OTA 107 Human Development Through the Lifespan

COURSE LEARNING OUTCOMES

1. Describe development – including dynamic interaction of biological, cognitive & psychosocial or social/emotional/cultural perspectives – as an ongoing set of processes, involving both continuity & change. Be able to give examples from literature & current media.

2. Demonstrate knowledge of the research and literature on central questions in the developmental process including continuity, sources of development, and individual differences. Key concepts include: the distinctive nature of the human species, quantitative and qualitative changes during development; critical and sensitive periods; and the relative contribution of nature and nurture.

3. List key components of development through stages of human development, recognizing unique components of each stage along with the continuity of development over time.

4. Be skeptical of research and other claims about human development. Become a critical consumer of all types of media and publications about human development.

5. Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions.

6. Recall important developmental concepts and be able to recognize and apply these in various situations.

7. Contrast typical and atypical development at key points across development.

8. Articulate how to integrate concepts of development into clinical therapeutic setting.

9. Discuss developmental principles as a basis for occupational therapy treatment and evaluation of client factors and evaluating client(s)’ occupational performance in activities of daily living.

10. Demonstrate understanding of Occupational Therapy Framework in context of human development by being able describe age-related similarities and differences in components of framework.

Course Outline

I. Sequence of Development and Major Milestones
   A. Infancy (birth-one year)
   B. Toddlerhood (1-3 years)
   C. Preschool (3-6 years)
   D. School-age (6-12 years)
   E. Adolescence (12-adult)
   F. Adult
   G. Older Adult

II. Typical/Atypical Development in Children
   A. Postural control
   B. Reflex integration
   C. Motor control and movement quality
   D. Sensory processing
   E. Emotional development

III. Etiology/Functional Considerations
   A. Cerebral Palsy
   B. Down Syndrome and other syndromes
   C. Developmental Delay
   D. Autism Spectrum Disorder
   E. Sensory Processing Disorder
IV. Clinical Components of Patient Status and Progress

V. Standardized Developmental Tests

VI. Treatment Approaches
   A. Tone, posture, motor control
   B. Sensory Processing
   C. Visual motor and perceptual skills
   D. Developmental delay
   E. Play
   F. Caregiver education
   G. Fine motor

VII. Intervention
   A. Developmental sequence
   B. Functional strength, range of motion and movement quality
   C. Positioning
   D. Sensory processing
   E. Oral motor
   F. Adaptive skills
   G. Adaptive equipment including orthotics
   H. Fine motor

VIII. Legal components of pediatric therapy

IX. Cultural Considerations

X. Team considerations