

**OTHA 1341**  
**Occupational Performance Birth through Adolescence**  
**Master Course Syllabus**  
**Semester/Year:**  
**Section**

**Instructor:**

**How to Reach the Instructor:**

Office Hours:

Office Location:

Phone:

Email:

**Course Description** (WECM Manual 2011-2012) Occupational performance of newborns through adolescents. Includes frames of reference, evaluation tools and techniques, and intervention strategies.

**Course Prerequisites:** Good standing in the OTA program.

**End of Course Outcomes/Rationale:** (Based on WECM 2011-2012) Identify components of health and wellness; develop adaptations for age appropriate occupations; identify the client factors that affect occupational performance; demonstrate skills in the evaluation process; and select intervention strategies to facilitate occupational performance.

**Course student learning outcomes**

1. State the role of the OTA in pediatric care.
2. Identify and differentiate developmental milestones.
3. Identify and adapt purposeful activities and occupational performance as age appropriate newborn through adolescents.
4. Recognize special needs of children relating to common pediatric disorders and developmental delays.
5. Demonstrate skills in assessment/evaluation tools as is expected to prove competency in the OT clinic before administering said tools.
6. Select effective evidence based strategies for pediatric intervention.
7. Document services using SOAP format while recognizing the variety of documentation utilized in pediatric practice today.

**Discipline/Program Student Learning Outcomes:**

1. Upon completion of the first and second clinical rotations, the student will demonstrate and meet the 3 standards for screening and evaluation as outlined the OTA Level I Evaluation Tool.
2. Upon completion of the first and second clinical rotations, the student will demonstrate and meet the 2 standards for intervention and implementation as outlined the OTA Level I Evaluation Tool.
3. Upon completion of the first and second clinical rotations, the student will demonstrate and meet the 4 standards for communication and documentation as outlined the OTA Level I Evaluation Tool.
4. Upon completion of the first and second clinical rotations, the student will demonstrate and meet the 1 standard under professional literature search as outlined the OTA Level I Evaluation Tool.
5. Upon completion of the first and second clinical rotations, the student will demonstrate and meet the 6 standards for professionalism, ethics and responsibilities as outlined the OTA Level I Evaluation Tool.
6. Upon completion of the third and fourth clinical rotations, the student will meet and/or exceed the 6 standards under fundamentals of practice and basic tenets of occupational therapy as outlined by the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.
7. Upon completion of the third and fourth clinical rotations, the student will meet and/or exceed the 5 standards under screening and evaluation as outlined by the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.

8. Upon completion of the third and fourth clinical rotations, the student will meet and/or exceed the 6 standards under intervention as outlined by the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.
9. Upon completion of the third and fourth clinical rotations, the student will meet and/or exceed the 2 standards under communication as outlined by the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.
10. Upon completion of the third and fourth clinical rotations, the student will meet and/or exceed the 6 standards under professional behaviors as outlined by the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.

### **SCANS Competencies:**

The following SCANS competencies will be addressed in this course:

Students will have multiple opportunities to: identify, organize, plan and allocate resources (Resources); acquire and use information (Information); work with others (Interpersonal); understand complex interrelationships (Systems); selects, applies, and integrates technology (Technology); read, write, perform mathematical operations, listen and speak to groups (Basic Skills); think creatively, make decisions, solve problems, visualize, use varied learning techniques, analyze underlying principles of relationships and ethics (Thinking Skills); display responsibility, self-esteem, sociability, self-management, integrity and honesty (Personal Qualities).

### **Required Textbooks**

Solomon, Jean W., O'Brian, Jane Clifford. **Pediatric Skills for Occupational Therapy Assistants 2<sup>nd</sup> edition.** Missouri: **Mosby, Elsevier**, 2009

### **Instructional Methodology**

Classroom methods include lecture/demonstration format with performance of specific techniques in the laboratory following lecture. Guest lectures and field activities will enhance classroom learning whenever possible. (Each semester, students complete the ACC Field Activity Waiver and Liability Form prior to off campus learning activities.) Audio-visual materials and internet resources will be utilized to enhance classroom instruction.

### **Course Evaluation/Grading System**

The 2011-2012 OTA Handbook Policy will be followed:

#### **Grade Reporting:**

A 93%-100%  
 B 83%-92.99%  
 C 73%-82.99%  
 D 63%-72.99%  
 F Below 63%

\*This percentage system for letter grade assignment will be utilized for all reporting. Specific grade compilation will be explained in each course syllabus at the beginning of each semester. Grades will not be rounded.

In order to successfully pass a course, a student must have a 73% (or above) average on both lecture and lab exams (for courses with a lab component) at the time of completion. If either the lecture or lab exam average is below a 73%, the student will not pass the course.

If the student meets the 73% (or above) exam criteria; assignments, professional development, class participation, & project grades will then be calculated to determine the final course grade, per the course syllabus.

A final course grade will not be assigned until ALL course work has been completed. Student will be assigned an INCOMPLETE until all work is submitted within the timeframe outlined by the instructor of record. If all assignments are not completed within the allotted time-frame and in accordance with ACC policy, the incomplete will convert to an F and student will have to withdraw from the program.

