GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/29/2022

Approved by GCCCD Governing Board: 12/13/2022

OCCUPATIONAL THERAPY ASSISTANT 141 – EXPERIENTIAL/SIMULATION II

1. Course Number Course Title Semester Units

OTA 141 Experiential/Simulation II 1

Semester Hours

*Based on a 16-18-week format*; 3 hours laboratory (48-54 hours); 48-54 total hours

2. Course Prerequisites

None

Corequisite

OTA 120 and 130 and 140

Recommended Preparation

None

3. Catalog Description

A laboratory experience that includes observing and identifying normal and abnormal developmental behaviors in the pediatric population. This course builds on previous introduction practicum experience and is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and implementing occupational therapy treatment sessions with pediatric clients.

4. Course Objectives

The students will:

1. Explain the scope and purpose of Occupational Therapy in a variety of pediatric settings.
2. State the different roles of the OTA in pediatric settings and the potential for establishing OT in nontraditional pediatric community settings.
3. Synthesize the Occupational Therapy treatment process that is specific to pediatric settings including: evaluation, individual and group treatments, reassessment and discharge according to fieldwork site.
4. Analyze common characteristics and diagnoses seen in pediatric occupational therapy and consider the psychosocial components involved with this population.
5. Identify therapeutic activities that promote function and facilitate progress toward stated goals for pediatric clients.
6. Demonstrate reliable work habits of: timeliness, appropriate hygiene and dress, task completion, attention to detail and safety of patient and others in the work environment.
7. Demonstrate initiative and motivation; seeks out learning opportunities/interactions with supervisor/others.
8. Manage/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.
9. Consider ability to give, receive, and respond to feedback; seek guidance when necessary; follow proper channels.
10. Communicate verbally and in writing in a clear, concise and professional manner.
11. Employ communication skills reflecting respect for patient's privacy, with consideration given to cultural implications.
12. Utilize medical and occupational therapy terminology correctly in written and oral communication.
13. Complete written assignments for each experience utilizing correct grammar, terminology and spelling.
14. Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication.
15. Consider the effectiveness to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process as a treatment intervention.
16. Analyze how self is used as a therapeutic tool in pediatric settings.

5. Instructional Facilities

1. Standard classroom
2. OTA mock apartment
3. Community sites

6. Special Materials Required of Student

OTA Uniform

7. Course Content

1. Conditions commonly treated by occupational therapy as well as the screening, evaluation and treatment process utilized in pediatrics.
2. Role delineation between the occupational therapist and certified occupational therapy assistant unique to pediatric practice.
3. Age appropriate treatment activities and techniques.
4. Activity analysis of performance skills as related to the pediatric population.
5. Documentation in pediatric occupational therapy settings.

8. Method of Instruction

1. Clinic observation
2. Lecture
3. Small group discussion
4. Multimedia presentation
5. Case studies

9. Methods of Evaluating Student Performance

1. Class participation.
2. Written assignment: fieldwork observation, sensory room assignment, sensory examples, and sensory kit research.
3. Final evaluation form.

10. Outside Class Assignments

1. Reading assignments from the text.
2. Written exercises: fieldwork observation, sensory room assignment, sensory examples, and sensory kit research.

11. Representative Texts

1. Representative Text(s):
   1. Solomon, Jean W. and Jane Clifford O’Brien. *Pediatric Skills for Occupational Therapy Assistants.* 5thed., New York, NY: Elsevier, 2020.
   2. Vicino, Christine. *OTA Student Handbook.* 2022.
2. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Demonstrate safe interventions that match stated client goals for individual and groups in pediatric/adolescent settings.