OTA 127 Human Development Through the Lifespan Lab

COURSE LEARNING OUTCOMES (CLOs)
1. Describe development- including dynamic interaction of biological, cognitive and psychosocial or social/emotional/cultural perspectives- as an ongoing set of processes, involving both continuity and change through case study presentations.
2. Evaluate, in mock situations, key components of development through stages of human development, recognizing unique components of each stage along with the continuity of development over time.
3. Formulate relevant questions about developmental processes and events and use standardized techniques for gathering objective answers to these questions through mock client interviews.
4. Recall important developmental concepts and be able to recognize and apply these in various situations.
5. Contrast typical and atypical development at key points across development in mock lab situations.
6. Articulate how to integrate concepts of development into clinical reasoning.
7. 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 designing treatment activities to a mock client scenario.
8. Demonstrate understanding of Occupational Therapy Framework in context of human development by being able to describe age-related similarities and differences in components of framework, and applying them to a cloth doll.

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
   A. Administration
   B. Scoring
   C. Collaborative Approach with OT- intervention design

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