

## **OCTA 231**

### **Clinical Techniques I**

3 Credits: 2 hours lecture, 2 hours lab

Community College of Baltimore County  
Common Course Outline

#### **Description**

**OCTA 231 – Clinical Techniques I:** introduces students to pediatrics (from birth to age 21) emphasizing typical and atypical development. This includes developmental disabilities, physical dysfunction, and psychosocial topics. Explains the importance of client/patient centered care, positioning, and play/leisure in the natural environment (including educational settings) of the client/patient. Students focus on strategies and techniques through lecture and laboratory work.

**Pre-requisites:** OCTA 201 and OCTA 220

#### **Overall Course Objectives**

Upon completion of this course, students will be able to:

1. identify the frames of reference common to pediatrics;
2. identify the roles and liability issues of the occupational therapy assistant in a variety of pediatric settings;
3. identify the changing dynamics of occupations from early infancy through to young adulthood;
4. identify cultural and societal factors impacting the family unit that may support or impede the therapy process;
5. distinguish typical and atypical development in the areas of gross motor, fine motor, and oral motor development;
6. identify appropriate evidenced-based treatment activities for the pediatric population;
7. develop age-appropriate treatment activities that are occupational based, to remediate or compensate for deficits interfering with occupational performance;
8. identify typical pediatric diagnoses treated by occupational therapy assistants;
9. demonstrate emerging skills in handling and positioning techniques for the motor impaired child;
10. compare common re-assessment tools and their role in developing occupation-based intervention plans and strategies;
11. demonstrate documentation skills required for justification of services and reimbursement;
12. describe the implications of genetic conditions, disability, trauma, injury, and substance abuse on the performance of occupations in children and the impact on their families;
13. analyze the use of the consultative process with inter-and intra-professional colleagues and others on the team;
14. compare appropriate behavior management strategies to maximize occupational performance; and
15. select activities to promote health, wellness, and a safe environment for occupational performance of individuals and/or groups.

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

## **Major Topics**

- I. The scope of pediatric occupational therapy
  - a. Theories and frames of reference
  - b. American Occupational Therapy Association (AOTA) practice framework
  - c. AOTA standard of practice
  - d. AOTA code of ethics
  - e. Client/patient/family-centered practice
  - f. Environments of pediatric clinical practice
  - g. Process of occupational therapy-assessment, activity analysis, treatment planning, documentation
- II. Family centered care
  - a. Impact of special needs child on family dynamics
  - b. Diversity and culture of family
- III. Typical development
  - a. Gross motor
  - b. Fine motor
  - c. Oral motor and feeding
- IV. Atypical development
  - a. Gross motor
  - b. Fine motor
  - c. Oral motor and feeding
- V. School system and early intervention programs
  - a. Laws governing the educational system
  - b. Individualize education plan and individualized family service plan
  - c. Working with parents and teachers
  - d. Assistive technology for education
- VI. Learning disabilities/writing/sensory integration
  - a. Learning disabilities/attention deficit hyperactivity disorder
  - b. Sensory integration theory/sensory processing disorder
  - c. Treatment using sensory integration activities
  - d. Treatment using non-sensory integration activities
  - e. Fine motor skills, challenges, and treatment activities
  - f. Vision skills, challenges, and treatment activities
  - g. Visual perceptual motor skills, challenges, and treatment activities
- VII. Children with Autism Spectrum Disorder
  - a. Clinical signs of Autism Spectrum Disorder
  - b. Treatment strategies for Autism Spectrum Disorder
- VIII. Children with neuromotor deficits
  - a. Neurodevelopmental treatment
  - b. Handling and positioning
  - c. Treatment to facilitate gross motor and fine motor skills
  - d. Adaptive equipment
- IX. Common pediatric diagnoses – role of occupational therapy
  - a. Orthopedic
  - b. Genetic
  - c. Neurologic
  - d. Developmental

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- a. Cardio-pulmonary
- b. Sensory
- c. Other
- X. Young adult with intellectual and developmental disabilities
  - a. Community challenges
  - b. Community resources
  - c. Daily living skills
- XI. Overview of common assessments and screening tools
- XII. Behavior management
  - a. Self-regulation
  - b. Executive function skills

### **Course Requirements**

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- one progress note
- one treatment activity plan
- two client assessments
- two case studies
- one presentation
- 24 hours of Level I fieldwork
- two tests
- a final exam

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Date Revised: 2/21/2023