Syllabus

OTA 150 – Pediatric Occupations

OTA 150 – D01
Spring 2016

Class Times:
- Lecture: T: 12:00 p.m. – 2:00 p.m.
- Lab: T: 2:15 p.m. – 4:15 p.m.
- Classroom: AHB 202 and AHB 203

Instructor: Ellen Siegmund, M.S., OTR/L
Department Head and Associate Professor
The Occupational Therapy Assistant Program

Office: AHB 307J
Phone: 410-572-8768
Email: esiegmund@worwic.edu

Office Hours:
- M & W: 10 a.m. – 12 p.m.
- F: 10 a.m. – 11 a.m.
- Other times by appointment

Required Texts
Reed, K. (2014) Quick Reference to Occupational Therapy. (3rd ed.). Austin, TX: Pro-Ed, Inc.

Additional Texts (from other OTA courses)

**Note: The student will be required to independently reference this book for all required documentation.


**Note: This book will be used for ideas and development of therapeutic treatment ideas and activities for both courses during any discussions, case studies, etc.
Course Description
This course introduces the student to the unique areas of dysfunction that can affect health and wellness of infants, children, and adolescents. Emphasis is developmental and focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation and return to health through occupation in pediatrics. Pediatric practice settings are discussed and reviewed. Specific emphasis is placed on parent, family, and caretaker involvement in occupational therapy practice for pediatric individuals. Hours: 26 lecture and 26 laboratory. Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Corequisites: OTA 160, OTA 170, and OTA 180. Course Fee: $60. Laboratory fee: $25. Usually offered in the spring.

Course Objectives
Upon completion of the course the student will:

