

NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY OCT 203 – OCCUPATIONAL THERAPY WITH DEVELOPMENTAL DISABILITIES (4 CR.)

Course Description

Focuses on the theory and application of occupational therapy in the evaluation and treatment of developmental dysfunction. Includes a survey of conditions which cause developmental disability across the life span, with particular emphasis on children and adolescents. Investigates the role of the occupational therapist in assessment, planning and implementation of treatment programs. Lecture 3 hours. Laboratory 3 hours. Total 6 hours per week.

General Course Purpose

The purpose of this course is to familiarize students with a variety of current and common developmental and pediatric assessments; to be able to effectively communicate the role of the OT and OTA in the supervisory process throughout the OT process, including evaluation, intervention, and discharge planning; to be able to appropriately and efficiently document OT services provided; and to be able to select and provide client-centered, occupation-focused, and evidence-based developmental and pediatric interventions.

Course Prerequisites/Corequisites

Completion of OTA program semester 1 coursework.

Course Objectives

Upon completing the course, the student will be able to:

1. Articulate the lifelong occupational impacts of common pediatric conditions and diagnoses
2. Effectively administer developmental and pediatric assessments and screens and be familiar with the purpose, the protocol, and procedures related to occupation-based practice (**aligns with 2018 ACOTE standard B.4.4**)
3. Effectively apply the *Occupational Therapy Practice Framework (OTPF)* to help in gathering and sharing data in order to evaluate pediatric clients' occupational performance capabilities (**aligns with 2018 ACOTE standard B.4.4**)
4. Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process (**aligns with 2018 ACOTE standard B.4.0**)
5. Identify when to recommend to the occupational therapist the need to refer clients appropriately for additional evaluation and when to refer to specialists for consultation and intervention (**aligns with 2018 ACOTE standard B.4.26**)
6. Efficiently and effectively document developmental and pediatric occupational therapy services as related to the appropriate context to meet the standards for reimbursement of services, to communicate the rationale for occupational therapy services, and to ensure accountability of service provision (**aligns with 2018 ACOTE standard B.4.29**)
7. Assist with the development of pediatric occupation-based and client-centered intervention plans that are culturally relevant, based on current evidence, incorporate primary components of the *OTPF*, and reflective of current pediatric practice trends (**aligns with 2018 ACOTE standard B.4.4**)
8. Demonstrate effective clinical reasoning skills to address occupation-based interventions, client factors, performance patterns, and performance skills when working with the pediatric population. (**aligns with 2018 ACOTE standard B.4.2**)

9. Incorporate and apply the Occupational Therapy Practice Framework (OTPF) in the intervention plan by addressing the client's: occupational profile, client factors, performance patterns, contextual and environmental factors, and performance skills **(aligns with 2018 ACOTE standard B.4.4)**
10. Choose appropriate pediatric interventions to enhance safety, health, wellness, and occupational performance in areas of occupation as related to the client's individual needs **(aligns with 2018 ACOTE standard B.4.10)**
11. Choose appropriate accommodation, modification, remediation, development and compensation for individuals with physical, cognitive, perceptual, neuromuscular, behavioral, adaptive, and or sensory challenges that limit occupational performance in a particular context(s) **(aligns with 2018 ACOTE standard B.4.9)**
12. Explain the concept and the application of therapeutic use of self in the therapeutic process with the pediatric population. **(aligns with 2018 ACOTE standard B.4.1)**
13. Identify the need for environmental and activity modifications while applying ergonomic principles **(aligns with 2018 ACOTE standard B.4.18)**
14. Effectively grade and adapt tools, environments, materials, occupations, and interventions to reflect client-centered practice and the changing needs of the client and the sociocultural context
15. Effectively to teach compensatory strategies that support the pediatric client's performance, participation, and well-being
16. Articulate the basic use of orthotic devices used with the pediatric and developmentally impaired population to enhance occupational participation **(aligns with 2018 ACOTE standard B.4.12)**
17. Enhance feeding and eating capabilities in the pediatric population and be familiar with methods to train others in precautions and techniques related to the client and contextual factors **(aligns with 2018 ACOTE standard B.4.16)**
18. Explain the discharge planning process, including: assessing the needs of the client and his/her support system, retrieve available resources, understand the discharge environment and adaptations that may be needed, and recommend discharge services and home programming **(aligns with 2018 ACOTE standard B.4.28)**
19. Document occupational therapy services to ensure accountability of service provision, to meet the standards for reimbursement, and to effectively communicate the need and rationale for OT services **(aligns with 2018 ACOTE standard B.4.29)**
20. Recognize when to recommend to the occupational therapist the need to terminate OT services when stated outcomes have been met or it has been determined that the outcomes are unachievable and how to assist with developing a summary of occupational therapy outcomes, recommendations, and referrals **(aligns with 2018 ACOTE standard B.4.28)**

Major Topics to be Included

- Current occupational therapy developmental and pediatric assessments and screenings
- Role of OT and OTA in a supervisory, collaborative process during evaluation, intervention planning, intervention implementation, and discharge
- Effective and efficient documentation as related to the context delivery model and corresponding reimbursement systems to justify the need for OT services and ensure accountability of services provided
- Development of occupation-based, client-centered OT pediatric intervention plans to enhance occupational performance and participation in a variety of contexts
- Therapeutic use of self and its application to daily practice
- Use of orthotics and taping interventions to facilitate occupational performance
- Techniques to enhance feeding and eating performance of clients being served
- Techniques related to compensation, remediation, and development of skills in individuals with physical, perceptual, cognitive, behavioral, neuromuscular, adaptive, and/or sensory deficits