Syllabus

OTA 160 – OT Intervention for Pediatrics

OTA 160 – D01
Spring 2016

Class Times:
Lec: Th: 12:00 p.m. – 2:00 p.m.
Lab: Th: 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

***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.

Additional Texts (from other OTA courses)

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

**Course Description**

This course will prepare students for intervention techniques and strategies unique and specific to infants, children, and adolescents. Neurodevelopmental and sensory integrative theories and practice will be applied. Developmentally focused intervention will address physical and psychosocial methodologies and practice areas related to pediatrics. Lecture and laboratory practices will provide learning opportunities. **Hours: 26 lecture, 26 laboratory and 20 observation.** Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Corequisites: OTA 150, OTA 170, and OTA 180. Course Fee: $60. Laboratory fee: $18. Insurance: $18. Usually offered in the spring.

**Course Objectives**

Upon completion of the course the student will:

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<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
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| 1. Apply the understanding of normal and abnormal development to begin to identify appropriate treatment techniques for the pediatric population using evidence-based and developmental practice for OTPF Domain and Process. *(GEO 1, 2, 3, 4, 5, 6, 7, 8)* *(B.2.2, B.2.8, B.2.7, B.2.8, B.4.9, B.5.1, B.5.2, B.5.19)* | A. Review principles of child safety in the clinic, in treatment, and with activity for all areas of pediatric treatment intervention.  
B. Review and demonstrate Universal Precautions and the importance of following in all settings. Review the OTPF with focus on Domain and Practice related to pediatric and adolescent intervention.  
C. Explain the need for understanding normal and abnormal development to plan intervention strategies.  
D. Explain and describe evidence based practice.  
E. Explain and describe developmental practice.  
F. Explain and describe how the OTPF relates to pediatric OT practice including all aspects of Domain and Process as well as various types of Occupational Therapy Interventions.  
G. Review role of OT and OTA in clinical settings.  
H. Review and describe expectations for Level I Fieldwork experiences scheduled through semester.  
I. Discuss and understand AOTA’s Code of Ethics. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| 2. Describe and identify patterns, types, and classifications of Cerebral Palsy (CP) to plan and practice interventions used with children who have CP. *(GEO 1, 2, 3, 5, 6, 7, 8)* *(B.1.2, B.2.10, B.4.1, B.5.10, B.5.11, B.5.12, B.4.14)* | A. Describe and identify the frequency, pattern, types and classification of cerebral palsy (CP).  
B. Identify the impaired progression of functional movement associated with CP.  
C. Describe normal postural control and movement in children who have CP.  
D. Explain how normal muscle tone and impaired muscle tone influence movement.  
E. Identify the role of the OTA in the assessment and intervention in children who have CP.  
F. Explain and give examples of the range of intervention used with children who have CP. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
| 3. Identify and demonstrate Neurodevelopmental Treatment (NDT) positioning and handling techniques that OT practitioners would use in | A. Describe the characteristics and variety of developmental positions and transitional movements children use in typical development.  
B. Identify and recognize equipment that positions children so they may engage in daily occupations. | 1. Examinations  
2. Tests  
3. Group Discussion & Case Reviews  
4. Lab Activities  
5. Assignments |
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<td>intervention with children and adolescents.</td>
<td>C. Identify positioning and handling techniques OT practitioners use in intervention with children and adolescents.</td>
<td>1. Examinations</td>
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<tr>
<td>(GEO 1, 2, 3, 5, 6, 7, 8)</td>
<td>D. Explain the key concepts and principles of neurodevelopmental treatment (NDT).</td>
<td>2. Tests</td>
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<td>(B.5.6, B.5.10, B.5.12, B.5.10)</td>
<td>E. Distinguish and understand the differences and principles of therapeutic handling and positioning techniques.</td>
<td>3. Group Discussion &amp; Case Reviews</td>
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<td>F. Demonstrate and practice therapeutic handling and positioning techniques.</td>
<td>4. Lab Activities</td>
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<td>4. Demonstrate and understand the progression of ADL’s and IADL’s as they relate</td>
<td>A. Describe the developmental progression of activities of daily living (ADLs).</td>
<td>5. Assignments</td>
</tr>
<tr>
<td>to occupational performance in children and adolescents with intervention strategies</td>
<td>B. Describe and demonstrate individual and collaborative approaches to help children develop the ability to engage in age appropriate ADLs.</td>
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<td>that may be used to improve the individual’s performance under the domain of</td>