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<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
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| 1. AOTA has identified eight subject areas that must be included in any pediatric OT curriculum; recognize and describe these eight (8) subject areas which entry-level certified OTA's need to have general knowledge for the clinical area of pediatrics within the context of the OTPF. 
(GEO 1, 2, 3, 5, 6, 7)  
(B.2.4, B.1.5, B.2.5, B.3.1, B.5.21) | A. List and define the eight subject areas: normal development, importance of families in the OT process, specific pediatric diagnoses, OT practice models, assessments appropriate for pediatrics, age appropriate treatment techniques, differences among systems in which OT services are provided for pediatrics, and assistive technology.  
B. Explain and give examples of how the OTPF defines the process of OT for pediatrics including evaluation, intervention; and outcome.  
C. Review and describe the components of the OTPF Domain and Process framework.  
D. Define the OT Process of service delivery related to the pediatric population.  
E. Outline examples of the 8 subject areas which OTA's have general knowledge for the clinical area of pediatrics related to the OTPF.  
F. Review and demonstrate Universal Precautions and the importance of following in all settings. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| 2. Describe the levels at which registered Occupational Therapists supervise Occupational Therapy Assistants in pediatric and adolescent treatment settings.  
(GEO 1, 2, 3, 5, 6, 7, 8)  
(B.5.1, B.5.2, B.5.6, B.21, B.9.9) | A. Describe the four levels at which registered occupational therapists supervise occupational therapy assistants.  
B. Define service competency related to pediatrics and give examples of how it can be achieved.  
C. Discuss and understand AOTA’s Code of Ethics and Centennial Vision and how they apply to everyday practice.  
D. Describe how the Occupational Therapy supervision process provides guidance and direction AOTA official to therapists, employees, and others.  
E. Explain how supervision between the OT and the COTA is a dynamic process of collaboration between the supervisor and the supervisee in the pediatric setting.  
F. Review evaluation and intervention planning and explain the application in pediatric settings. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
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| 3. Recognize and describe how the family and medical systems within the pediatric population focus on the importance of occupation for health and wellness for the child and family across the lifespan.  
(GEO 1, 2, 3, 5, 6, 7, 8)  
(B.2.4, B.2.5, B.5.18, 5.19, 5.21, B.5.29, B.9.12, B.4.10, B.5.22, B.6.4)) | A. Identify why it is important for the OT and COTA to have knowledge of and skills related to working with families and understand how a therapy program for a child always impacts the family.  
B. Describe the differences between prescriptive (referred) or consultative professional roles for the OT practitioner.  
C. Discuss the current issues affecting occupational therapy practitioners and families in the area of pediatrics and adolescents.  
D. Describe and practice communication strategies that an OT practitioner can use to promote family and professional partnerships.  
E. Describe and identify the role of occupational therapy in the pediatric medical system.  
F. Distinguish between different pediatric settings: acute care, subacute care, long-term care, and home care medical settings.  
G. Discuss the roles of the treatment team in pediatrics.  
H. Identify reimbursement issues and payment options for pediatric medical services.  
I. Discuss and demonstrate examples of OT intervention in family and medical systems. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| 4. Recognize and describe how educational and community systems within the pediatric population focus on the importance of occupation for health and wellness for the child and family across the lifespan.  
(GEO 1, 2, 3, 5, 6, 7, 8)  
(B.5.25, B.26, B.5.31, B.5.61, B.5.62, B.5.64) | A. Identify and discuss the federal laws that govern the provision of services to children with disabilities.  
B. Explain the formation, function, and process of an individual educational program team (IEP).  
C. Compare and contrast the role of the OT and the COTA in the school setting.  
D. Describe and practice techniques for working with teachers and parents in the school system.  
E. Differentiate between direct treatment, monitoring, and consultation levels of OT service delivery.  
F. Define community based practice and identify service delivery methods OT practitioners may use in community settings.  
G. Describe the influence of public health on community interventions and the challenges involved in providing services to the community.  
H. Discuss and demonstrate examples of OT intervention in the educational and community systems. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| 5. Describe how both normal and abnormal development affects the development of occupational performance skills.  
(GEO 1, 2, 3, 5, 6, 7)  
(B.1.2, B.2.4, B.2.5, B.2.6) | A. Explain the importance of knowing and understanding typical development while working in the pediatric OT practice area.  
B. Discuss the relationship among typical development, areas of performance, and context.  
C. Review periods and principles of development.  
D. Describe physical changes that occur at each stage of development.  
E. Identify the sequences of gross and fine motor skill development.  
F. Outline the cognitive development as defined by Piaget's theory.  
G. Identify applications for developmental theories of Erikson and Greenspan. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
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| **6.** Describe significant changes that occur at each stage of development from early infancy through adolescent development, becoming an adult. *(GEO 1, 2, 3, 5, 6, 7)* *(B.1.1, B.1.2, B.2.4, B.2.5, B.2.6, B.2.7)* | A. Describe the developmental sequences of oral motor control, feeding & eating, dressing & undressing, and grooming & hygiene. Identify potential variables of these areas of occupation.  
