Course Syllabus

OTHA 1341-
Occupational Performance from Birth through Adolescence

Revised: 1/10/2017

Catalog Description:
This course is the study of the occupational performance of newborns through adolescents. The focus of the course includes frames of reference, assessment/evaluation tools and techniques, and intervention strategies specific to this population.

Prerequisites: OTHA 1405, 1409, and 1415

Semester Credit Hours: 3
Lecture Hours per week: 2
Lab Hours per week: 3
Contact Hours per Semester: 80

State Approval Code: 510803

Instructional Goals and Purposes: The purpose of this course is to identify and differentiate developmental milestones; identify and adapt age-appropriate occupations; and identify the client factors that affect occupational performance. Students will demonstrate skills in the evaluation process; select appropriate intervention strategies for this population; and demonstrate effective documentation skills.

Course’s Relationship to Curriculum:
In this course, the student will develop an understanding of the occupational performance process as it relates to infancy through adolescence. Through video case studies, guest speakers and lecture/lab experiences the student begins to examine OT models that guide practice. Students specifically apply concepts related to the PEO Model and develop a better understanding of how unique factors within the person, environment and occupation subsystems for this age group support or inhibit occupational performance. Pediatric frames of reference are introduced and the student begins to gain awareness of how each are used to guide service delivery. Through supported lab experiences, clinical reasoning skills are nurtured and refined. The student begins to integrate and apply the OTPF as it relates to the scope of practice for the OTA when working at an individual, population and/or organizational level. Client centered occupation based practice is reinforced through lecture, lab assignment and simulated practice labs. The relevance of evidence based practice is integrated in both assignments and lab experiences. The student completes a professional development self-analysis and is provided individual instructor feedback regarding the analysis.

Learning Outcomes:
1. Identify components of health and wellness
2. Develop adaptations for age appropriate occupations.
3. Identify client factors that affect occupational performance.
4. Demonstrate skills in the evaluation process.
5. Select intervention strategies to facilitate occupational performance.

**Specific Learning Objectives (includes SCANS):**

After studying the material presented in the texts, lecture, laboratory, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1. B. 1.2</td>
<td>Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, and adolescents), including developmental psychology.</td>
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<td>2. B.1.7</td>
<td>Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.</td>
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<td>3. B.2.11</td>
<td>Identify interventions consistent with models of occupational performance.</td>
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<td>4. B.3.1</td>
<td>Describe basic features of the theories that underlie the practice of occupational therapy.</td>
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<tr>
<td>5. B.3.2</td>
<td>Describe basic features of models of practice and frames of reference that are used in occupational therapy.</td>
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<td>6. B.4.9</td>
<td>Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.</td>
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<tr>
<td>7. B.5.1</td>
<td>Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: • 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 values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, 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.</td>
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<td>8. B.5.2</td>
<td>Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.</td>
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<tr>
<td>9. B.5.3</td>
<td>Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention; purposeful activity, preparatory methods).</td>
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<tr>
<td>10. B.5.14</td>
<td>Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in</td>
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</table>
precautions and techniques while considering client and contextual factors.

11. B.5.21 Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing an intervention plan.

12. B.8.2 Effectively locate and understand information, including the quality of the source of information

13. B.8.3 Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.

14. Synthesize and organize a comprehensive digital notebook that reflects course materials.

15. Demonstrate the ability to effectively communicate ideas to justify a position, professionally challenge, persuade and convince others.

16. Demonstrate the ability to participate as an effective team member, equally contributing to the group effort.

Methods of Evaluation:

<table>
<thead>
<tr>
<th>ACOTE Standard/Objective</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6,7,8,9,10,11,12,13</td>
<td>Exams, Quizzes, iRATs, tRATs, application lab activities</td>
</tr>
<tr>
<td>2,3,4,5,7,8,9,12</td>
<td>Assignment- Treatment Plans</td>
</tr>
<tr>
<td>1,3,4,5,7,8,9</td>
<td>Assignment -RBLM Motor Lab Creation</td>
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<tr>
<td>2,4,5,12,13</td>
<td>Assignment- Evaluations and Assessments</td>
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<tr>
<td>6,11,12</td>
<td>Assignment – ARD Meeting</td>
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<tr>
<td>10</td>
<td>Assignment- Oral Motor Feeding Lab</td>
</tr>
<tr>
<td>15,16</td>
<td>PDA/Peer feedback</td>
</tr>
<tr>
<td>1,3,14</td>
<td>Course Notebook</td>
</tr>
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</table>