<td>C. Develop and demonstrate intervention strategies to improve engagement in ADLs in children and adolescents.</td>
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<td>occupations using performance skills and patterns.</td>
<td>D. Understand the concept of co-occupation as it relates to designing and implementing intervention for ADLs.</td>
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<td>(GEO 1, 2, 3, 5, 6, 7, 8)</td>
<td>E. Describe and identify therapeutic techniques to help children perform ADLs.</td>
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<td>(B.4.1, B.4.4, B.4.5, B.4.9)</td>
<td>F. Identify Instrumental Activities of Daily Living (IADLs) and describe how they relate to occupational performance in children and adolescents.</td>
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<td></td>
<td>G. Describe and demonstrate intervention strategies and adaptations that may be used to improve an individual’s performance in IADLs.</td>
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<td>5. Describe the characteristics of play and playfulness and incorporating the way</td>
<td>A. Identify and describe the characteristics of play and playfulness and differentiate between the two.</td>
<td>1. Examinations</td>
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<td>that play is used as a tool to increase a child’s skills and as a goal for therapy</td>
<td>B. Describe and give examples of potential barriers to play that children with disabilities may encounter.</td>
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<td>for the child’s occupational performance.</td>
<td>C. Describe and demonstrate ways to facilitate play and playfulness in children who have special needs.</td>
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<td>(GEO 1, 2, 3, 5, 6, 7, 8)</td>
<td>D. Describe and demonstrate how play is used as a tool to increase skills.</td>
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<td>(B.4.1, B.4.2, B.5.2, B.5.6, B.5.8, B.5.10)</td>
<td>E. Describe how play is used as goal of OT.</td>
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<td>F. Identify OT assessments used to evaluate play playfulness.</td>
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<td>G. Describe and demonstrate various techniques used to promote play and playfulness.</td>
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<td>6. Explain how handwriting skills affect the ability of children to perform,</td>
<td>A. Identify the development of writing: prewriting strokes, their developmental sequence, and at what age they typically emerge.</td>
<td>1. Examinations</td>
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<td>recognizing the required client factors and intervention techniques that would be</td>
<td>B. Explain how handwriting skills affect the ability of children to perform in the school setting.</td>
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<td>addressed and utilized.</td>
<td>C. Recognize the client factors required for handwriting.</td>
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<td>D. Identify reasons handwriting difficulties occur.</td>
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<td></td>
<td>2. Tests</td>
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<td>3. Group Discussion &amp; Case Reviews</td>
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<td><em>(GEO 1, 2, 3, 5, 6, 7, 8)</em> <em>(B.1.2, B.2.2, B.4.4, B.5.1)</em></td>
<td>E. Describe strategies and direct intervention techniques to improve handwriting. F. Explain how visual perception affects handwriting. G. Identify types of grasp patterns. H. Identify and describe handwriting assessments the OT practitioner may use.</td>
<td>1. Examinations 2. Tests 3. Group Discussion &amp; Case Reviews 4. Lab Activities 5. Assignments</td>
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7. Describe considerations necessary when selecting media that the OTA must incorporate when choosing and planning therapeutic media and treatment techniques for pediatrics, incorporating the impact of the individual’s context and environment. *(GEO 1, 2, 3, 4, 5, 6, 7, 8)* *(B.5.2, B.5.3, B.5.8, B.5.17, B.5.19)*

| | A. Describe considerations necessary when selecting media specifically for children and adolescents, including on age appropriateness and safety. B. Describe and be able to demonstrate the role of the OTA in choosing and implementing therapeutic media. C. Be able to select developmentally appropriate therapeutic media for different age groups. D. Describe and explain the gradation of therapeutic activities based on client factors and activity demands. E. Explain the importance of the impact of context and environment conditions, especially cultural, personal and social, when choosing therapeutic media. F. Demonstrate the set up and use of therapeutic media for children with limitations. | 1. Examinations 2. Tests 3. Group Discussion & Case Reviews 4. Lab Activities 5. Assignments |

8. Describe and demonstrate how fine motor development and basic motor learning principles related to OT intervention in developing children and adolescents for occupational performance. *(GEO 1, 2, 3, 5, 6, 7, 8)* *(B.5.24, B.1.7, B.2.2, B.2.7, B.5.8)*


