

**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: Modified

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

D. Effective Term: Fall 2023

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: ENGL 111- English Composition I
 BIOL 124- Human Anatomy & Physiology I
 PYSC 103- Introduction of Psychology
 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. 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 Sarah Imbriglio: sarah.imbriglio@raritanval.edu

II. Catalog Description:

Prerequisites: ENGL 111- English Composition I
 BIOL 124- Human Anatomy & Physiology I
 PYSC 103- Introduction of Psychology
 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. A. Course 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-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-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-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-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-1, IL)
6. Demonstrate knowledge of the structure and function of the human body including the biological and physical sciences, neurosciences, kinesiology, and biomechanics, human development throughout the lifespan (infants, children, adolescents, adults, and older adults) and concepts of human behavior including behavioral sciences, social sciences, and science of occupation. (ACOTE 2018- B 1.1)
7. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. (ACOTE 2018- B 3.4)
8. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (ACOTE 2018-B 4.3)
9. Explain the need for 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 (2018-B 4.11)
10. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. (ACOTE 2018-B 4.18)

*embedded critical thinking

B. 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

American Occupational Therapy Association. (2020, August 31). Occupational Therapy Practice Framework: Domain and Process, 4th Edition (4th ed.).

Occupational Therapy Fieldwork Survival Guide: A Student Planner

Author: Bonnie Napier, EdD, MRA, OTR/L

2nd Edition AOTA Press

ISBN: 978-1-56900-292-6

Foundations of Pediatric Practice for the Occupational Therapy Assistant (Second).

(2016, September 15).

Author: Amy Wagenfeld, PhD, OTR/L & Jennifer Kaldenberg MSA, OTR/L et al.

Slack Incorporated.

ISBN-13: 978-1630911249

ISBN-10: 1630911240

Pediatric Skills for Occupational Therapy Assistants, 5th Edition

Jean Solomon, MHS, OTR/L, Jane Clifford O'Brien, PhD, OTR/L

ISBN-13: 978-323597135

ISBN-10: 0323597130

Occupational and Activity Analysis, 3rd Edition

Author: Heather Thomas

Slack Inc.

ISBN-13: 978-1630918903

ISBN-10: 1630918903

B. Supplemental textbooks

Making Play Just Right: Unleashing the power of play in Occupational Therapy 2nd edition

Author: Heather Miller Kuhaneck & Susan Spitzer

Jones & Bartlett Learning

ISBN-13: 9781284194654

Occupational Therapy for Children and Adolescents: 8th Edition
Author: Jane Case-Smith & Jane C. O'Brien
Mosby
ISBN 13: 978-0323512633
ISBN 10: 0323512631

Kids can be kids: A childhood occupations approach.
Author: 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

X. Honors Option: N/A