At the discretion of the instructor, a grade of zero may be given for late assignments.

Any student receiving a “D” or “F” must withdraw from the OTA program, but may reapply for readmission the following year by following the outlined procedures in this handbook.

It is highly recommended that a student earning less than 80% on any exam seek individual tutoring from the course instructor and attend open lab sessions for review.

\*This grading policy is followed in all courses in the OTA program except Level I clinical courses which are graded on a pass/fail basis.

Students should refer to the Health Sciences Division Policies and Procedures in this handbook for questions related to the assignment of grades, grade change policy, and grade appeals.

### **Grade Compilation**

Written Unit Exams (4 @ 10% each)	40%
Quizzes (5 @ 2%each)	10%
Lab Experiences (10 @ .5% ea.)	5%
Written Mid Term = Unit 2 Exam	
Mid Term Laboratory Exam	10%
Final Written Exam	10%
Final Lab Exam	10%
Case History/Treatment Plan	10%
Professionalism	5%
TOTAL	100%

**Policies: All policies as noted in the OTA Student Handbook must be followed. See Student Handbook for extensive listing of all policies.**

### **Course Policies**

**All policies as noted in the OTA Student Handbook must be followed. See Student Handbook for extensive listing of all policies.**

### ***Attendance, Exam, and Assignments***

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

Attendance is ESSENTIAL for the attainment of course objectives in both classroom and clinical instruction. For 16-week courses, students are allotted three absences over the course of the semester. Two absences are allotted for 8 and 11-week courses. If a student misses more than the allotted absences for any one particular class (or is excessively tardy), he/she will attend a Student/Faculty Conference, have points reduced in the Professional Development grade, and begin the conference/probationary process. Unusual circumstances may be discussed with instructor.

Make-up work is required for absences in order to ensure that student acquires information and skills presented during their absence. It is the student’s responsibility to obtain missed information following an absence. Students must notify the lead OTA Instructor in advance whenever tardiness or absence is unavoidable, prior to the start of class.

Students will not be reminded of assignments due during the course of each class. It is the responsibility of the student to submit assignments at the times designated on each course schedule. If you are absent on the day an assignment is due, you are expected to submit the assignment to the instructor electronically.

A student who is absent on two or more exam dates will receive an automatic 10 point deduction from the exam score on the second occurrence and any occurrence thereafter. If a student is to be absent on an exam day, it is the student's responsibility to make arrangements with the instructor to makeup the exam within three calendar days from the absence.

Testing procedures will include that all personal belongings be placed in the back of the classroom and students be seated as directed by instructor. No questions will be answered during the exam.

When utilizing scantrons, it is the students' responsibility to ensure all answers have been transposed on the scantron. Questions answered on the exam but not transferred to the scantron will not be graded. It is the students responsibility to ensure all questions have been answered on the scantron and that the scantron is completed clearly and precisely within the allotted space. If student fails to comply with this procedure, the grade will be assigned as it was scored on scantron. No corrections will be made to the scantron by the instructor after it has been electronically scored.

***Withdrawal:***

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

***Incompletes:***

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

***Scholastic Dishonesty:***

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

***Academic Freedom/Student Rights and Responsibilities:***

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

**Student Discipline:**

The policy as followed by Health Sciences Division and outlined in the OTA Student Handbook will be followed.

**Office of Students with Disabilities:**

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

**Safety Statement**

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

**Use of ACC Email Communication:**

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

**Student and Instructional Services:**

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at:

<http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCEID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

**Course Outline/Calendar:**

**OTHA 1341  
Occupational Performance Birth through Adolescence**

**Unit I**

Orientation to OT in Pediatrics, Scope of Practice, OT Practice Framework: Domain and Process, MOHO in Pediatrics Traditional/Non Traditional, OT Levels of Practice in Pediatrics, COTA Role, Normal Growth and Development, Reflex Development, Pediatric Assessments

**WEEK 1**

Syllabus

Outline

Objectives

Orientation to OT in Pediatrics

OT Practice Framework: Domain and Process, Settings/Sites of Intervention, OT Levels of Practice in Pediatrics, COTA Role, Role delineation

Overview of Theories, Models, Frames of References; MOHO in pediatric/childhood occupation

**Assigned Reading:**

Solomon, Chapters 1, 2, 3, 4, 14, 21

Role of the COTA in Pediatric Settings:

Review of 1305 role delineation (H/O), and practice framework h/o

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**WEEK 2**

**Quiz # 1**

Growth and Development

Review upcoming preschool observation

**Assigned Reading:**

Solomon, Chapter 5

**Lab #1**

Key Concepts for motor development, factors that influence development, stages of development  
PRESCHOOL

Review observation assignment OBSERVATION

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**WEEK 3**

Grasp development

**Assigned Reading and Study Resources**

Solomon, Chapter 5, 6, 19 (pgs 441-442), 20;

