Piedmont Technical College Course Syllabus

COURSE INFORMATION

Course Prefix/Number: OTA 176
Title: Pediatric Development and Dysfunctions
Responsible Division: Health Science Division
Last Day to Withdraw from this Course: For the last date to withdraw from this course, consult the current Student Calendar.

Course Description:
For course, credit hour, pre-requisite(s) and co-requisite(s) information, visit the Detailed Course Information page: www.ptc.edu/courses/ota/176.

Textbook and Other Materials:
For textbook information and additional required and/or supplemental materials, visit the college bookstore (www.ptc.edu/bookstore).

Proctored Examinations:
Proctored examinations for distance learning courses taken at non-PTC campuses may require a proctoring fee for each exam taken.

COURSE POLICIES

Course policies are available online through the Academic Catalog and Student Handbook. Visit the Course Policies page (www.ptc.edu/syllabus/policies) for a detailed list of important policies and more information.

GRADE POLICY

Detailed grading policy information can be found on the Grading Policy webpage (http://www.ptc.edu/grading-policy). Final grade appeal information is available in the Academic Catalog (http://www.ptc.edu/catalog/).
ACCOMMODATIONS

Accommodations for ADA:

Information is available on the Student Disability Services webpage (http://www.ptc.edu/ada).

RATIONALE

Why do I need this course?

This course addresses normal growth and development, disabilities and delays from birth through adolescence. Topics include assessments, treatment, planning, and interventions in various practice settings.

Course Relationship to the Curriculum Design

This course focuses on the theories related to normal growth and development, disabilities, and delays from birth through adolescence. Topics include assessments, treatment planning and interventions in various practice settings demonstrated in classroom and lab assignments/practical. The students are expected at this point to demonstrate a higher level of performance as this course is advanced knowledge. The student’s build on their knowledge in this course from their required general educational course PYS 203 Human Growth and Development. This advance level of knowledge is reflective of Bloom’s Taxonomy of Learning Domains. (Occupational Engagement, Clinical Reasoning, Therapeutic Use of Self, Evidence Based Practice, Technology, and Life Long Learning).

PROGRAM INFORMATION

For program information including required courses, program learning outcomes, gainful employment information and advisement information, refer to the Academic Program webpage. Go to Academics (http://www.ptc.edu/academics), select your program, and then select Credentials Offered.

COURSE STUDENT LEARNING OUTCOMES
Upon successful completion of this course and/or clinical, each student will be able to:

COURSE COMPETENCIES:

1. Understand the occupational therapy scope of practice in the practice area of pediatrics.
2. Understand the family, medical, educational, and community systems as it relates to occupational therapy in the practice area of pediatrics.
3. Recognize and discuss normal developmental process.
4. Recognize and discuss abnormal developmental diagnosis.
5. Articulate the occupational therapy process in the practice area of pediatrics.
6. Demonstrate proper positioning and handling in the practice area of pediatrics.
7. Demonstrate fabrication of orthotic splints, taping and orthoses.
8. Demonstrated the Model of Human Occupational Therapy

LEARNING OBJECTIVES:

B.1.1. 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.1.2. Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.
B.1.3. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g., principles of psychology, sociology, abnormal psychology) and occupational science.
B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
B.2.6. 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.2.7. 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.4.1. 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.4.2. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.

B.4.4. Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes □ Performance patterns (e.g., habits, routines, rituals, roles).
□ Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
□ Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

B.4.5 Articulate 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.5.1. 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:
□ 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.
□ 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).
□ 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.
□ 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).
□ Performance patterns (e.g., habits, routines, rituals, roles).
□ Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

**B.5.2.** Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.

**B.5.3.** Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).

**B.5.6.** Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).

**B.5.8.** Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.

**B.5.9.** Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles.

**B.5.10.** 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.5.11.** 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.5.14.** 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.5.17.** Promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client.

**B.5.23.** Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.

**B.5.24.** Teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.

**B.6.1.** Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.

**B.8.1.** Articulate the importance of how scholarly activities and literature contribute to the development of the profession.
B.8.2. Effectively locate and understand information, including the quality of the source of information.
B.8.3. Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.
B.8.7. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
B.8.8. Demonstrate the skills to read and understand a scholarly report.
B.9.8. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.

GENERAL EDUCATION COMPETENCIES

Piedmont Technical College General Education Competencies for All Graduates:

This course may address one or more of the following General Education Competencies (assessment will be stated when applicable):

Communicate effectively.
Assessment:
   Participation: lecture, labs, presentations

Apply mathematical skills appropriate to an occupation.
Assessment:
   Lab projects, assignments, quizzes, exams

Employ effective processes for resolving problems and making decisions.
Assessment:
   Lab projects, assignments, quizzes, exams

Demonstrate the basic computer skills necessary to function in a technological world.
Assessment:
   Lab projects, presentations

To validate proficiency in the general education competencies, students in some programs will be tested using Work Keys.