SCANS implemented within the above course objectives include:

<table>
<thead>
<tr>
<th>Basic Skill Competencies</th>
<th>Workplace Competencies</th>
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<tbody>
<tr>
<td>A. i, ii, iv</td>
<td>A. i, iii,</td>
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<tr>
<td>B. i, ii, iii, iv, v, vi</td>
<td>B. i, ii, iv, vi</td>
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<tr>
<td>C. i, ii, iii, v</td>
<td>C. i, ii, iii, iv,</td>
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<td></td>
<td>D. i</td>
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<tr>
<td></td>
<td>E. i, ii, iii</td>
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Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives/Specific Course Objectives sections of this syllabus.

Methods of Instruction/Course Format/Delivery:
This course is offered in a face to face, Web-enhanced format. Course material will be presented in a variety of formats. Pre-class assignments available via Canvas may include textbook readings, content page readings, voice over Powerpoint presentation and videos. Students will be expected to discuss and apply pre-class assignment materials. In-class and online discussions will be required.
Major Assignments / Assessments:
The following items will be assigned during the semester and used to calculate the student’s final grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>Exams - Midterm Exam (15%) ; Final Exam (15%)</td>
<td>30%</td>
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<tr>
<td>Quizzes - iRAT (10%) ; tRAT (5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Notebook</td>
<td>5%</td>
</tr>
<tr>
<td>PDA and Peer Feedback</td>
<td>5%</td>
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Evaluation/Assignment Descriptions:

Assignments – 45%
Students of all ages learn best through doing. In keeping with the OTA Program’s philosophy, lab assignments will provide students the opportunity to practice pediatric intervention skills within a simulated lab experience. Topics covered will include but are not limited to feeding, positioning, therapeutic use of self and play skills. Models of practice and frames of reference will be applied to assist with clinical reasoning. Video media will be used to assist students with clinical reasoning and problem solving skills.

Exams – 30%
Midterm: 15% This individual examination of knowledge will cover all information covered in the first half of the semester. It will include questions developed from textbook readings, specific PowerPoint presentations, in class participation activities, and information from pre-class preparatory resources.

Final Exam - 15% This individual examination of knowledge will cover all information (comprehensive) covered in the semester. It will include questions developed from textbook readings, specific PowerPoint presentations, in class participation activities, and information from pre-class preparatory resources.

Quizzes – 15%
Students will complete quizzes Individual Readiness Assessment Test (IRAT) 10%: After an opportunity for review and questions regarding pre-class materials an individual readiness assessment test (IRAT) will be given. The purpose is to assess your readiness for class activities and to ensure pre-class materials have been reviewed. Team Readiness Assessment Test (TRAT) 5%: After the individual readiness assessment test (IRAT) is completed your group will complete the same quiz as a team readiness assessment test (TRAT). The purpose is to work collaboratively with your peers to identify opportunities for a more developed understanding of the pre-class materials. This provides a basis for understanding and develops your knowledge of the subject matter. Students will be given a minimum of 1 multiple choice exam which will revisit reading, lecture and lab assignments. A reflective essay question can be expected.

Professional Development Assessment (PDA) and Peer Feedback – 5%
Students will complete a self-assessment of the critical professional skills required in the workforce. As part of the assessment, comments explaining areas of strength and areas of growth are expected. Score is based on numeric score and thorough written analysis of performance through comment section.
**Course Notebook – 5%**
Students will develop a course notebook and or flash drive which will be used to organize materials and provide a useful resource for future practice.

**Course Grading Scale:**

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-89</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</table>

**Note 1:** No scores will be rounded.
**Note 2:** All rules and regulations printed in the College catalog, *The Pathfinder* and the OTA Student Policy Manual will be reinforced throughout this course.
**Note 3:** The OTA Program will not tolerate any form of academic dishonesty as defined in *The Pathfinder* or unethical behaviors as defined in the OTA Program’s Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

**Texts, Materials, and Supplies:**

Oden, Athena (2017) Ready Bodies Learning Minds: Cultivating the Complete Child, David Oden Publisher


**Attendance:**
Any student who does not come to class (all or in part) and does not call Mickie Cash, OTA department secretary in advance will lose 5 points from his/her overall COURSE grade per occurrence. For example, if you have a 93% average at the end of the semester and you failed to report one absence or arrived at class late without reporting, your average will be adjusted to an 88% which would cause you to earn a “B” for the course. If the OTA department secretary does not answer, leave a message as a last resort. It’s simple common courtesy—call if you are going to be late or absent. When a student arrives late or leaves early, for any reason, it is considered a tardy. Three tardies equates to one absence. Because of the experiential nature of OTA education, attendance is required to master the course objectives. If a student is absent for more than 11% of the course hours, the instructor may withdraw the student from the course.