B. Identify types of food and utensils developmentally appropriate for children.  
C. Describe the physical, cognitive, and psychosocial development of adolescents.  
D. Recognize and give examples of the interrelationship between health and adolescent development.  
E. Identify the role, responsibilities, and treatment techniques the OT needs to know and understand in facilitating the adolescent’s healthy transition to young adulthood.  
F. Describe developmentally appropriate activities considered as work, play, or productive in the context of the OTPF for pediatrics.  
G. Describe and explain the relevance of play to OT practice.  
H. Describe physical, cognitive, and psychosocial development of adolescents.  
I. Identify and apply the role of the OTA in facilitating the adolescent’s healthy transition into young adulthood. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| **7.** Review and summarize the Occupational Therapy process and basic anatomy and physiology related to children and adolescents. *(GEO 1, 2, 3, 5, 6, 7)* *(B.1.1, B.1.6., B.2.4, B.2.5, B.2.9)* | A. Describe and discuss different pediatric frames of reference and practice models.  
B. Identify how assessment relates to program planning and intervention.  
C. Differentiate: long term goals, short term goals, objectives.  
D. Apply activity analysis to intervention for children and adolescents.  
E. Identify and explain the importance of family-centered intervention.  
F. Identify, understand, and explain the importance of cultural diversity for the family and child or adolescent.  
G. Discuss the preparation for discharge planning of OT services.  
H. Distinguish between anatomy and physiology, review anatomic position, descriptive movement, and plane and axes.  
I. Apply A&P as learned in other course to pediatric health conditions or disorders of the organ systems of the pediatric body.  
J. Understand the relation of body structures, the function of the body structures, and successful engagement in occupation. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| **8.** Describe the characteristics of a variety of pediatric health conditions including: orthopedic, genetic, neurologic, developmental, cardiopulmonary, sensory, and | A. Describe and discuss the characteristics, signs, and symptoms of a variety of pediatric conditions including pediatric orthopedic, genetic, neurologic, developmental, cardiopulmonary, neoplastic, sensory, and environmentally induced conditions.  
B. Describe the types and classifications of burns.  
C. Summarize the way conditions affect children’s and adolescent’s occupational performance. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
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<tr>
<td>environmentally induced conditions affecting Aspects of Domain.</td>
<td>D. Describe and explain general intervention principles that may be used with pediatric conditions.</td>
<td>1. Examinations</td>
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<td><em>(GEO 1, 2, 3, 5, 6, 7)</em> <em>(B.1.5, B.1.6, B.2.5, B.2.9, B.3.2)</em></td>
<td>E. Explain the roles of the OTA and OT in interventions for various conditions or diagnoses.</td>
<td>2. Tests</td>
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<tr>
<td></td>
<td>F. Explain and demonstrate therapeutic techniques that may be used with various pediatric health conditions.</td>
<td>3. Group Discussion &amp; Case Reviews</td>
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<td>9. Recognize the signs, symptoms, and general behaviors of mental health disorders and childhood obesity seen in children and adolescents.</td>
<td>A. Define psychosocial OT practice for children and adolescents.</td>
<td>4. Lab Activities</td>
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<tr>
<td><em>(GEO 1, 2, 3, 5, 6, 7)</em> <em>(B.6.1, B.5.18, B.5.21, B.4.1, B.4.4)</em></td>
<td>B. Recognize the signs and symptoms of behavioral and mental health disorders seen in children and adolescents.</td>
<td>5. Assignments</td>
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<td>C. Assist in the OT evaluation process and recognize typical assessments used by the OT practitioner.</td>
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<td>D. Identify frames of reference that direct intervention in psychosocial practice.</td>
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<td>E. Be familiar with types of group intervention for children and adolescents.</td>
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<td>F. Select activities that support evidenced based practice.</td>
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<td>G. Describe the factors that cause obesity in children and adolescents.</td>
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<td>H. Recognize the signs and symptoms of childhood and adolescent obesity.</td>
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<td>I. Be able to plan and implement, with the team, a comprehensive program that promotes physical activity, healthy lifestyle, and healthy behaviors for children and adolescents who are obese.</td>
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<td>10. Discuss and be able to identify possible causes and classifications of intellectual disabilities in children and adolescents.</td>
<td>A. Identify potential causes of intellectual disability.</td>
<td>1. Examinations</td>
</tr>
<tr>
<td><em>(GEO 1, 2, 3, 5, 6, 7)</em> <em>(B.1.2, B.1.5, B.1.6, B.2.4, B.2.6, B.2.9, B.2.11)</em></td>
<td>B. Differentiate the classifications of intellectual disability.</td>
<td>2. Tests</td>
</tr>
<tr>
<td></td>
<td>C. Identify adaptive functioning and amount of support needed for each level of intellectual disabilities.</td>
<td>3. Group Discussion &amp; Case Reviews</td>
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<tr>
<td></td>
<td>D. Explain the role of the OT and the OTA in the assessment of and treatment for children and adolescents with intellectual disabilities.</td>
<td>4. Lab Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Assignments</td>
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</table>

