



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**  
PTA 2210 Functional Movement Development  
2 Semester Hours

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**Student Learning Outcomes and Enabling Objectives**

At the completion of this course, the student will be able to perform the following outcomes with a minimum overall competency of 77% (C+) or better:

1. Explain normal human development across the lifespan. **7B, 7D8, 7D16, 7D23h, 7D24i**
  - a. Examine the classification of disability and human performance in terms of disablement models.
  - b. Describe the effects of cultural and socioeconomic factors on human development.
  - c. Distinguish between hierarchy vs. systems approach to motor development.
  - d. Classify the stages of the human life cycle.
2. Examine normal and abnormal prenatal development. **7D24i**
  - a. Identify the stages of prenatal development.
  - b. Explain environmental prenatal risk factors affecting normal development.
  - c. Identify common genetic and inherited disorders.
  - d. Describe other developmental pathologies that occur in the prenatal stage of development.
3. Describe the significance of the neonatal stage of development.
  - a. Describe the effects of prematurity on the neonate.
  - b. Identify newborn reflexes and posture.
4. Examine normal infant development from birth to 12 months. **7D23h, 7D24i**
  - a. Identify the process of normal reflex development and integration in terms of motor development.
  - b. Describe motor milestones from 0-12 months of age.
  - c. Define and differentiate righting, equilibrium, and protective reactions.
  - d. Describe the principles governing the sequence of gross motor development.
  - e. Describe the impact on functional movement when reflexes persist beyond the normal time-frame.
5. Investigate the impact of psychosocial, cognitive, and nutritional factors on normal human development.
  - a. Describe sensory perception and its relationship to normal motor development.
  - b. Summarize the changes in psychosocial development and cognitive processes across the lifespan.
  - c. Identify the changes in nutritional demands across the lifespan.
  - d. Examine how physiological, motor, psychosocial, and perceptual cognitive development impact on patient assessment and treatment in rehabilitation.

6. Examine normal gross motor development across the lifespan. 7D23f, 7D23h, 7D24e, 7D24k, 7D24i
  - a. Examine the acquisition and regression of motor skills across the lifespan.
  - b. Compare and contrast postural, balance and movement changes across the lifespan.
  - c. Identify the functional significance of the anatomical and physiological lifespan changes in the major body systems.
7. Identify commonly used standardized tests for assessment of motor skills and balance across the lifespan.
8. Describe the various stages of prehensile and fine motor skill development from infancy to adulthood.

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These SLOs were not approved for experiential credit, due to accreditation standards.  
SLOs developed by PTA Curriculum Committee

**Effective: Fall 2018**