

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: OCTA 205

Credit Hours: 3

Course Title: Developmental Challenges to Occupation

Course Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required Textbook:

Solomon and O'Brien; Pediatric Skills for Occupational Therapy Assistants, 5th Edition

Supplemental Text:

Wagenfield and Kaldenberg; Foundations of Pediatric Practice for the Occupational Therapy Assistant

Course Description:

This course will provide knowledge of the role of the OT practitioner within the pediatric population. Topics include normal pediatric and adolescent development, activity analysis, development of occupational performance skills and areas of occupation, intellectual disabilities, and other pediatric disorders that interfere with an individual's performance in areas of occupation (ADL, IADL, health management, education, play, work, leisure, rest and sleep and social participation). The evaluation process and appropriate assessments will be introduced. Students will apply didactic knowledge to the clinical setting in a variety of Level I-A fieldwork settings.

Relationship to Curriculum Design:

This course is designed to provide knowledge in the normal physical, cognitive, emotional, and social development of individuals from birth to age 22. It emphasizes the developmental sequence and the effects of disease or disability on an individual's performance. Emphasis is placed on the understanding of typical development in order to apply and compare to atypical development through a variety of assessment opportunities. The beginning stages of the OT process are practiced and assessed through formal and informal methods in a variety of settings. Evidence based practice is applied by researching pediatric conditions and applying to case studies. Level I-A fieldwork is integrated throughout the course to enhance the comprehension and application of course content in a clinical setting, including but not limited to professionalism, affective skills, communication skills, observation skills, and clinical reasoning.

Learning Outcomes:

At the end of this course the student will be able to:

- A. determine the stages of normal development in the infant, child and adolescent;
- B. *recognize common pediatric health and psychosocial conditions and their effects on the development of occupation through effective research skills*
- C. *analyze and calculate assessment data and procedures to create an appropriate plan of care*
- D. Understand the role of the OTA in the OT process in a variety of pediatric settings
- E. Utilize OT assessment findings to appropriately select purposeful and occupation-based intervention strategies for the pediatric population
- F. Demonstrate effective oral and written communication skills in patient, family, caregiver interaction

Course Objectives

To achieve the learning outcomes, the student will:

1. Discuss appropriate models of practice and frames of reference for specific diagnoses. **(E)**
2. Demonstrate knowledge of and apply-the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. **(B.3.2)**
3. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. **(B.3.5) (B)**
4. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. **(B.3.6) (E)**
5. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **(B.4.4) (C, E)**
6. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. **(B.4.6) (C)**
7. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors. **(B.4.16) (E, F)**
8. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. **(B.4.19) (D)**
9. Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches:
 - To design activities and clinical training for persons, groups, and populations.

- To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **(B.4.21)**
10. Demonstrate effective intra-professional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(B.4.24) (D, F)**
 11. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist and explain how scholarly activities and literature contribute to the development of the profession. **(B.6.1) (B, E)**
 12. Discuss the effects of family dynamics and culture in the intervention process
 13. Identify the principles of normal motor, cognitive, and language/psychosocial development in the infant, child and adolescent. **(A)**
 14. Identify principles of hand skill development. **(A)**
 15. Recognize performance skills and client factors required to perform fine motor and handwriting tasks. **(E)**
 16. Identify reasons that handwriting and other fine motor difficulties occur. **(E)**
 17. Discuss the effects of disability on the development of occupations. **(B)**
 18. Identify common pediatric health conditions and the role of the OTA **(B,D)**
 19. Identify various methods of service delivery, settings and laws affecting the pediatric population (birth -22 years of age). **(D)**
 20. Apply the general principles of development and justify a developmental sequence of skill acquisition in performance in areas of occupation **(A,C)**
 21. Discuss common psychosocial and mental health disorders and their impact on occupational performance. **(B)**
 22. Identify the progression of play skills and the relevance of play to occupational therapy practice **(A, E)**
 23. Identify the sequences of feeding and eating, dressing and undressing, and grooming and hygiene development **(A)**
 24. Identify strategies and activities used by OTAs when working with children with psychosocial disorders **(E)**
 25. Discuss the types of group intervention for children and adolescents with psychosocial disorders **(B,E)**

Topical Outline

- I. OT Scope of Practice
 - A. OTPF
 - B. OT Process
 - C. Models of practice and frames of reference *
 - D. Qualifications, Supervision, Service Competency
 - E. Code of Ethics
- II. Family Systems
 - A. Current issues
 - B. Family dynamics
 1. Attachment
 2. Parenting styles

