

OTAP-240 PEDIATRICS & OT INTERVENTIONS 4 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Occupational performance of newborns through adolescents including assessment/evaluation tools and techniques and intervention strategies using various frames of references, and regulatory factors specific to this population.

Prerequisites: OTAP 200, OTAP 210 with a "C" or better. Instructor Approval

Semester Offered: Fall

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

1. Identify and differentiate developmental theories and milestones, components of health and wellness.
2. The student will identify, list, compare and apply knowledge pertaining to developmental milestones as it pertains to occupational performance for the newborn through adolescence. (B.1.2.)

3. Based on client factors, demonstrate ability to effectively select, plan, conduct, modify, and document evidence-based evaluations and intervention strategies to facilitate occupational performance and performance for the pediatric population.

SPECIFIC LEARNING OBJECTIVES

1. Differentiate and analyze developmental theories and milestones, and components of health and wellness in the pediatric population.
 - a. The student will identify and analyze information pertaining to developmental milestones as it pertains to occupational performance for the newborn through adolescence. (B.1.2.)
 - b. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance in the pediatric population. (B.2.6.)
2. Based on case information, demonstrate ability to effectively select, plan, conduct, modify, and document evidence-based evaluations and intervention strategies to facilitate occupational performance and performance for the pediatric population.
 - a. The student will demonstrate ability to gather pertinent data needed to create an occupational profile, complete selected assessment tools and interpret data findings as an aspect of understanding the OTA's role in the development an intervention plan. (B.5.17., B.5.20., B.5.32.)
 - b. The student will demonstrate the ability to select, implement and modify age appropriate intervention strategies to improve occupational performance with an emphasis on occupation based activity sequence. (B.5.20., B.5.32.)
 - c. Apply various models of practice and frames of reference are used in occupational therapy for newborn through adolescents with physical and psychosocial conditions. (B.3.2)
 - d. Describe 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., B.5.29.)
 - e. Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills. (B.5.6.)
 - f. Describe techniques used to 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.)
 - g. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming. (B.5.17., B.5.29.)
 - h. Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance. (B.5.8.)
3. Identify how regulatory factors impact health services for the pediatric population.
 - a. The student will demonstrate the ability to complete professional documentation which reflects the OT Practice Framework criteria. (B.5.20., B.5.32.)
 - b. The student will explain typical OT service delivery settings, including the consultative process, for a OTA working with the pediatric population with occupational performance deficits. (B.5.26.)
 - c. Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support participation in context(s) for the client. (B.2.3)

- d. Describe the contexts of health care, education, community, and social models or systems as they relate to the practice of occupational therapy. (B.6.1.)
- e. Identify the systems and structures that create federal and state legislation and regulation and their implications and effects on pediatric practice. (B.7.2.)
- f. Identify strategies to assist the consumer in gaining access to occupational therapy services. (B.9.12.)

The numbers in parentheses following each objective correlate to the 2011 OTA educational standards established by the Accreditation Council for Occupational Therapy Education. [ACOTE Standards and Interpretive Guide](#)