

Pediatric Practice

Course Outcome Summary

Course Information

Organization	WTCS - Wisconsin Technical College System
Developers	OTA Alignment Team
Development Date	5/25/2006
Course Number	10-514-183
Instructional Level	Associate Degree
Total Credits	3

Description

Explores interventions relative to major pediatric diagnoses seen in OT practice. Evaluation, treatment interventions, and documentation are emphasized within the context of the child's occupations.

Prerequisites

OT Performance Skills

OT Theory and Practice

Pre/Co: Developmental Psychology

Exit Learning Outcomes

Program Outcomes

- A. Practice within the distinct role and responsibility of the occupational therapy assistant
- B. Advocate for the profession, services, and consumers
- C. Apply occupational therapy principles and intervention tools to achieve expected outcomes
- D. Serve a diverse population in a variety of systems that are consistent with entry level practice

External Standards

B.4.1 Gather and share data for the purpose of screening and evaluation including, but not limited to, specified screening tools, assessments, skilled observation, checklists, histories, interviews with the client, family, and significant others, and consultations with other professionals.

B.4.2 Administer selected assessments using appropriate procedures and protocols, including standardized formats, and use occupation for the purpose of assessment.

B.4.3 Gather and share data for the purpose of evaluating client(s) occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation including:

B.4.3a Client factors, including body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).

B.4.3b Performance patterns (habits, routines, roles) and behavior patterns.

B.4.3c Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.

B.4.3d Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy); process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation); and communication and interaction skills (e.g., physicality, information exchange, relations).

B.5.1 Assist with the development of occupationally based intervention plans and strategies, including goals and methods to achieve them, based on the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

B.5.2 Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work,

play, leisure, and social participation.

B.5.5 Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory), neuromuscular, and behavioral skills.

B.5.6 Provide therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.

B.5.12 Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth and the ability to keep and manipulate food or fluid in the mouth and to initiate swallowing) and train others in precautions and techniques while considering client and contextual factors.

B.5.24 Facilitate discharge planning by reviewing the needs of the client, family, and significant others, resources, and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This includes, but is not limited to, identification of community, human and fiscal resources, recommendations for environmental adaptations, and home programming.

B.5.25 Under the direction of an administrator, manager or occupational therapist, collect, organize, and report on data for evaluation of practice outcomes.

B.5.27 Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.

B.7.1 Identify how the various practice settings (i.e., medical institutions, community practice, school systems, etc.) affect the delivery of occupational therapy services.

B.9.12 Identify strategies to assist the consumer in gaining access to occupational therapy services.

Competencies

1. Examine the service delivery models for OT within pediatrics

You will demonstrate your competence:

1.a. through an oral, written or graphic assessment

Your performance will be successful when:

1.a. you identify areas of practice within OT practice

1.b. you relate the domain of OT to the pediatric system

1.c. you articulate the unique role of the OT to the pediatric system

1.d. you compare the educational system with medical and family systems

1.e. you compare the legislative provisions by age group

2. Develop interventions for hand function

You will demonstrate your competence:

2.a. by developing intervention(s) for a pediatric client

Your performance will be successful when:

2.a. you select appropriate activities based on identified goal

2.b. you implement selected activities

2.c. you justify the rationale for choosing the activity

2.d. you demonstrate patterns of grasp and hand manipulation

2.e. you recognize development of hand function relative to tool use

2.f. you incorporate handwriting programs into interventions

3. Perform safe feeding, eating, and swallowing interventions

You will demonstrate your competence:

3.a. by developing intervention(s) for a pediatric client

Your performance will be successful when:

3.a. you describe normal oral development

3.b. you demonstrate interventions for oral sensory problems as they affect feeding skills

3.c. you demonstrate interventions for feeding and eating

3.d. you articulate interventions to enhance the child's ability to participate in mealtime routines

4. Promote development of childhood occupations

You will demonstrate your competence:

4.a. through oral, written or graphic assessment

Your performance will be successful when:

- 4.a. you select interventions that promote the typical developmental sequences
- 4.b. you use context information to guide interventions
- 4.c. you identify impact of physical and psychosocial conditions in childhood occupations
- 4.d. you examine various frames of reference guide intervention and impact the OTA's role

5. Administer pediatric/school screening and assessment instruments as appropriate to the role of the OTA

You will demonstrate your competence:

- 7.a. by demonstrating skills as specified by the instructor
- 7.b. oral, written, graphic assessments

Your performance will be successful when:

- 7.a. you describe the purpose of a screening and evaluation tools
- 7.b. you document observations of child's skills and behavior
- 7.c. you administer at least one standardized test
- 7.d. you compare norm referenced and criterion referenced assessments

6. Implement treatment interventions related to visual and perceptual skills

You will demonstrate your competence:

- 5.a. perform oral, written, graphic assessments

Your performance will be successful when:

- 5.a. you identify the normal sequence of oculomotor development
- 5.b. you describe the impact of visual perceptual deficits on occupational performance
- 5.c. you select, grade and adapt activities related to identified therapeutic goals

7. Implement treatment interventions related for cognitive skills

You will demonstrate your competence:

- 6.a. by oral, written or graphic presentation

Your performance will be successful when:

- 6.a. you describe the normal sequence of cognition
- 6.b. you select, grade and adapt interventions based on cognitive deficits
- 6.c. you identify interventions for the cognitive frames of reference

8. Demonstrate selected interventions related to sensory skills

You will demonstrate your competence:

- 8.a. oral, written or graphic assessments

Your performance will be successful when:

- 8.a. you describe normal sensory development
- 8.b. you demonstrate interventions for sensory problems as they affect occupational performance
- 8.c. you identify interventions for the sensory integrative frame of reference

9. Demonstrate selected interventions related to motor skills

You will demonstrate your competence:

- 9.a. oral, written or graphic assessments

Your performance will be successful when:

- 9.a. you describe normal motor development
- 9.b. you demonstrate interventions for motor problems as they affect occupational performance
- 9.c. you identify interventions for the motor frames of reference

10. Demonstrate selected interventions related to behavioral skills

You will demonstrate your competence:

- 10.a. through oral, written or graphic assessments

10.b. through role or real time situations

Your performance will be successful when:

10.a. you compare and contrast developmental sequence related to behavior

10.b. you demonstrate behavioral management techniques as they affect occupational performance

10.c. you identify interventions for the behavioral frames of reference

11. Demonstrate documentation skills related to pediatric practice

You will demonstrate your competence:

11.a. through completion of documentation tasks using case study, video, observations or other means

11.b. through oral, written or graphic assessments

Your performance will be successful when:

11.a. you complete screens, checklists, standardized formats for the pediatric population

11.b. you contribute oral or written information to the IFSP (Individual Family Service Plan) and the IEP (Individual Education Plan)

11.c. you contribute written documentation for third party payer reimbursement

11.d. you write components of a pediatric intervention plan