General Education Objectives (GEO) may be found in the college’s catalog and website. Course Objective (CO) see syllabus. ACOTE Standards are listed under GEO’s of CO in syllabus.
Course Requirements and Expectations  
(GEO 8) (CO 10)

For successful completion of the course, students are expected to:

- Complete the course with a minimum grade of 75%.
- Complete required examinations and tests.
- Attend class at the stated times listed for class.
- Actively participate in discussions and practice activities during class.
- Actively participate in all assignments and practice activities.
- Complete an electronic research/reading assignment.
- Use APA format ONLY for all research/writing assignments.
- Complete homework assignments as directed, must be either typed or handwritten neatly and legibly.
- Abide by the attendance policy of the course.
- Abide by the make-up examination policy of the course.

Academic Honesty Policy  
(GEO 8)

Academic integrity is expected of all students. Cheating and plagiarism are violations of academic integrity. All papers and presentations must be the student’s own work. Any student who has violated the academic honesty policy by exhibiting any of the following types of behavior during or in the preparation/performance of any assignment, quiz, project, report, test, or exam will receive a grade of zero “0” for the given assignment, quiz, project, report, test, or exam, and the student conduct violation will be referred to the Student-Faculty Disciplinary Committee. Cheating will not be tolerated in the Occupational Therapy Assistant Program. Students found cheating will be dismissed from the Occupational Therapy Assistant Program. Documented evidence of the offense will be kept in the General Education Department office and/or the Occupational Therapy Assistant Program office.

1. Cheating is defined as the act of obtaining information or data improperly or by dishonest or deceitful means. This includes the intentional use of unauthorized materials, information, or study aids in any academic exercise. This also includes helping or attempting to help another student to cheat or submit the same paper for two different classes without the explicit authorization / approval of both instructors. Each instructor will be available for consultation regarding any confusion a student may have before submitting an assignment.

2. Plagiarism is defined as the copying or imitating the language, ideas, or thoughts of another author and presenting them as one’s original work or the copying of another’s words in any medium without giving credit in a footnote in the proper format (APA documentation format). In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

- Any words quoted directly from a source must be in quotation marks and cited.
- Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
- Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
Sharing information present on a quiz or test or exam is an example of academic dishonesty and will result in a grade of “F” for the course and immediate dismissal from the Occupational Therapy Assistant Program.

**Emergency Information**

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all of these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system. Class information will also be provided via “Remind”, contact provided in class.

**Attendance**  
*GEO 8*  
*CO 1 – 8*

Students are expected to attend all class sessions. Students will not be allowed to make up activities or group work missed due to an unexcused absence. Students are expected to arrive on time for class and stay until the end of class. It is the student’s responsibility to acquire the information reviewed and ask questions to the course instructor. The student is encouraged to ask questions to the course instructor regarding content missed. Students absent from class will not be permitted to make-up missed tests, examinations or graded assignments administered during the scheduled class session unless the instructor is given prior notification of the absence. If a student is unable to attend a class, **it is expected that the instructor is given prior notice of the absence. Prior notice of an absence should be given by a direct phone call to the instructor.**

Students are expected to act and perform in a respectful and professional manner at all times, including while in class, lab, and clinic internships. Students should contact the instructor by phone if absent, an email or text message will not be accepted. Repeated episodes of in-class disruption will be considered a valid reason for dismissal from the class session. Pager and cell phones must be placed in silent mode during the class sessions. **Talking on cell phones or sending texts messages during class is prohibited.**

**Blackboard and Class Communication**  
*GEO 7, 8*

Blackboard is being used as a supplementary site in all OTA courses. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in AHB 108, MTC 200, AAB 217, HH 100, GH 204 and WDC 305.

Please follow these directions to access course syllabi and any other materials posted for this course:

**Login Information:**

1. From the Wor-Wic home page, point to “Quick Links” (top-right) and click the “Blackboard Login” link.
2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user
ID and password). Don’t know your user ID or password? Contact Student
Services.

