

**This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.**

**Course Number**

OCCU 2113

**Course Title**

Pediatrics and Occupational Therapy Interventions

**Course Description**

Study of human development with emphasis on tenets of occupational therapy practice for reflex movement, postural control, cognition, perception, sensory integration, oral motor, and hand development, as it relates to gross and fine motor skills. Focus on family, early intervention, childhood occupations.

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking                      Responsibility                      Communication

**ACTS Course**                       **Program Course**

**ACTS Outcomes**

**Program Outcomes**

- 6.1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
- 6.2 Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
- 6.3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
- 6.4 Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.

**Course Learner Outcomes**

CLO #	Course Learner Outcomes	Unit Outcomes/ Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Comprehend and apply all aspects of the occupational therapy process as they relate to development and pediatric	1,2, 5,6, 7,8, 9,	NA	1-5	CT 3			Autism and sleep case study

	practice. (intake, manipulation, apply) (know, organize, structure)	10, 15					
CLO 2	Know the use of specific occupational therapy observation, evaluation, or assessment methods. (intake) (identify) (name, summarize)	19	NA	1-3	CT 1		Developmental Pictorial Directory
CLO 3	Comprehend and perform safe use of medical and rehabilitation equipment for use by occupational therapy practitioners. (intake) (recognize)	9, 20	NA	1-3	CT 1		Oral sensory booklet
CLO 4	Select and plan relevant occupational therapy interventions based on evidence based practice; scholarly practice; best practice; critical thinking; clinical reasoning; and use of theories, frames of reference, and practice models. (intake, manipulation, apply) (determine, judge, develop)	3, 6, 11, 12, 13, 14, 16, 21, 22	NA	2	CT 3		Intervention Activities Assignment
CLO 5	Communicate effectively with client, family, and professionals to ensure proper occupational therapy service delivery in a pediatric setting. (intake) (know, recall)	1,4, 17, 18	NA	1-6		R3	Arkansas Mandatory Reporter Training

### Unit Outcomes/ Competencies/ Objectives

#### Individual Student Objectives

The student should, at the end of the course OCCU 2113 Pediatrics and Occupational Therapy Interventions:

1. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faculty thinking regarding professional behavior expectations. (Dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking attitude) (intake, manipulate) ACOTE Standards section B: 5.20, 9.6
2. Have an awareness of fetal development through video presentation. (intake) ACOTE Standards section B: 1.2
3. Explain the function of frames of reference, theories, and practice models commonly used with pediatric clients in Occupational Therapy. (intake, manipulate) ACOTE Standards section B: 2.1, 2.2, 3.1, 3.2, 3.4
4. Describe the occupational therapy assistant role in pediatric occupational therapy. (intake, manipulation) ACOTE Standards section B: 4.5, 4.9, 5.27, 9.8
5. Identify various developmental sequences regarding pediatric occupational therapy. (intake, manipulate) ACOTE Standards section B: 1.2, 1.3, 2.2
6. Identify the use of the Occupational Therapy Practice Framework and professional literature in pediatric occupational therapy. (intake, manipulate) ACOTE Standards section B: 2.2
7. Explain the concept of normal/typical vs. abnormal in development. (intake, manipulate) ACOTE Standards section B: 1.2, 1.3
8. Describe cognitive, motor, and psychosocial development over the life cycle. Provide examples of adaptation or modification to compensate negative developmental situations. (intake, manipulation, apply) ACOTE Standards section B: 1.2, 1.3, 2.2, 3.1, 3.2, 4.4, 5.6
9. Describe motor development to include reflexes development and integration, postural control, balance, and motor

developmental milestones during development. ACOTE Standards section (manipulate, apply) B: 1.1, 1.2, 2.8, 5.6, 5.10

10. Describe sensory-motor development, general benefit(s) of sensory integration and sensory processing activities, and sensory integration intervention. Know considerations for behavioral considerations versus sensory problems. (intake, manipulate) ACOTE Standards section B: 1.2, 2.2, 2.11, 5.6

11. Identify intervention for sensory problems versus behavior problems. (intake) ACOTE Standards section B: 1.3, 5.2, 5.6, 5.7

12. Identify the need for readiness for the teaching and learning process for adaptive performance. (intake) ACOTE Standards section B: 1.3, 5.2, 5.6, 5.7

