



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

2610 Pediatric Management

2 Semester Hours

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 competency of 77% (C+) or better overall:

1. Differentiate between normal and abnormal child development to begin to identify appropriate treatment techniques for the pediatric population using evidence-based practice. **7D24i, 7D24g**
 - a. Describe abnormal child development from birth to adolescence, including:
 - i. Congenital dysplasia of the hip
 - ii. Slipped Capital Femoral Epiphysis (SCFE)
 - iii. Torticollis
 - iv. In-toeing
 - v. Calcaneovalgus
 - vi. Metatarsus adductus (metatarsus varus)
 - vii. Pes planus
 - viii. Fractures (Buckle, greenstick, epiphyseal)
 - ix. Talipes Equinovarus (Club Foot)
 - x. Scoliosis
 - xi. Scheuermann's Kyphosis
 - xii. Fragile X Syndrome
 - xiii. Developmental Coordination Disorder
 - b. Identify signs and examples of developmental delay
2. Examine therapeutic interventions and modifications associated with common pediatric disorders. **7C, 7D10, 7D19, 7D21, 7D24, 7D25**
 - a. Compare and contrast common pediatric disorders including:
 - i. Down Syndrome
 - ii. Cerebral Palsy
 - iii. Spina Bifada
 - iv. Muscular Dystrophy
 - v. Autism Spectrum Disorders
 - vi. Attention Deficit Disorder (ADD)
 - vii. Attention Deficit Hyperactivity Disorder (ADHD)
 - viii. Shaken Baby Syndrome
 - ix. Juvenile Arthritis
 - x. Scheuermann's Kyphosis
 - xi. Osgood Schlatter Disease
 - xii. Legg Calve Perthes Disease
 - xiii. Osteochondritis Dissecans

xiv. Burns

- b. Integrate concepts of pathology, physical therapy interventions, and data collection for application to pediatric populations. **7C, 7D10, 7D19, 7D21, 7D25**
 - i. Compare and contrast the roles of PTs and PTAs in providing interventions in pediatric populations. **7C**
 - ii. Describe the practice settings where a PTA may be working with pediatrics.
 - iii. Summarize the considerations, precautions, indications and contraindications in intervention when working with a pediatric population. **7D21**
 - iv. Examine common pediatric screening procedures and data collection tools. **7D24, 7D25**
 - v. Demonstrate the ability to adjust interventions to meet developmental needs in pediatric population within the established plan of care by the physical therapist using case scenarios. **7C, 7D19, 7D21**
 - vi. Describe methods of documenting status, progress and intervention in pediatric populations. **7D24, 7D25**
 - vii. Identify peer-reviewed resources for exploration of pathology related to pediatric population. **7D10**
3. Differentiate standardized and non-standardized screening tools to determine the need for physical therapy intervention from infancy through adolescence. **7C, 7D7, 7D8, 7D15, 7D23h, 7D24, 7D25**
 - a. Compare and contrast common pediatric assessment tools for motor, social, and cognitive development. **7D24, 7D25**
 - b. Describe the role of the PTA in using, conducting developmental tests to assess children. **7D24, 7D25**
 - c. Demonstrate understanding of developmental tests with physical therapy interventions with children. **7D24, 7D25**
 - d. Explain the role of other health care professions that are involved in developmental testing of children. **7D7**
 - e. Describe the role of the parent/caregiver and the educational environment on the effectiveness of treatment interventions.
 - f. Demonstrate the ability to obtain pertinent information in an age-appropriate and sensitive manner from a child and or the accompanying adult. **7D7, 7D15**
 - g. Describe factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual child and environmental context. **7D8**
 - h. Describe and document outcomes of physical therapy interventions for pediatric clients with neurological impairments according to the physical therapy plan of care established by the supervising physical therapist during a case simulation activity. **7C, 7D23h, 7D24**
4. Examine the role of physical therapy in educational settings **7D7, 7D24, 7D25, 7D28**
 - a. Describe the relationship between physical therapy services and the improvement of student performance in educational settings.
 - b. Define physical therapy evaluation requirements in school settings.
 - c. Explain the role of interdepartmental collaboration. **7D7, 7D28**
 - d. Describe written screening and assessment tools specific to school settings. **7D24, 7D25**

- e. Summarize documentation requirements for physical therapy services provided in school settings.
 - f. Explain direct versus indirect interventions.
 - g. Identify common physical therapy diagnoses/conditions seen in educational settings.
5. Examine the characteristics of play and playfulness and incorporating the way that play is used as a tool to increase a child's skills and as a goal for therapy for the child's functional performance. **7D24a**
 - a. Identify and describe the characteristics of play and playfulness and differentiate between the two.
 - b. Describe and give examples of potential barriers to play that children with disabilities may encounter.
 - c. Identify and demonstrate ways to facilitate play and playfulness in children who have special needs.
 - d. Describe and demonstrate how play is used as a tool to increase functional skills.
 6. Examine current state and federal regulations which govern the practice of special education including: **7D1, 7D2, 7D3**
 - a. Classify the Individuals with Disabilities Education Act (IDEA) including eligibility for services, required services, individual Education Program (IEP), and parental rights **7D1**
 - b. Discuss Section 504 of The Rehabilitation Act of 1973 **7D1**
 - c. Explain Title II of the Americans With Disabilities Act (ADA) **7D1**
 - d. Describe the Head Start Act of 1964 **7D1**
 - e. Explain the School-To-Work Opportunities Act of 1994 **7D1**
 - f. Discuss Title XIX of the Social Security Act of 1965 (Medicaid) **7D1**
 - g. Discuss Goals 2000: Educate America Act **7D1**
 - h. Classify Confidentiality Laws **7D1**
 - i. Explain Mandatory reporting requirements **7D1, 7D2, 7D3**
 7. Distinguish the role of adaptive equipment for the special needs child at home, in school, and in the community. **7D1, 7D23b, 7D24d**
 - a. Describe the criteria to consider when evaluating a special needs child for adaptive equipment. **7D23b**
 - b. Identify criteria to address when recommending adaptive equipment for the special needs child. **7D1, 7D23b, 7D24d**
 - c. Compare and contrast equipment that positions children so they may engage in daily occupations. **7D23b**
 - d. Identify mobility needs for both in home and community access. **7D23b**
 - e. Identify resources for extra funding for equipment for use in home and community. **7D1, 7D23b**
 8. Demonstrate/perform at least one Neurodevelopmental Treatment (NDT) positioning and handling technique that physical therapy practitioners would use in intervention with children and adolescents in facilitation of: **7D12, 7D23, 7D24i**
 - a. Describe the characteristics and variety of developmental positions and transitional movements children use in typical development. **7D24i**
 - b. Explain the key concepts and principles of neurodevelopmental treatment (NDT). **7D24i**

- c. Distinguish the differences and principles of therapeutic handling and positioning techniques for the pediatric population 7D24i
 - d. Demonstrate and practice therapeutic handling and positioning techniques. 7D23
 - e. Demonstrate the ability to educate the parent/caregiver and child using a variety of techniques. 7D12
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These SLOs are not approved for experiential credit, because course attendance/participation is required
SLOs Developed by PTA Curriculum Committee

Effective: Fall 2018