

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. Students are guided through assessment and observation experiences which incorporate oral and written communication and **clinical reasoning skills** that increase in complexity. These experiences begin with case studies and video observation, to hand-on experiences with children and caregivers in the lab, to application in **community-based experiences** and Level I-A fieldwork. **Scholarship of Teaching and Learning and Application** are implemented throughout the program and provide students opportunities to utilize research skills, problem solve, and apply clinical reasoning during presentations and data interpretation. Application of the **OTPF and evidence-based practice** is emphasized through student-driven research and applied to pediatric conditions and case studies to create an appropriate plan of care. 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**. Interactive and student-centered learning is emphasized through class discussion, group activities, case studies, role-play, presentations, and reflection.

Teaching/Learning Method and Instructional Delivery:

Course content will be delivered through on-campus lectures and labs with supplemental coursework through Canvas and fieldtrips. Level I-A fieldwork in pediatric settings is also integrated in this course.

Instructional methods include power point lectures including voice over presentations, case studies, online discussion board activities and assignments, quizzes, group activities, video analysis, lecture, fieldtrips, skills training and demonstration, practicals, role play, and level I-A fieldwork.

Students will demonstrate learning through:

1. Assigned readings
2. Student participation through completion of:
 - a. Pre-class activities and prep work
 - b. Learning through group discussion, class activities, reflection, and presentations
 - c. Independent assignments
 - d. Discussion board activities
 - e. Lab practicals
 - f. Exams
 - g. Fieldwork assignments and evaluations

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. *analyze 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. Demonstrate knowledge of:

The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.

Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.

Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. **(B.1.1) (A)**

2. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations. **(B.1.3) (A)**
3. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. **(B.2.1) (E)**
4. Define the process of theory development and its importance to occupational therapy. **(B.2.2) (E)**
5. 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)**
6. 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)**
7. 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)**
8. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. **(B.4.1) (F)**
9. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. **(B.4.2) (E)**
10. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **(B.4.3) (E)**
11. 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)**
12. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. **(B.4.6) (C)**
13. 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)**

14. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. **(B.4.19) (D)**
15. 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)**
16. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. **(B.4.23) (E, F)**
17. 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)**
18. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(B.4.26) (D)**
19. 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)**
20. Understand the principles of teaching and learning in preparation for work in an academic setting. **(B.6.6) (B)**
21. Discuss the effects of family dynamics and culture in the intervention process
22. Identify the principles of normal motor, cognitive, and language/psychosocial development in the infant, child and adolescent. **(A)**
23. Identify principles of hand skill development. **(A)**
24. Recognize performance skills and client factors required to perform fine motor and handwriting tasks. **(E)**
25. Identify reasons that handwriting and other fine motor difficulties occur. **(E)**
26. Discuss the effects of disability on the development of occupations. **(B)**
27. Identify common pediatric health conditions and the role of the OTA **(B,D)**
28. Identify various methods of service delivery, settings and laws affecting the pediatric population (birth -22 years of age). **(D)**
29. Apply the general principles of development and justify a developmental sequence of skill acquisition in performance in areas of occupation **(A,C)**
30. Discuss common psychosocial and mental health disorders and their impact on occupational performance. **(B)**
31. Identify the progression of play skills and the relevance of play to occupational therapy practice **(A, E)**
32. Identify the sequences of feeding and eating, dressing and undressing, and grooming and hygiene development **(A)**
33. Identify strategies and activities used by OTAs when working with children with psychosocial disorders **(E)**

34. 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
- XIX. Peds Condition research and presentation
 - A. Research
 - B. Apply to OTPF
 - C. Community supports and services
 - D. Apply to case study
 - E. Presentation

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, Assignments, Fieldwork requirements and Professional Behaviors, Participation, and Attendance which comprise 40% of final grade
 - Activities, Assignments, FW requirements, Professional Behavior and Attendance (assessed by rubric) are 20%
 - Lab Practical Test are 20%

Canvas Modules contain:

- Prep Work
- Presentation (power point)
- Presentation supplements (if applicable) such as handouts, videos, or links to information that are part of the presentation – also “testable” material
- Discussion Board assignments and Assignments to be uploaded (if applicable)
- Lecture/Lab Activities
- Fieldwork information and assignments

Assignments

If an assignment instructs you to submit through MyBPCC Canvas, then you will be expected to submit the assignment through MyBPCC Canvas (don't email assignments to instructor).

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

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
- F. 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.

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. Preparation is required to engage in class activities.
- h. Professional behaviors and development are integral parts of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- i. Advising appointment requests with faculty must be made in writing.

More detailed information available in the OTA Program Student Handbook.

Professional Behavior:

In addition to requirements related to technical skill development during class/lab and fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional.” Students are expected to conduct themselves in a professional manner at all times, including written and verbal communication. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics.

Netiquette

This term is used to describe accepted, proper behavior on the Internet. Remember the following when communicating online (messages, discussions, etc.):

- A good rule of thumb: If you would not say it to the recipient face-to-face, do not type it and send it electronically.
- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors
- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or street slang
- Do not type in all CAPS (this is considered online yelling)

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

Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111

318-678-6511

acao@bpcc.edu

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6056

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

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.

Reviewed by K. Brandon 5/23