Lab #2

Reflex Development

**Assigned Reading and Study Resources**

Reflex development booklet

Lab #2

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**WEEK 4**

**Quiz #2**

Developmental Assessments

**Assigned Reading and Study Resources**

Solomon, Chapter 15, Appendix A

Lab #3

Lab #3

Educational Assessments: Functional School Screening, Handwriting Assessments

Choosing Therapeutic Media  
**Assigned Reading and Study Resources**  
Solomon, Chapters 16, 19 (pages 435-440)

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## WEEK 5

### UNIT I EXAM

## Unit II Diagnosis/Conditions Commonly Associated with Childhood

Developmental Disabilities Lab #4  
Mental Retardation  
Down's Syndrome  
PDD/Autism Spectrum

**Assigned Reading and Study Resources**  
Solomon, Chapter 10, 11, 15; Handouts, AJOT, OT Practice  
Handouts from Co-assessment and *Treatment of Children on the Autism Spectrum*, Austin, May 2003.

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## WEEK 6

Video  
Cerebral Palsy: Pathology, Positioning, Handling and Activity Selection

**Assigned Reading and Study Resources**  
Solomon, Chapter 12, 13; Handouts

Lab #5

Cerebral Palsy: continued  
**Assigned Reading and Study Resources**  
Solomon, Chapter 12, 13; Handouts

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## WEEK 7

### Review Quiz #3

Muscular Dystrophy  
Juvenile Rheumatoid Arthritis  
Spina Bifida  
Pain Assessment/Pain Management

**Assigned Reading and Study Resources**  
Solomon, Chapters 10, 11, 15; Handouts, AJOT, OT Practice  
Cantu, *Pain Management in Pediatric Occupational Therapy*. Exceptional Parent. May, 2003.

Vision Impairments/ Low Vision

Guest speaker

**Assigned Reading and Study Resources**  
Solomon, Chapter 15 (282-285); Handouts, AJOT, OT Practice

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**WEEK 8**

**Unit II Exam--Part 1: written**

**Unit II Exam--Part 2: practical**

**WEEK 9**

**SPRING BREAK**

**Unit III**

**Treatment Intervention**

**WEEK 10**

Lab #6

Sensory System and Sensory Processing Disorders

**Assigned Reading and Study Resources**

Solomon, Chapters 21, 15 (285-289) Handouts

AJOT/OT Practice/ Cantu, *Sensory Integration and Sensory Processing Disorders*, Exceptional Parent. March 2002

Sensory Processing Evaluation and Treatment

*Guest lecture*

**Assigned Reading and Study Resources**

Solomon, Chapter 21, Handouts, OT Practice, AJOT

**WEEK 11**

Lab #7

**Quiz # 4**

Positioning and NDT

Lab #7

SI and NDT

Review for Exam III

**WEEK 12**

video

**Unit III Exam Part 1**

Areas of Occupation in Pediatrics: ADL, IADL:

Oral Motor: Evaluation of Eating and Feeding

**Assigned Reading and Study Resources**

Solomon, Chapter 7, Handouts

Feeding Disorders

Lab #8

Feeding Principles and Techniques

**Assigned Reading and Study Resources**

Solomon, Chapter 7, Handouts, AJOT,OT Practice

**WEEK 13**

Lab #9

**Quiz # 5**

Area of Occupation in Pediatrics: ADL/IADL :

Developmental Self Care

Toileting, Hygiene, Dressing:

**Assigned Reading and Study Resources:**

Solomon, Chapter 18

Review Quiz #5

Exam review

Area of Occupation in Pediatrics: Play

Lab #9

Developmental Play

**Assigned Reading and Study Resources:**

Solomon, Chapters 16, 17, 7(play)

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**WEEK 14**

**Unit III Exam Part 2**

**Unit IV**

Settings and Sites of Intervention, Assistive Technology, Home Modifications:  
Families and Early Childhood Intervention  
Introduction to School based Intervention  
Legalities

ECI

Education: School based Intervention

Visual-Perception

Review case history/treatment plans

Lab #10

**Assigned Reading and Study Resources**

Solomon, Chapters 4, 7 (education), 19, 20

Handouts, AJOT/OT Practice, Exceptional Parent

*Reauthorization, 2004* IDEA website

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**WEEK 15**

Acute Care/NICU

*Guest Lecture*

**Assigned Reading and Study Resources**

Lab #10

Home Modifications

Adaptive Devices/Assistive Technology

Ordering Pediatric Equipment/Supplies

Review Code of Ethics

**Assigned Reading and Study Resources**

Pediatric Supply Catalogs, Handouts, AJOT, OT Practice

Cantu, *Home Modifications*, Exceptional Parent, April, 2003. / Solomon, Chapter 18 (407-412) / Handouts

Solomon, Chapter 22, Handouts

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**WEEK 16**

**Unit IV Exam**

Case Histories/Treatment Plans due

Review for Final

**WRITTEN FINAL**

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**FINAL LAB**

**FINAL LAB**

**Testing Center Policy**

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

[ACC Photo ID](#)

Course Abbreviation (e.g., ENGL)

Course Number (e.g.,1301)  
Course Synonym (e.g., 10123)  
Course Section (e.g., 005)  
Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, regardless of whether it is on or off, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>