



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** OTAP 2350 Pediatric Occupational Therapy

**Section ID:** 81395.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 3

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** CON - Conventional Methodology

**Catalog Course Description:** Students will be introduced to commonly treated disorders in children and developmentally disabled individuals. Occupational therapy treatment techniques, rationale and application are presented. Pediatric occupational engagement in self-care, play, and school with consideration of performance skills, performance patterns, client factors and context will be reviewed. Laboratory experience will include entry level treatment skills and simulated treatment practice using purposeful activities (occupation). Prerequisite(s): OTAP 1120,1210,1220,1240,1320,1330,1340,1355,and 1380. **F**

**Meeting Details:** R; 12:00PM - 05:00PM; GRNV 246

**Course Drop Deadline:** October 27, 2023

### Instructor Information

**Name:** Courtney Boren

**Office Location:** WSGC2 291

**Office Hours:** Monday and Thursday by appointment

**Office Phone:** 423-798-8183

**Email:** Courtney.Boren@ws.edu

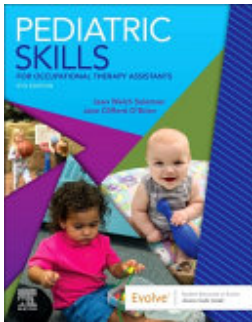
**Supervisor Name:** Sheila Williams

**Supervisor Phone:** 423-585-6992

**Name:** Molly Kincheloe

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**Office Hours:** Virtual By Appointment  
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**Email:** Molly.Kincheloe@ws.edu  
**Supervisor Name:** Courtney Boren  
**Supervisor Phone:** 423-798-8183

## Required Textbook(s) and Materials



**Pediatric Skills for Occupational Therapy Assistants**  
**ISBN:** 9780323597135  
**Authors:** Jean W. Solomon, MHS, OTR/L, Jane Clifford O'Brien  
**Publisher:** Mosby  
**Publication Date:** 2020-10-01

## Student Learning Outcomes/Objectives

- 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.
- Describe how both normal and abnormal development affects the development of occupational performance skills.
- Describe the characteristics of a variety of pediatric health conditions including: orthopedic, genetic, neurologic, developmental, cardiopulmonary, sensory, and environmentally induced conditions affecting Aspects of Domain.
- Discuss and be able to identify possible causes and classifications of intellectual disabilities in children and adolescents.
- Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies.

- Describe the meaning and dynamics of occupation and activity from birth to age 22, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), environments, and client factors. (2018 ACOTE 3.2.)
- Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. (2018 ACOTE B.3.2.) Tests, Master Competency, Fine Motor Assignment, Sensory Competency
- Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. (2018 ACOTE Standard B.4.2.) Master Competency, Fine Motor Assignment
- Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. (2018 ACOTE Standard B.4.4) Quiz, Master Competency
- Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (2018 ACOTE Standard B.4.6) Assessment Assignment, Lecture, Master Competency
- Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. (2018 ACOTE B.4.10.) Fine Motor Assignment, Sensory Competency, Feeding home program, Master Competency
- Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems, Virtual environments, Telehealth technology. (2018 ACOTE 4.15) Telehealth Assignment
- Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors. (2018 ACOTE B.4.16) Feeding Assignment
- Adapt, grade, and modify the environment, tools, materials, occupations, and intervention approaches to reflect the changing needs of the pediatric individual. (2018 ACOTE Standard

B.4.18.) Lecture, Feeding Assignment, Treatment demo, Play and Playfulness Lab, Master Competency

- Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. (2018 ACOTE B.4.26.) Exam Questions
- Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. (2018 ACOTE B.5.8.) Telehealth Assignment
- Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. (2018 ACOTE Standard B.6.1.) Master Competency, Sensory Competency, Feeding home program

## Instructional Approach and Methods

- Lecture
- Assigned readings
- Preparatory homework assignments
- Guest lecturers
- Laboratory activities
- Sensory Assignments
- Pediatric Contrived Competencies
- Pediatric Service-Learning based Competencies
- Treatment Activity Demo
- Exams

## Assessment, Evaluation and Testing Procedures

Refer to the Objective Testing Policy and the Competency Policy in the OTA Student Handbook.