9. Define the basic principles then identify and practice components of sensory processing / integration techniques. *(GEO 1, 2, 3, 5, 6, 8)* *(B.2.2, B.2.7, B.2.10, B.4.1, B.4.2)*

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<tr>
<td>A. Identify non-traditional settings or interventions the OT or OTA may become involved with in a pediatric setting.</td>
<td>1. Examinations</td>
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<tr>
<td>B. Identify and discuss role of OT practitioner in referring the pediatric or adolescent client for services beyond the eligible services.</td>
<td>2. Tests</td>
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<td>C. Give examples of types of referrals that an OT practitioner would make.</td>
<td>3. Group Discussion &amp; Case Reviews</td>
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<td>D. Give examples of types of therapeutic interventions further OT services would be recommended for.</td>
<td>4. Lab Activities</td>
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<td>E. Discuss the discharge process and requirements the practitioner, the client, and the family or caregiver.</td>
<td>5. Assignments</td>
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<td>G. Identify and demonstrate intervention techniques for children who have postural-ocular and bilateral integration dysfunction.</td>
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<td>H. Identify and demonstrate intervention techniques to work with children who have developmental dyspraxia.</td>
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General Education Objectives (GEO) may be found in the college’s catalog and website. ACOTE Standards are listed under GEO’s of CO in syllabus. Course Objective (CO) see syllabus.
Course Requirements and Expectations
(GEO 8)  (CO 1-9)

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 lab activities during class.
- Actively participate in all assignments and practice activities.
- Complete an electronic research/writing assignment.
- Uses 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/test policy of the course.
- Abide by ALL OTA Program Fieldwork Manual policies and procedures.
- Attend all scheduled Level I Fieldwork placements, for all hours scheduled.
- All students MUST receive a satisfactory score on their Level I Fieldwork observation hours to successfully complete 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/performace of any quiz, project, report, test, or exam will receive a zero “0” for the assignment, 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 – 9)
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 clinical. Students should contact instructor by phone if absent, an email or text 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, study guides, 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 1-9)
The student will be expected to complete a writing/research assignment based a child observed on a Level I Fieldwork observation. This research writing assignment must be 3-5 pages in length and include the following:

1. The child’s diagnosis with research and a brief explanation of the diagnosis and the child’s history.
2. The type of facility where the child is receiving treatment.
3. Development of two (2) treatment activities that are developmentally age appropriate and focus on two (2) occupational performance based limitations for the individual child. It is preferred that these treatments have been directly observed with the child. If treatments or therapeutic activities were not observed, discuss treatments or therapeutic activities that you would implement for the child.

4. The selected therapeutic activities must be based on the child’s treatment goals OR IEP objectives, and are adapted as needed to meet the child’s performance needs.

5. A summary of the goals and outcomes expected for the child.


Specific writing assignment rubric and grading criteria will be provided.

**Due Date: Sunday, April 10, 2016, 11:00 p.m. EST, by electronic submission.**

NO late writing assignments will be accepted.

Failure to submit the writing assignment by Sunday, April 10, 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 pages in length – not including 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 SOAP note portion of the paper should follow standard SOAP note format.
6. The paper must have at least three (3) references. References must come from the AOTA Occupational Therapy Practice Framework and in addition 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.
7. Electronic submission is required. Your assignment must be in the file format of a Microsoft Word or Adobe PDF document.
8. 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 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  
(GEO 1, 2, 3, 5, 6, 7, 8) (CO 1 – 8)

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.

Level I Fieldwork Experience - Observation
Students must review and adhere to the OTA Fieldwork Policy & Procedure Manual 2015. All students MUST receive a satisfactory score on their Level I Fieldwork Evaluation for observation hours to successfully complete the course. If a student does NOT receive a satisfactory score for Level I observation, the student will fail the course.

All students will be assigned a minimum of 20 hours of pediatric Level I Fieldwork observation and MUST complete a minimum of 20 hours of Level I Fieldwork observation. This observation may include, but is not limited to, the observation of direct occupational therapy services or other pediatric services such as education, physical therapy, speech therapy, or psychology.

