

Course Number and Title: OTA 220 Pediatric Health Conditions

Campus Location:

Georgetown, Wilmington

Effective Date:

2021-51

Prerequisite:

OTA 110, BIO 121, PSY 127

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course provides information related to the study of medical conditions, diseases, and dysfunctions of individuals from birth to 21 years of age.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

Campus program and policy manuals

Schedule Type:

Classroom Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Demonstrate professional behaviors during the study of medical conditions, diseases, and dysfunction in the pediatric population. (CCC 4; PGC 2)
2. Explain how human development throughout the life span influences occupational performance in the pediatric population. (CCC 1; PGC 1)
3. Describe and demonstrate the roles among the various professionals who provide services to children and adolescents with disabilities including OT/OTA collaboration and interprofessional dynamics.(CCC 2; PGC 1)
4. Describe the nature of diversity in the family structure and strategies to work with families who have special needs. (CCC 3; PGC 1)
5. Identify key concepts, specific characteristics, special considerations, and precautions associated with pediatric conditions. (CCC 5; PGC 1)
6. Demonstrate knowledge of the effects of disease processes on occupational performance; importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, mental illness, and dysfunction for persons, groups, and populations, given specific pediatric conditions.
7. Compare and contrast medical treatment, treatment services for rehabilitation, and implications for occupational therapy (OT) for specified conditions. (CCC 2; PGC 1)
8. Locate, and demonstrate skills to explain scholarly reports to make evidence-based practice decisions. (CCC 5; PGC 1, 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Demonstrate professional behaviors during the study of medical conditions, diseases, and dysfunction in the pediatric population.
 1. Demonstrate appropriate professional behaviors in the classroom.
 2. Respond appropriately to constructive feedback.
2. Explain how human development throughout the life span influences occupational performance in the pediatric population.
 1. Describe the five developmental stages of childhood: neonatal, infancy, early childhood, middle childhood, and adolescence.
 2. Describe the general principles of development.
 3. Identify the sequence of fine motor and gross motor skills development.
 4. Discuss the relationship among typical development, areas of performance, and contexts.
3. Describe and demonstrate the roles among the various professionals who provide services to children and adolescents with disabilities including OT/OTA collaboration and interprofessional dynamics.
 1. Describe the roles of the various professionals who provide services for children and adolescents with disabilities.
 2. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.
 3. Explain the difference between the medical model treatment team and the educational model treatment team.
 4. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.
 5. 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.
4. Describe the nature of diversity in the family structure and strategies to work with families who have special needs.
 1. Identify the nature of diversity in the family structure.
 2. Describe the potential impact of a child with special needs on the family system.
 3. List complex issues that may be present when working with families.
 4. Explain the ways families can participate in intervention services and ways to promote therapeutic relationships with families who have special needs.
5. Identify key concepts, specific characteristics, special considerations, and precautions associated with pediatric conditions.
 1. Describe the incidences, signs, symptoms, causes, and complications of covered conditions and pathologies in the first half of the life span.
 2. Explain precautions and special considerations for working with children and young adults who have specific conditions and pathologies.
6. Demonstrate knowledge of the effects of disease processes on occupational performance; importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, mental illness, and dysfunction for persons, groups, and populations, given specific pediatric conditions.
 1. Demonstrate knowledge of scientific evidence within the pediatric population 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.
 2. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.
7. Compare and contrast medical treatment, treatment services for rehabilitation, and implications for occupational therapy (OT) for specified conditions.
 1. List medical treatments that may be used for a specific diagnosis.
 2. Identify treatment interventions that may be used by related therapeutic services for a specific diagnosis.
 3. Describe OT treatment interventions used by OT practitioners for specific conditions.
8. Locate, and demonstrate skills to explain scholarly reports to make evidence-based practice decisions.
 1. Locate, and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.
 2. Explain how scholarly activities and literature contribute to the development of the profession.
 3. Understand the difference between quantitative and qualitative research studies.
 4. Demonstrate the skills to understand a scholarly report.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative Assessments:	
Midterm Exam	25%
Final Exam	35%
Research Paper	10%
Research Presentation	5%
Professional Behaviors	10%
Formative Assessment: Quizzes, Resource Book	15%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Demonstrate knowledge related to the occupational therapy assistant including patient/client interactions, therapeutic treatments, activity analysis, documentation, safety techniques, and therapeutic equipment.
2. Exhibit effective nonverbal, verbal and written communication in patient/client and family interventions and education and in professional relationships.
3. Perform competently a full range of occupational therapy skills with patients/clients and various populations as occupational beings.
4. Exercise independent judgment and critical thinking in performance of occupational therapy, according to the profession's standards of practice.
5. Demonstrate professional patterns of behavior consistent with the profession's code of ethics.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.