



## Course Number and Title: OTA 220 Pediatric Health Conditions

**Campus Location:**

Georgetown, Wilmington

**Effective Date:**

2018-51

**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 influences occupational performance in the pediatric population. (CCC 1; PGC 1)
3. Differentiate the roles among the various professionals who provide services to children and adolescents with disabilities. (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. Given specific pediatric conditions, compare and contrast differences and similarities in presentation, limitations in performance of skills, and client factors and their influence on performance in areas of occupations, performance patterns, and activity demands influenced by contexts. (CCC 2; PGC 1, 4)
7. Compare and contrast medical treatment, treatment services for rehabilitation, and implications for occupational therapy (OT) for specified conditions. (CCC 2; PGC 1)
8. Select and determine relevancy of resources in researching specified conditions. (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 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. Differentiate the roles among the various professionals who provide services to children and adolescents with disabilities.
  1. Describe the roles of the various professionals who provide services for children and adolescents with disabilities.
  2. Discuss the importance and process of referral to specialists for consultation and intervention.
  3. Explain the difference between the medical model treatment team and the educational model treatment team.
  4. Discuss the importance of professional collaboration with occupational therapists and other professionals on therapeutic interventions.
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. Given specific pediatric conditions, compare and contrast differences and similarities in presentation, limitations in performance skills, and client factors and their influence on performance in areas of occupations, performance patterns, and activity demands influenced by contexts.
  1. Discuss the impact of the health condition on performance skills, performance patterns, and areas of occupation within the context of family and society.
  2. Describe the relationship between various health conditions and client functions (i.e. body functions and body structures).
  3. Identify how specific health conditions may influence activity demands for a child.
  4. Discuss the effects a health condition has on an individual's physical and mental health and occupational performance within the context of family and society.
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. Select and determine relevancy of resources in researching conditions.
  1. Locate appropriate resources reflective of evidence-based practice for specified conditions and pathologies.
  2. Discuss the importance of professional literature in clinical reasoning in collaboration with the registered occupational therapist (OTR).
  3. Locate and use relevant resources for assigned condition adhering to guidelines for effective oral and written communication.

### Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	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	15%
Resource Book	
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.