**Student Responsibilities**

1. Students are expected to show respect for fellow classmates and instructors by being punctual for all class periods.
2. Students should complete all reading assignments and or lab assignments prior to class.
3. Students are expected to participate actively in class discussions and experiences.
4. It is the student’s responsibility to consistently monitor the class process through the use of the online learning management system. Students are expected to print out all course materials prior to the class date listed on the learning management system. Given this expectation, the student should maintain access to a reliable computer system to remain in good standing in the course.

5. Students should notify the instructor in advance if unable to take a scheduled examination. If not, unexcused absence will result and the student will receive a zero for the exam. A make up test will not be given in this circumstance.

6. Students are responsible for all materials missed due to absences.

7. Grades or points allotted for daily work, quizzes, and labs cannot be made up in the case of an absence. Unless required by the instructor with a maximum score of 85%.

8. Students are expected to turn in completed assignments on time. The course instructor may extend the deadline if notified of extenuating circumstances prior to the due date. Students can expect a 20 point deduction for every day it is late.

9. Students are expected to accept constructive feedback and modify behavior as appropriate.

10. When interacting with peers, College staff and faculty, students are expected to be positive, sensitive, considerate, polite and tolerant.

11. For specific conduct and behavior expectations, refer to the OTA Program Student Policy Manual.

Additional handouts and resources will be linked on schedule. This course requires the consistent use of online learning management system (Canvas) for access course materials. Other projects will require access to high speed internet services and libraries.

Pre-class tasks: Estimated time to complete 2-3 hours (Watch/listen to pre-recorded lectures, readings, supplemental resources, YouTube videos, handouts, etc).

**Cell phone policy:**
Students are not allowed to use cellular phones, personal data assistants or other potentially distracting devices during class, labs or tests, **except when approved for use by the instructor for educational purposes.** Students are not allowed to use cellular phones at clinical or fieldwork sites. If a student has an emergency situation he or she must obtain the course educator’s permission to use the device. Because of the disruptive nature of cell phones, the student and instructor must agree on what constitutes an “emergency situation” for an exception to be granted. Students must set such devices so that they do not disrupt the classroom or clinic, i.e. off or in silent mode. As an aspect of classroom management, any OTA instructor has the right, at any time, to restrict the presence or use of cell phones from his or her classroom environment. Devices used for medical purposes must not be audible and MUST be placed on the person as inconspicuous as possible so as not to distract or draw attention to the object.

**Special Learning Accommodations and Course Withdrawal:**
If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services the Matthews Student Center, or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will receive an F on your transcript for this course.
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
   
a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) **Reading**: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) **Writing**: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) **Arithmetic and Mathematical Operations**: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) **Listening**: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) **Speaking**: Organize ideas and communicate orally.

b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) **Creative Thinking**: generate new ideas.
   ii) **Decision Making**: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) **Problem Solving**: recognize problems and devise and implement plan of action.
   iv) **Visualize** ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
   v) **Knowing How to Learn**: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) **Reasoning**: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) **Responsibility**: exert a high level of effort and persevere toward goal attainment.
   ii) **Self-Esteem**: believe in one's own self-worth and maintain a positive view of oneself.
   iii) **Sociability**: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) **Self-Management**: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
   v) **Integrity and Honesty**: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
   
a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   i) **Time**: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) **Money**: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) **Material and Facilities**: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills**: A worker must work with others effectively.
   i) **Participate as a Member of a Team**: contribute to group effort.
ii) Teach Others New Skills.
iii) Serve Clients/Customers: work to satisfy customer’s expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
i) Acquire and Evaluate Information.
ii) Organize and Maintain Information.
iii) Interpret and Communicate Information.
iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.