GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/29/2022

Approved by GCCCD Governing Board: 12/13/2022

OCCUPATIONAL THERAPY ASSISTANT 140 – OCCUPATIONAL SKILLS DEVELOPMENT IN PEDIATRIC ROLES

1. Course Number Course Title Semester Units

OTA 140 Occupational Skills Development in Pediatric Roles 3

Semester Hours

2 hours lecture (32-36 hours); 3 hours laboratory (48-54 hours); 64-72 outside-of-class hours for lecture;

144-162 total hours

2. Course Prerequisites

A "C" grade or higher in OTA 100 and 101 and 110.

Corequisite

OTA 120 and 130 and 141

Recommended Preparation

None

3. Catalog Description

Current knowledge related to the causes, course, and prognosis of problems that occur from birth through adolescence will be examined. The principles and theories underlying learning and the developmental process will be reviewed. The OTA’s use of play in the development of self-discovery, decision-making, work role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, care givers, teachers, and significant others in the treatment process will be discussed. Assessment, program planning, and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented.

4. Course Objectives

The students will:

1. Describe and demonstrate knowledge on the occupational therapy scope of practice, common frames of references, life span development, evaluation, screening, treatment techniques, documentation, regulations and equipment in the area of pediatrics.
2. State and demonstrate an understanding of the role of the OTA in collaboration with the OT and other professionals in the various pediatric settings.
3. Advocate for the profession and the consumer and demonstrate understanding of the due process and appeals system specific to pediatrics and promote OT services.
4. Use the teaching-learning process with client/family/significant others, colleagues, other health professionals and the public.
5. Assist learners to identify their needs and use educational methods that will support those needs and objectives.
6. Analyze performance components of play, self-care and work activities as appropriate for neonate, preschoolers, school aged and adolescent populations.

5. Instructional Facilities

1. OTA Lab
2. Standard classroom with OTA equipment
3. OTA mock apartment

6. Special Materials Required of Student

None

7. Course Content

1. Occupational therapy frames of reference addressing problems in occupational performance skills for pediatrics.
2. Conditions commonly treated by occupational therapy as well as the screening evaluation and treatment process.
3. Role delineation between the occupational therapist and certified occupational therapy assistant.
4. Age appropriate treatment activities and techniques.
5. Activity analysis of performance skills as related to the pediatric population.
6. The role of the OTA in advocacy, due process and appeals system.

8. Method of Instruction

1. Lecture
2. Small group discussion
3. Multimedia presentation and demonstration
4. Guest speakers
5. Lab work for practical experience

9. Methods of Evaluating Student Performance

1. Class participation.
2. Written exams, including a final.
3. Written exercises: documentation notes, problem list for scenarios, treatment planning grids.
4. Demonstration of skills competencies.
5. Quizzes.

10. Outside Class Assignments

1. Reading assignments.
2. Writing exercises: documentation notes, problem list for scenarios, treatment planning grids.
3. Skills practice.
4. Problem-solving exercises.

11. Representative Texts

1. Representative Text(s):
2. Solomon, Jean W. and Jane Clifford O’Brien. *Pediatric Skills for Occupational Therapy Assistants.* 5th ed., New York, NY: Elsevier, 2020.
3. Vicino, Christine. *OTA Student Handbook*. 2022.
4. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Develop intervention plans for various pediatric diagnoses seen in occupational therapy.