13. Know sensory intervention information and intervention techniques for sensory based feeding disorders. (intake, apply) ACOTE Standards section B: 1.2, 2.2, 2.10, 5.6

14. Describe the components and basic interventions for of low vision, visual processing, and visual perception in pediatric population. (intake) ACOTE Standards section B: 5.1, 5.6

15. Know hand development and hand writing information and general intervention as it relates to pediatric occupational therapy. (intake) ACOTE Standards section B: 1.1, 2.7, 4.4, 5.1, 5.9

16. Know categorization of cognitive ability including, but not limited to: global mental function, specific mental function, and executive mental function. Apply the use of cognitive approaches to occupational therapy interventions. (intake, manipulation) ACOTE Standards section B: 5.1, 5.6, 5.8

17. Know the family's role and its influence on the life cycle. (intake) ACOTE Standards section B: 1.2, 5.2, 5.19

18. Know how culture plays a vital role in the development of the individual and family. (intake) ACOTE Standards section B: 1.4

19. Know how Early Intervention is provided and assessments associated with Early Intervention. (intake) ACOTE Standards section B: 5.17, 6.1

20. Know positioning techniques and equipment for postural deficits and physiological stability concerns. (intake) ACOTE Standards section B: 1.1, 1.2, 2.8, 5.10

21. Know occupational activities associated with childhood. Be able to identify play performance in a child. (intake, manipulate) ACOTE Standards, section B: 1.2, 2.2, 2.10, 5.6, and 5.14

22. Student will use inductive reasoning to analyze research article to evaluate article findings and also organize scientific reasoning and related information to generate practice applications for evidence based information. (intake, manipulation) ACOTE Standards section B: 1.7, 8.2, 8.7, 8.8

### **Assessment Description(s)**

1. Select activities for Sleep situation for child with autism. Should be done with 75% accuracy or greater (intake, manipulation, apply) (determine, judge, develop)

2. Know safe use of equipment through identification of Oral Motor Booklet information. Should be done with 75% accuracy or greater. (intake) (recognize)

3. Identify normal development, via Development Pictorial Directory, in newborns and toddlers. Should be done with 75% accuracy or greater (intake, manipulate) (choose, produce)

4. Complete Arkansas Mandatory Reporter at state mandated threshold or higher. (intake, manipulate) (know, recall)

All of the above Student Assessment Evaluation Methods are tentative and subject to change. The above indicated points, topics, and assessments may change as needed, as determined by the instructor. The instructor reserves the right to make any needed changes with any Student Assessment Evaluation Method, add any Student Assessment Evaluation Method or remove any Student Assessment Evaluation Method, if it would be in the best interest of student learning.

### **Materials and Technological Requirements**

Access to Blackboard.

American Occupational Therapy Association membership

Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. 2014. By: American Occupational Therapy Association. ISBN-13: 9781569003619

Lab uniform.

Case-Smith, J., & Clifford O'Brien, J. (2015). Occupational therapy for children and adolescents (Seventh ed.). Elsevier. ISBN 13: 9780323169257

Christiansen, C.H. & Matuska, K. M. (2011). Ways of living: Intervention strategies to enable participation. 4th edition. Bethesda, MD. AOTA Press. ISBN 13: 9781569002988

Cole, M. (2012). Group Dynamics in Occupational Therapy: The theoretical basis and practice application of group intervention (Fourth ed.). Slack Incorporated. ISBN13: 9781617110115

Danto, A. & Pruzansky, M. (2015). 1001 pediatric treatment activities: Creative ideas for therapy sessions. 2nd ed. SLACK. ISBN 13: 978-1-61711-930-9

Rackley, M., Hall, L., Busch, A., Phillips, J., & Myott, F. (2007). Comprehensive Resource Tool (Second ed.). Coastal OT Connections, LLC. ISBN 13: 9789970026098

### **Class Attendance Policy**

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

#### **Regular Semester**

Courses which meet once a week .....	2 absences
Courses that meet twice per week .....	3 absences
Courses that meet four times per week .....	5 absences

#### **Summer Session**

Courses that meet four times per week in a five week session .....	3 absences
Courses which meet two evenings per week in a 10 week session .....	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

#### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

#### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave

- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

### **Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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# Master Syllabus