



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

OTA2510 OTA Principles and Applications in Pediatrics
2 Semester Hours

Student Learning Outcomes & Enabling Objectives

SLO 1. Evaluate the components of human development including physical, psychosocial, and cognitive development in infants, children, and adolescents. (B.1.1., B.3.5., B.3.7., B.4.2., B.4.3., B.4.16)

- a. Show the impact on occupational performance from common pediatric health conditions.
- b. Identify feeding and eating performance techniques and explain precautions while considering client and contextual factors in pediatric practice.

SLO2. Compare theories of development and current occupational therapy frames of reference utilized in pediatric occupational therapy practice. (B.2.1., B.4.4., B.4.10., 4.18.)

- a. Distinguish between various occupational therapy frames of reference for the selection and administration of assessment tools and methods and the development of the treatment plan in pediatric practice.
- b. Select interventions consistent with models of occupational performance and theories in the selection and grading of occupations performed by the pediatric populations.

SLO 3. Organize the role of the OTA in the occupational therapy process in various pediatric settings. (B.4.1., B. 4.19., B.4.20., B.4.22., B.4.26., B.7.1.)

- a. Explain the role of the OTA in the evaluation and referral processes.
- b. Apply the consultative process to recommend referral to specialists as directed by the occupational therapist when working with the pediatric population.
- c. Categorize the role of the OTA in monitoring and reassessment of the need to continue or modify interventions.
- d. Distinguish between the role of the OTA in care coordination, case management, and transition services in traditional and emerging practice environments.
- e. Defend therapeutic use of self, including one's personality, insights, perceptions, ethical considerations and safety as a part of the therapeutic process with pediatric populations and their family units.

SLO 4. Create direct occupational therapy interventions and procedures including

occupation based activity, practice skills, and preparatory methods to enhance development and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation. (B.4.6., B.4.9., B.4.11., B.4.15., B.4.27., B.4.28., B.4.29.)

- a. Appraise appropriate home and community resources and programming to support performance of the pediatric populations in the environment and allow participation in all contexts relevant to the client and their families system.
- b. Plan treatment and documentation that effectively communicates the need and rationale for occupational therapy services with pediatric populations.
- c. Choose compensatory strategies, technology, adaptations to the environment, and use of adaptive equipment to allow completion of life-tasks for pediatric populations.

SLO 5. Develop effective communication with client, family, colleagues, and significant others by using the teaching/learning process and collaboration to identify appropriate educational methods. (B.1.2., B.1.3., B.4.21., B.4.23., B.4.24., B.4.25., B.5.1., B.5.4.)

- a. Identify team members frequently involved in service delivery within pediatric settings and their roles emphasizing effective interaction and communication.
- b. Compare federal and state law, global social issues, social injustice, and prevailing health and welfare needs as it pertains to the pediatric population.
- c. Design health literacy tools to educate the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

Required Element:

RE 1 Final Project

These SLOs are not approved for experiential credit.

Effective: Summer 2017