Prior to being assigned to a Level I Fieldwork site for observation, students must have:
- 75% or higher program/class average prior to being assigned to Level I Fieldwork
- Have completed all pre-check requirements identified in the Student Handbook and OTA Program & Fieldwork Policy and Procedure Manuals.
- Must dress professionally for all assigned Fieldwork hours, following the Fieldwork Dress Code Policy as identified in the Fieldwork Policy & Procedure Manual.

Course Evaluation
Assignments, Lab Activities, and Participation 15% (Assignments TBA)
Writing / Research Assignment 15%
Tests 20%
Midterm Examination 25%
Comprehensive Final Examination 25%
Satisfactory Score on Level I Fieldwork Mandatory to Pass

Grading Scale
A 93-100 Excellent
B 84-92 Good
C 75-83 Average
D 66-74 Poor
F 0-65 Failing

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) 334-2899. 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 160 – OT Intervention for Pediatrics

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

<table>
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<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Text Reference</th>
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<tr>
<td>Week 1 1/21</td>
<td>Overview of Pediatric OT Clinical Practice Related to the OTPF</td>
<td>Solomon &amp; O’Brien, Preface and Chapter 1; AOTA, OTPF, 3rd Ed.; Sladyk &amp; Ryan, Chapter 40</td>
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<tr>
<td>Week 2 1/28</td>
<td>Cerebral Palsy in Pediatric OT</td>
<td>Solomon &amp; O’Brien, Chapter 16; Reed, pgs. 32-54; Sladyk &amp; Ryan, Chapter 14; Danto &amp; Pruzansky</td>
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<tr>
<td>Week 3 2/04</td>
<td><strong>TEST #1: Chapters 1 &amp; 16 and Any other assigned readings</strong>&lt;br&gt;Positioning and Handling: a Neurodevelopmental Approach</td>
<td>Solomon &amp; O’Brien, Chapter 17; Reed, pgs. 32-54; Danto &amp; Pruzansky</td>
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<tr>
<td>Week 4 2/11</td>
<td>The Progression of Activities of Daily Living for Occupational Performance in Children and Adolescents</td>
<td>Solomon &amp; O’Brien, Chapter 18; Reed, pgs. 59-69; AOTA, OTPF, 3rd Ed.; Danto &amp; Pruzansky</td>
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<tr>
<td>Week 5 2/18</td>
<td>Instrumental Activities of Daily Living Related to Occupational Performance in Children and Adolescents</td>
<td>Solomon &amp; O’Brien, Chapter 19; Reed, pgs. 59-69; AOTA, OTPF, 3rd Ed.; Danto &amp; Pruzansky</td>
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<tr>
<td>Week 6 2/25</td>
<td>Make-up Time if Required &amp; Review and Questions for Comprehensive Midterm</td>
<td>Solomon &amp; O’Brien, Chapters 1, 16-19; AOTA, OTPF, 3rd Ed.</td>
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<tr>
<td>Week 7 3/03</td>
<td>Midterm Examination</td>
<td>Comprehensive on All Reading Assigned for Course to Date</td>
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<tr>
<td>Week 8 3/17</td>
<td>Play and Playfulness as a Tool in Therapeutic OT for Occupational Performance</td>
<td>Solomon &amp; O’Brien, Chapter 20; AOTA, OTPF, 3rd Ed.; Danto &amp; Pruzansky</td>
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<td>Week</td>
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<td>Week 9</td>
<td>3/24</td>
<td>Handwriting and Occupational Performance in Pediatric OT</td>
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<td>Week 10</td>
<td>3/31</td>
<td>Therapeutic Media for Pediatric OT Intervention</td>
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<td>Week 11</td>
<td>4/07</td>
<td><strong>TEST #2: Chapters 20, 21, 22 &amp; Danto Terminology and Any other assigned readings</strong> Motor Control and Motor Learning for Occupational Performance</td>
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<tr>
<td><strong>Note:</strong> Due Date</td>
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<td>Writing Assignment Due – Sunday, April 10, 2016, 11:00 p.m. EST</td>
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<tr>
<td>Week 12</td>
<td>4/14</td>
<td>Theory and Principles Underlying Sensory Processing and Integration</td>
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<td>Week 13</td>
<td>4/21</td>
<td>Review, Practice and Questions for Course Objectives and Goals for Final</td>
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<tr>
<td>Week 14</td>
<td>4/28/16</td>
<td><strong>FINAL EXAMINATION</strong></td>
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