**Blackboard Components:**
1. Posted course syllabus.
2. Instructor Announcements for the class will be listed under Announcements.
3. Messages from the course instructor will be located under the messages
section of Blackboard.
4. When completed the following may be posted: presentations, assignment
information, and grades.

**Blackboard Integrity**
*(GEO 8)*
All students logging into Blackboard affirm that they understand and agree to follow Wor-
Wic Community College policies regarding academic integrity and the use of college
resources as described in the college catalog.

Wor-Wic Community College considers the following as violations of the computer usage
policy:
- Using the campus computing network and facilities to violate the privacy of other
  individuals.
- Sharing of account passwords with friends, family members, or any unauthorized
  individuals.

Violators are subject to college disciplinary procedures.

**OTA Tutoring**
Tutoring sessions will be scheduled individually or in group sessions upon request by
students or as determined necessary by the instructor.

**Writing/Research Assignment**
*(GEO 1, 2, 3, 5, 7) (CO 1 -8)*
For this course, each student shall prepare a brief written report on the following topic:
The paper will compare and contrast the role of the occupational therapy services
provided in the pediatric educational system and the pediatric medical system. The paper
will identify and describe the role of the OT practitioner in each system, and compare and
contrast the differences in focus of treatment intervention, and the differences in expected
goals and outcomes of treatment within the pediatric educational system and the pediatric
medical system.

Specific writing/research assignment grading criteria and rubric will be provided.
Due Date for Writing/Research Assignment is as follows:

**Due Date:** Sunday, March 20, 2016, 11:00 p.m., EST, by electronic submission.

NO late writing assignments will be accepted.
Failure to submit the writing assignment by Sunday, March 20, 2016, 11:00 p.m., EST - will earn a grade of “0” (zero) for the paper.

The report you prepare must:

1. Have a cover page listing the course number, your name, and the due date.
2. Be a minimum of 3 full pages and no more than 5 full pages in length – this does not include the cover page and reference page.
3. Have one inch margins, be double spaced, and typed using a 12 point font. Arial or Times New Roman fonts should be used.
4. The paper MUST be properly written and referenced following APA format. A copy of **Citing Sources: APA Style** is available in the resource centers. For further information and/or assistance on APA format, please visit any of the writing resource centers on campus, including AHB 108. References, in-text citations, and the paper must be in APA format. An abstract page IS NOT required. For additional APA format information, visit [www.apastyle.org](http://www.apastyle.org).
5. The paper must have at least three (3) references. References must come from the recent occupational therapy textbooks, peer-reviewed journals, and up-to-date occupational therapy publications. Wikipedia may not be used as a cited reference source. References MUST be in APA format.
6. Electronic submission is **required**. Your assignment must be in the file format of a Microsoft Word or Adobe PDF document.
7. The instructor will review and make suggestions for the paper, prior to the due date, for any student who is interested, with the following rules:
   a. The writing/research paper submitted for review MUST be in final draft format, including references, and be submitted for review at least one (1) week before the final due date.
   b. APA formatting must be followed for ALL components of the paper.
   c. The final draft of the paper must be complete as per the expectations identified in the syllabus and the grading rubric.
   d. A review of the paper, prior to final submission, will be conducted one (1) time only with suggestions for improvement provided at that time.

**Examination / Test Policy**

It is expected that students complete all examinations and tests. This course has a comprehensive Midterm and Final Examination. Tests will be scheduled in class. Examinations and tests are based on the objectives for the course. Material for the exams, and tests is derived from the course texts, assignments, and class discussions. **Please keep in mind that material assigned from the texts may not be covered during lecture. The student is responsible for reading the text and knowing the assigned material regardless if it is discussed during the lectures.** Exams and tests may be in
the form of true/false, multiple choice, short answer, case studies or scenarios, essay questions, and demonstration of skills. Assignments will be identified during class.

