Mail Address of Department Chair and Divisional Dean at time of approval:

Chair: Linda Romaine, Linda.Romaine@raritanval.edu

Dean: Dr. Sarah Imbriglio, Sarah.Imbriglio@raritanval.edu

II. Catalog Description:

Prerequisites: ENGL 111- English Composition
 BIOL 124- Human Anatomy & Physiology I
 OTAH 101 - Introduction to OT
 OTAH 102 - OTA Stages of Human Development

Corequisites: BIOL 125 - Human Anatomy & Physiology II
OTAH 121 - Pediatric/Adolescent Fieldwork I
OTAH 122 – Pediatric/Adolescent Clinical Conditions for OTA

This is the first course that will challenge the student's understanding and development of clinical reasoning skills. In this course it is expected that students will build upon the knowledge from their previous OTA courses: Stages of Human Development, Introduction to Occupational Therapy, and Introduction to Psychology. This course focuses on the study of pediatric and adolescent occupational therapy. The course begins with learning how to analyze underlying performance skills and patterns and moves onto understanding the influence of contexts and environments, activity demands and client factors as they contribute to occupational performance and the selection of intervention within the occupational therapy service delivery process. Identifying Frames of Reference and intervention approaches, strategies, and techniques for a wide variety of individuals with a multitude of diagnoses and conditions will be studied in depth. 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 discharge with appropriate treatment, using relevant and current research and guided by evidence-based approaches. Students will develop clinical reasoning skills as they apply information learned in their other coursework to their treatment plans. A combination of instructional tools, class participation, and 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.

A. Course Learning Outcomes:

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

1. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to the OT practitioner. *
2. Demonstrate basic knowledge of and discuss 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- 1, 3)
3. 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- 1, IL)*
4. 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-1,)*
5. Administer selected assessments using appropriate procedures and protocols including standardized formats and use occupation for the purpose of assessment.
B. 4.4**
6. Demonstrate knowledge and understanding of the difference between qualitative and quantitative analysis when evaluating and treating the pediatric population.
B.1.4**
7. Demonstrate and apply understanding of knowledge for the difference between screening and evaluation of the pediatric population along with assisting in the

selection of appropriate qualitative or quantitative assessments. **B.4.0, B.4.4, B.6.2****

8. Assist with the development of and re-assessment 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 and on-going treatment in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, align with the client's occupational profile, reflective of current occupational therapy practice, and based on available evidence. **B.4.5, B.6.2**
9. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics. **B.1.1****
10. Demonstrate knowledge and understanding of frames of reference and models of practice used with the pediatric population. **B.2.1****
11. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. **B.4.9****
12. Demonstrate knowing how to select and provide interventions and procedures **B.4.10, B.4.11****
13. Demonstrate knowledge and understanding of how to utilize activity analysis to grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. **B.4.18, 4.22****
14. 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 and environment. **B.1.2, B.1.3, B.3.1, B.3.4****
15. Demonstrate understanding of the reasons for discharge from occupational therapy services and preparation for the child and other team members as needed. **B.4.28****

Lecture

1. Demonstrate knowledge and understanding of human development throughout the lifespan, but focused on infants, children, adolescents. Course content includes, but is not limited to, developmental psychology. **B.1.1, B.1.2****
2. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the child, adolescent, and family. **B.3.4****
3. 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 content (e.g., cultural, personal, temporal, or virtual) and environment along with the social systems and policy issues impacting them. **B.1.3, B.3.4, B. 5.1****
4. Explain the role of the OTA within various treatment environments working in the roles of service provider, consultant, and collaborative team member **B.4.19****
5. Demonstrate knowledge and understanding of the multiple transitional periods for the pediatric and adolescent age groups and the role of occupational therapy to support them. **B.4.20****

Lab

1. Demonstrate an understanding of the use of technology to support performances, 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.4.11, B.4.15****
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.3.6****
3. Identify interventions consistent with models of occupational performance. **B.4.3****
4. Describe basic features of the theories that underlie the practice of occupational therapy, and demonstrate application of the basic features of models of practice and frames of reference that are used in occupational therapy. **B.2.1****
5. 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.4.6, B.4.22, B.4.29****
6. Assist with the development of and re-assessment 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 and on-going treatment in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, align with the client's occupational profile, reflective of current occupational therapy practice, and based on available evidence. **B.4.5, B.6.2****

*embedded critical thinking

**represents ACOTE Standards required for accreditation

B. Assessment Instruments

1. Laboratory projects
2. Demonstrations
3. Reflection cards
4. Tests & Quizzes
5. Presentations
6. Discussion
7. Case studies
8. Class participation
9. Assigned readings
10. Observational opportunities

11. Class assignment papers
12. Small group work
13. Guest speakers
14. Student oral presentations
15. Simulation/repetition
16. Student collaboration
17. Independent study
18. Audiovisual (DVD's, YouTube)
19. Field trip

VII. Grade Determinants

- A. Laboratory projects
- B. Papers
- C. Reflection Cards
- D. Tests & Quizzes
- E. Presentations and group work
- F. Class participation
- G. Assigned readings
- H. Observational opportunities
- I. Professional Conduct

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 4th Edition American Occupational Therapy Association
<https://doi.org/10.5014/ajot.2020.74S2001>Links to an external site.
ISBN-10: 1569004889
ISBN-13: 978-1569004883
American Occupational Therapy Association AOTA Press

Occupational Therapy Code of Ethics 2020
<https://doi.org/10.5014/ajot.2020.74S3006>Links to an external site.

Centennial vision 2025 <https://doi.org/10.5014/ajot.2017.713002>Links to an external site.

Pediatric Skills for Occupational Therapy Assistants 5th Edition by Jean W. Solomon MHS OTR/L
ISBN-13: 978-0323169349

*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

X. Check One: Honors Course Honors Options N/A