



Course Syllabus

OTHA 1341 – Occupational Performance from Birth through Adolescents

Catalog Description: Occupational performance of newborns through adolescents. Includes frames of reference, evaluation tools and techniques, and intervention strategies.

Prerequisites: BIOL 2401, BIOL 2402, ENGL 1301, PSYC 2301, PSYC 2314, HUMA 1301, OTHA 1405, OTHA 1360

Co-requisites: OTHA 1415, OTHA 2360

Semester Credit Hours: 3

Lecture Hours per Week: 2

Lab Hours per Week: 4

Extended hours: 0

Contact Hours per Semester: 96

State Approval Code: 51.0803

Class section meeting time: Hybrid

Face-to-face class meets: per course schedule

Online - students are expected to spend at least 3-4 hours per week (based on the number of contact hours for the particular course, change the number to reflect that) reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purposes:

In this course, students explore how the transactive relationship between the person, occupation, and environment affects occupational performance, focusing on child and adolescent development. Through video case studies, guest speakers, and lecture/lab experience, students study normal development and how pediatric pathology, conditions, and disorders can affect occupational engagement. This course also bolsters student knowledge of OT practice models and how they can be implemented within pediatric populations. Students apply concepts related to the PEO Model and OTPF to 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 becomes aware of how each is used to guide service delivery. Clinical reasoning skills are nurtured and refined through supported lab experiences, lectures, and simulated practice labs, and client-centered, occupation-based, and evidence-based practice are reinforced. Students examine how

legislation influences service provision and professional roles within diverse settings. Finally, students provide written professional-level feedback to each team learner in a structured format that ensures verbal discussion and processing opportunities.

Learning Outcomes:

After studying all materials and resources presented in the course, the student will be able to:

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%.

1. **B.1.1. Human Body, Development, and Behavior** - Demonstrate knowledge of: *The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. * Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. * Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.
2. **B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices** - Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).
3. **B.1.3. Social Determinants of Health** - Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.
4. **B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate** - Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
5. **B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention** - Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.
6. **B.3.5. Effects of Disease Processes** - Demonstrate knowledge of the effects of disease processes, including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.
7. **B.4.4. Standardized and Nonstandardized Screening and Assessment Tools** - "Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence."
8. **B.4.20. Care Coordination, Case Management, and Transition Services** - Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments.

9. **B.4.23. Effective Communication** - Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.
10. **B.4.25. Principles of Interprofessional Team Dynamics** - Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.
11. **B.4.29. Reimbursement Systems and Documentation** - Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services
12. **B.5.1. Factors, Policy Issues, and Social Systems** - Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.
13. **B.5.2. Advocacy** - Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.
14. **B.5.3. Business Aspects of Practice** - Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.
15. **B.5.4. Systems and Structures That Create Legislation** - Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.
16. **B.5.6. Market the Delivery of Services** - Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.
17. **B.5.8. Supervision of Personnel** - Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.
18. **B.6.6. Preparation for Work in an Academic Setting** - Understand the principles of teaching and learning in preparation for work in an academic setting.
19. **B.7.4. Ongoing Professional Development** - Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
20. **B.7.5. Personal and Professional Responsibilities** - Demonstrate knowledge of personal and professional responsibilities related to: * Liability issues under current models of service provision.
*Varied roles of the occupational therapy assistant providing service on a contractual basis.

SCANS Workplace Competencies

Basic Skills	Workplace Skills
A. i, ii, iv, v	A. i, iii, iv
B. i, ii, iii, iv, v, vi	B. i, ii, v, v
C. i, ii, iii, iv, v	C. i, ii, iii, iv
	D. i, ii
	E. i, ii, iii

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual and The Pathfinder.
2. Have access to a computer with high-speed internet service, printer, and scanning device with necessary compatible software for course content retrieval and document submissions.

It is the student's responsibility to understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors, and others).

Methods of Instruction/Course Format/Delivery:

OTHA 1341 utilizes a hybrid course format with instructional principles rooted in the Team-Based Learning™ framework. According to the Team-Based Learning™ Collaborative (TBLC), “Team-Based Learning is an evidence-based collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. A class typically includes one module.”

Students must complete preparatory materials before class, including text readings, voice-over PowerPoint presentations, reflection papers, discussion postings, videos, and other materials. Digital content presentation occurs in Canvas, SoftChalk, Intedashboard, EHRgo, Simucase, ICE videos, and other online technologies/learning modalities. Students participate in Readiness Assurance Testing (RAT) as individuals (iRAT) and as a team (tRAT). In-class clarification lectures follow the RAT process to improve student comprehension, and the rest of the class time is spent performing application-focused activities/exercises/labs. Major exams cover content from multiple related modules.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments	Weight
Exams	20%
Individual Readiness Assurance Tests (IRATs)	25%
Team Readiness Assurance Tests (TRATs)	10%
Group Assignments	15%
Individual Assignments	25%
Professional Skills Assessment and Peer feedback	5%

Course Grade:

The course grading scale is as follows:

% Score	Letter Grade
90-100	A
80-89	B
75-89	C
60-74	D
Below 60	F

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. Review attendance, dress code and student ethics.

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.

Note 4: Students Are Required To:

1. Complete all pre class assignments prior to class.
2. Actively participate in class discussions and experiences.
3. Take the initiative to obtain all materials missed due to absences.
4. Take the initiative to schedule any additional practice or instruction needed with the course instructor.

Texts, Materials, and Supplies:

- Solomon, J. and O'Brien, J. (2016). Pediatric skills for occupational therapy assistants. 4th Edition. Mosby, Inc., St. Louis, MO.

Required Readings:

- As instructed in CANVAS modules

Recommended Readings:

- As instructed in CANVAS modules

Other:

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>
- 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 located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under students)

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.