A comprehensive Midterm and Final Examination (exam/s) will be given. These exams will evaluate ALL material covered in the Pediatrics Occupations course. The comprehensive Midterm and Final examinations will be administered as written exams and will be timed. No additional time will be awarded to complete the exam if a student arrives late.

Students are expected to be present on examination and test days. It is understood that emergencies, illness, or other situations may arise that cause a student to miss an exam/test. At the discretion of the instructor, a student may be permitted to take a make-up exam/test. The instructor may require the student to submit documentation verifying the circumstances that caused the student to miss an exam or test. If the instructor authorizes a make-up exam/test, the student will be provided with a time frame during which the make-up exam/test must be taken. If the student fails to take the make-up exam/test by the established deadline, he or she will receive the grade of zero for the exam/test and will not be granted the opportunity to retest. No exceptions. Make-up exams/tests will follow the same examination/test policy as previously stated. Missed quizzes cannot be made up. Notification, by phone, of an absence must be received by the instructor prior to the date of the exam/test being missed.

Students are expected to attend classes at the listed time of class, arriving prior to the start of class. If a student is unable to attend a class, it is expected that the instructor receive notification of the student’s absence prior to the start of the class by telephone. The student is responsible for obtaining all information covered during a missed class.

Unless authorized by the instructor, students are not permitted to use electronic devices during testing (i.e. calculators, recording devices, cell phones, pagers, etc.). If the student is observed using an unauthorized device during testing, he or she will have their test or exam collected and the student will be dismissed from the examination site. The student will receive a score of zero “0” for the exam or test. No exceptions.

Examinations and tests administered during the course may not be taken from the classroom. After examinations and tests are graded, students will be given an opportunity to briefly review their examination or test. After review, the student must return all testing instruments to the instructor. You may view your exam/test file by arrangement with the instructor. When reviewing your exam/test file, no electronic or recording devices, cell phones, paper, or writing utensils are permitted. No note taking is permitted when reviewing tests and exams. Review time will be limited to sixty (60) minutes for the test file.

Assignments
Assignment dates and topics are to be established during the course. Assignments will be expected to be submitted on the given due date. Late assignments will not be accepted and will be given a grade of “0” zero. Assignments must be formatted as directed, either typed or hand written neatly and legibly.
Course Evaluation

Assignments, Lab Activities, and Participation 15% (Assignments TBA)
Writing / Research Assignment 15%
Tests (2) 20% (Test dates TBA)
Midterm Examination 25%
Comprehensive Final Examination 25%

Grading Scale

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<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>84-92</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>75-83</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>66-74</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0-65</td>
<td>Failing</td>
</tr>
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A FINAL GRADE BELOW A 75% RESULTS IN COURSE FAILURE AND DISMISSAL FROM THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM. GRADES ARE ROUNDED BY STANDARD MATH Rounding. ANY GRADES .5 AND HIGHER WILL BE ROUNDED UP, AND GRADES BELOW .5 WILL BE ROUNDED DOWN.

Services for Students with Disabilities

Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410)334-2889. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301)652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.
OTA 150 – Pediatric Occupations