## Grading Scale

A	930-100
B	850-929
C	750-849
D	749 - 651 failing
F	650 and below failing

## Assignments

Grade Item	Description	Points	Score
Midterm	Objective Assessment of course content.	150	150
Final	Objective Assessment of course content.	150	150
Prep Sheets	Pre-class homework worksheets review of material	15	75
Assessment Assignment	Analysis of commonly used pediatric standardized assessments	50	50
Feeding Home Program	Analyze, Evaluate, and Create a plan and program based on self-feeding evidence-based practice.	50	50
Telehealth Assignment	Demonstration and understanding of the practice and supervisory roles for telehealth OT.	25	25
Treatment Activity Demonstration	Analyze, Evaluate, and Create interventions based on evidence-based practice.	50	50
Sensory Competency	Analyze, Evaluate, and Create a sensory diet based on evidence-based practice.	100	100
Handwriting/Fine Motor Competency	Understanding and application of fine motor interventions.	100	100
Master Competency	Demonstrate competency in gathering data, collaborating with OT, and creating and documenting the OT process.	250	250
<b>Total</b>			1000

## Class Participation

Refer to attendance policy in OTA Handbook.

## Course and Class Policies/Procedures

- This course will require students to have reliable transportation off campus to complete service learning requirements and complete collaborative elements of the course.
- This class may utilize web tools and apps. You do not have to have a phone to access and use the tools needed in this class. However, you may check out iPad's for class use at any of the WSCC campuses.
- Test and assignment deadlines will not be reset unless documentation of extenuating circumstances is provided.
- Dropbox submissions must have your last name, first initial, and assignment in the saved file name i.e. cboren-TApart1
- Dropbox submissions must be saved as word documents or rich text format
- Review Objective Assessment Policy in OTA Student Handbook
- Exams are timed and students will have 1.5 minutes per question.

## Additional Course Requirements/Details/Information

This course will require time outside of class hours to schedule and complete components of the Master Competency at an assigned community location. Students must have the ability to transport themselves to the location and complete components outside lab hours.

## Academic Program Standards/Policies/Accreditation Information

### Relationship to Curriculum Design

- Offered within the "Improving Occupational Performance" courses– "How Do OTA's Promote Occupation?" (OTAP 2310, 2330, 2340, 2150, 2350) This course addresses challenges to and interventions to facilitate occupational engagement (self-care, play, school) for persons from birth to age 22. It builds on the foundations and challenges to occupation already learned during the first two semesters and will carry over into the OT practice job training period.
- Using the PEO model as a guide, students develop a better understanding of how unique factors within the person, environment, and occupation subsystems develop from infancy through early adulthood, and how these factors support or inhibit occupational performance. Through laboratory activities, exploration of population-specific evaluations and assignments, as well as student demonstration and competency assessments, students begin to use their

developing clinical reasoning skills to choose and implement pediatric treatment activities based on the client's occupational performance, environmental contexts, and overall occupational needs.

- The OTPF is incorporated into both teaching and learning experiences as students use evidence to support intervention implementation and outcome documentation related to performance areas and occupational performance at home, school, and during play.
- Course components are for the Advanced OTA student and build upon applying and analyzing skills and framework established in the intermediate courses. This course most closely relates to Bloom's Taxonomy levels of Analyze, Evaluate, and Create.
- Curricular Threads: Discovering Occupational Beings Across the Lifespan, Facilitating Adaptation and Creativity, Promoting Occupational Performance, Developing the Professional

## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).  
Plagiarism includes, but is not limited to the following:
  - a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
  - a. Utilizing old tests, projects, notes or written papers.
  - b. Providing unauthorized information to a fellow student about exam content.
  - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
  - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or

- electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
- e. Consulting with a classmate or others when taking a computerized test.
  - f. Disregarding other specific policies and procedures outlined for a particular class.
  - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

### TECHNOLOGY SUPPORT



Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](#)

[helpdesk.ws.edu](http://helpdesk.ws.edu)

## **STUDENTS WITH DISABILITIES SUPPORT SERVICES**

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](#)

[ws.edu/student-services/disability/](http://ws.edu/student-services/disability/)

## **SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

## **College Policies**

### **STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](#)

[catalog.ws.edu/](http://catalog.ws.edu/)

[Walters State Timetable of Classes \(opens in new window\)](#)  
[ws.edu/admissions/registration/](http://ws.edu/admissions/registration/)

## **PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

## **COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

## **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in

loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

## **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](https://www.waltersstate.edu/home/)  
[ws.edu/home/](https://www.waltersstate.edu/home/)

[Walters State Facebook page \(opens in new window\)](https://www.facebook.com/WaltersState/)  
<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](https://twitter.com/waltersstate)  
<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](https://www.waltersstate.edu/set/)  
[ws.edu/set/](https://www.waltersstate.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

## **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#).