

**Spokane Falls Community College**  
**COURSE LEARNING OUTCOMES**

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**Prefix and Course Number: OTA 112**

**Course Title: Occupational Performance and Pediatrics**

**Version Date: 08/30/2019**

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**Course Learning Outcomes**

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

1. Compare and Contrast a variety of screening tools, observations & Standardized and non-standardized assessments for evaluating occupational performance, activities of daily living and instrumental activities of daily living skills including ROM, strength testing, and communicate effectively the client's status and progress in documentation and verbally to client, client's family and other health care providers.
2. Summarize and contrast the basic concepts of neurodevelopmental, PNF, cognitive and sensory- based treatment, biomechanical, and rehabilitative interventions to improve occupational performance.
3. Demonstrate critical analysis, problem solve and demonstrate creativity in solving occupational performance problems.
4. Demonstrate how to fabricate measure, apply and teach the use of splints, orthotics, and assistive devices and occupational performance consistent with patient's functional ability.
5. Demonstrate best practice decisions through evidenced-based professional literature.
6. Explain how to Identify and select various types of durable medical equipment to improve client's function while showing the process by which to select, fabricate, and describe and appropriate assistive devices for occupation performance consistent with patient's choices and safe functional ability to support engagement in therapeutic daily life activities.
7. Interpret and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes:
  - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
  - Client factors, including body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).
  - Performance patterns (e.g., habits, routines, rituals, roles).
  - Context (e.g. cultural, personal, spiritual, temporal, and virtual) and environment (e.g. physical, social)
  - Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills and communication and social skills.