- 3. Types of families
 - C. Family systems theory
 - 1. Implications for practice and intervention
- III. Medical systems
 - A. Settings
 - B. OTA roles
- IV. Educational systems
 - A. Early intervention
 - B. Federal laws
 - 1. Disabilities defined by IDEA
 - 2. Section 504
 - C. Rights of parents and children
 - D. Identification, referral, evaluation, and eligibility
 - E. IEP
 - F. Role of the OTA
 - G. Clinical vs. educational models
- V. Community systems
 - A. Community Based
 - B. Community Built
 - C. Role of OT
- VI. Principles of Normal Development
 - A. General considerations
 - B. Principles
 - C. Theories of development
 - D. Periods of development
- VII. Development of Occupational Performance skills (motor, cognition, language/psychosocial)
 - A. Developmental sequences
 - B. Reflexes and reactions
 - C. Performance Skills
- VIII. Development of Occupations
- IX. OT Process and General Interventions
 - A. Referral, screening and evaluations
 - B. Intervention, planning, goal setting and treatment implementation
- X. OT Process
 - A. Occupational Profile
 - 1. Interview
 - 2. Observation
 - B. Assessments
 - 1. EIDP and PDP
 - 2. VMI
 - 3. MVPT
 - 4. Peabody
 - 5. Sensory assessments
 - 6. BOT-2
 - 7. Other

- C. Plan of care
 - 1. Concepts
 - 2. Goals
 - 3. Activity analysis
 - 4. Grading/adapting
- XI. Anatomy and Physiology for the Pediatric Population
- XII. Hand Development and Fine Motor skills
 - A. Reach, grasp, release
 - B. fine motor skill deficit areas
- XIII. Development of Areas of Occupation
 - A. ADL
 - 1. Oral motor
 - 2. Self-care
 - 3. Personal hygiene and grooming
 - 4. Bathing and showering
 - 5. Toileting
 - B. IADL
 - 1. Readiness
 - 2. Home management
 - 3. Community mobility
 - 4. Care of others
 - C. Education
 - 1. Readiness
 - 2. activities
 - D. work/vocational
 - E. Sleep
 - F. Play/Leisure
 - 1. Definition
 - 2. Stages
 - 3. Acquisition
 - 4. History, relevance, theorists
- XIV. Vision
 - A. Visual perception
 - B. Visual motor integration
 - C. assessments
- XV. Introduction to Pediatric Health conditions
 - A. Cardiopulmonary
 - B. Musculoskeletal
 - C. Neuromuscular
 - D. Developmental
 - E. Genetic and chromosomal
 - F. Neoplastic
 - G. Other
 - H. Implications for the OTA
- XVI. Psychosocial and Mental Health Disorders
 - A. Overview

- B. Common disorders
- C. Impact of areas of occupation
- D. Data gathering and evaluation
- E. Intervention
- F. Therapeutic use of self
- G. Groups
- H. Pediatric Assessments
- XVII. Childhood obesity and Adolescence
 - A. concepts
 - B. OT role
- XVIII. Intellectual disabilities
 - A. Measurement and classification
 - B. Etiology
 - C. Occupational performance
 - D. Client factors
 - E. OTA roles

Course Grading: The student's grade for this course will be based on:

- Written Exams which comprise 60% of final grade (average of all written exams) and
- Lab Activities, Practical Tests, Fieldwork requirements and Participation which comprise 40% of final grade
 - Activities, Assignments, FW requirements, Professional Behavior and Attendance are 20%
 - Lab Practical Test are 20%

Instructional methods include presentation, case studies, small group activities, video presentation, observation and analysis, role play, skills training and demonstration, and Level I-A fieldwork.

Course Requirements: In order to earn a grade of "C" or higher, the student must earn 70% of the total possible points for the courses and achieve all of the course requirements listed below:

- minimum of 75% average on all lab practical skills tests
- Satisfactory completion of all assignments (minimum score of 75%)
- Successful completion of fieldwork requirements - See Fieldwork addendum for specific objectives/expectations and assignments

Student Expectations:

- a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
- b. **One** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
- c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.

- d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
- e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.
- f. **Active** participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
- g. Professional development is an integral part of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- h. Advising appointment requests with faculty must be made in writing.

Course Grading Scale:

- A- 90% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- B- 80-89% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- C- 70-79% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- D- 60-69% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- E- Less than 60% of total possible points; or less than 75% average on laboratory practical tests or failure to satisfactorily complete or present assignments and presentations

Students must have a “C” or better and a semester GPA average of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework.

** Lab competencies are scored differently than written exams. All mistakes result in a point deduction for grading purposes. However, failure to demonstrate fundamental competency, safety or professionalism in the execution of the skill as evaluated by the course instructor(s) will result in an immediate failing score. The student will then be required to re-test on the skill preceding fall/spring clinical practice experiences with the specific scheduling and format for such being at the discretion of the primary course instructor but the responsibility of the student. The student will be given up to two additional testing attempts to demonstrate competency. If unable to safely, competently and professionally execute the skill on subsequent attempts, the student will be given a failing grade for the course and will not continue in the clinical program. The remediation scores will not replace the first attempt test score.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Attendance Policy: The college attendance policy, which is available at <http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#class-attendance>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Program Student Handbook.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

Angie Cao, Student and Disability Services Specialist

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Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

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Reviewed by K. Brandon 5/21