2016 Spring – Tentative Schedule:
The Instructor reserves the right to modify the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Text Reference</th>
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<tr>
<td>Week 1</td>
<td><strong>Scope of Practice in Pediatric &amp; Adolescent OT Related to the OTPF and Specific Roles of the OT and OTA</strong>&lt;br&gt;&lt;br&gt;<em>Guest Speaker: Pam Budd, RN</em>&lt;br&gt;&lt;br&gt;<em>Universal Precautions</em></td>
<td>Solomon &amp; O’Brien, Chapt. 1&lt;br&gt;AOTA, OTPF, 3rd Ed.&lt;br&gt;Sladyk &amp; Ryan, Chapt. 43</td>
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<tr>
<td>Week 2</td>
<td><strong>The Family System and the Medical System in OT Pediatric Practice</strong></td>
<td>Solomon &amp; O’Brien, Chapter 2 &amp; 3&lt;br&gt;&lt;br&gt;(Sladyk &amp; Ryan book case reviews may include Chapters 11 – 17 as determined through course)</td>
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<tr>
<td>Week 3</td>
<td><strong>The Education System and the Community System in PT Pediatric Practice</strong></td>
<td>Solomon &amp; O’Brien, Chapters 4 &amp; 5;&lt;br&gt;Danto &amp; Pruzansky</td>
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<td>Week 4</td>
<td><strong>Test #1: Chapters 1, 2, 3, 4, 5 and any other assigned readings.</strong></td>
<td>Solomon &amp; O’Brien, Chapters 6 &amp; 7;&lt;br&gt;Danto &amp; Pruzansky</td>
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<td>Week 5</td>
<td><strong>Development of Occupations for the Child and the Adolescent</strong></td>
<td>Solomon &amp; O’Brien, Chapters 8 &amp; 9;&lt;br&gt;Danto &amp; Pruzansky</td>
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<tr>
<td>Week 6</td>
<td><strong>The OT Process in Pediatrics and Make up Time if Required &amp; Review, Discussion and Questions for all Course Objectives and Goals to Date</strong></td>
<td>Solomon &amp; O’Brien, Chapter 10&lt;br&gt;Solomon &amp; O’Brien, Review Chapters 1 - 10</td>
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<tr>
<td>Week 7</td>
<td><strong>Comprehensive Midterm Examination</strong></td>
<td>Solomon &amp; O’Brien, Chapters 1 – 10;&lt;br&gt;All Other Assigned Reading Materials</td>
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<tr>
<td>Week 7 &amp; 8</td>
<td>Basic Review of Anatomy and Physiology for the Pediatric Practitioner And Pediatric Health Conditions</td>
<td>Solomon &amp; O’Brien, Chapters 11 &amp; 12;</td>
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<td>3/01 &amp; 3/15</td>
<td><strong>Note:</strong> Due Date March 20, 1016 <strong>Writing Assignment Due</strong> – Sunday, March 20, 2016, 11:00 p.m. EST</td>
<td>See Syllabus for Assignment Details</td>
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<tr>
<td>Week 8 &amp; 9</td>
<td>Pediatric Health Conditions Continued</td>
<td>Solomon &amp; O’Brien, Chapter 12; Reed, Part 1 (general review and use for rest of course) and pgs. 749-754</td>
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<td>3/15 &amp; 3/22</td>
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<tr>
<td>Week 10</td>
<td><strong>Test #2: Chapters 11 &amp; 12, Reed, and any other assigned readings.</strong></td>
<td>Solomon &amp; O’Brien, Chapters 13</td>
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<tr>
<td>3/29</td>
<td>Psychosocial and Adolescent Psychosocial and Mental Health</td>
<td>(Sladyk &amp; Ryan, Case Review Chapters Assigned)</td>
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<tr>
<td>Week 11</td>
<td>Childhood and Adolescent Obesity</td>
<td>Solomon &amp; O’Brien Chapter 14</td>
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<td>4/05</td>
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<td>Sladyk &amp; Ryan, Chapter 32</td>
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<tr>
<td>Week 12</td>
<td>Intellectual Disabilities in Pediatrics and Adolescents</td>
<td>Solomon &amp; O’Brien, Chapter 15</td>
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<td>4/12</td>
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<tr>
<td>Week 13</td>
<td>Make up Time if Required &amp; Review, Discussion and Questions for all Couse Objectives and Goals</td>
<td>Solomon &amp; O’Brien Chapters 1-15</td>
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<tr>
<td>Week 14</td>
<td><strong>COMPREHENSIVE FINAL EXAMINATION</strong></td>
<td>Solomon &amp; O’Brien, Chapters 1-15; All Other Assigned Reading Materials</td>
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<td>4/26/16</td>
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