OTA 242 Occupational Performance and Children Lab

COURSE LEARNING OUTCOMES (CLOs)

1. Describe and document in therapeutic notes/evaluative data the sequence of typical development & identifying major milestones (motor, sensory, cognitive, social emotional, adaptive) in the following age groups: infancy, toddlerhood, preschool, school-age and adolescence.

2. Using assigned dolls and in mock situations, differentiate between typical and atypical development in children noting the following: postural control, reflex integration, motor control & movement quality, sensory processing and emotional development.

3. Demonstrate an understanding of handwriting intervention as it relates to school performance utilizing a tool such as Handwriting Without Tears.


5. Practice administration of portions of entry level pediatric/developmental standardized tests.

6. Describe principles of treatment approaches in the following areas: tone, posture, motor control (neurodevelopmental), sensory processing, visual motor and perceptive skills, developmental delay, play and caregiver education.

7. Take a plan of care and follow through on intervention in the following areas: developmental sequence, functional strength, range of motion and movement quality, positioning, sensory processing, oral motor, adaptive skills, adaptive equipment including orthotics.

8. Articulate understanding of legal components of pediatric therapy according to IDEA.

9. Demonstrate understanding of cultural considerations impacting occupational therapy through written intervention plans.

10. Demonstrate through mock situations, the importance of environmental modification and adaptation for child/student success.

11. Demonstrate, through mock situations, at least one type of assistive technology to enhance occupational performance with the child.

12. Through a written plan of care, demonstrate differences in models of care in regards to children to include school district, medical model, developmental model, sensory integration and rehabilitation.

13. Problem-solve effective discharge planning by reviewing/influencing the needs of the child/family resources, D/C environment and home programming in written treatment plans.


Course Outline

I. Assessment/observation of Typical Development/Major Milestones
   
   A. Infancy (birth-1 year)
   
   B. Toddlerhood (1-3 years)
   
   C. Preschool (3-6 years)
   
   D. School Age (6-12 years)
   
   E. Adolescence (12+ years)

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

III. Evaluation, Functional Considerations and Interventions
A. Cerebral Palsy
B. Down Syndrome
C. Autism Spectrum Disorder
D. Developmental Delay
E. Sensory Processing Dysfunction

IV. Assessments - Exposure and Administration
A. Bayley Scales of Infant Development
B. Peabody Developmental Motor Scales
C. Bay Area Functional Performance Evaluation
D. School Function Assessment
E. Brazelton Neonatal Scales
F. Miller Assessment of Preschoolers
G. Motor-Free Visual Perceptual Test
H. Developmental Test of Visual Perceptual Skills

V. Evaluation and Intervention Planning
A. Tone, posture, motor control (neurodevelopmental)
B. Sensory Processing
C. Visual motor and perceptual skills
D. Play
E. Caregiver Education
F. Developmental Sequence
G. Functional strength, range of motion and movement quality
H. Positioning
I. Sensory Processing
J. Oral Motor
K. Adaptive Skills
L. Adaptive equipment/environmental modification including orthotics.
M. Assistive Technology

VII. Legal components of pediatric therapy
A. Public Law and IDEA

VIII. Family Centered Care and cultural considerations
A. Communication/education with child/parent/caregiver

IX. Models of Pediatric Care
A. School District
B. Medical Model
C. Rehabilitation
D. Sensory Integration
E. Developmental

X. Documentation of Occupational Performance