



Course Syllabus
SEMESTER
School of Nursing and Health Professions

<i>Course Name:</i>	OTA Professional Foundations
<i>Course & Section Number:</i>	OTA 121-XXX; OTA 111-BXX
<i>Meeting Day(s) & Time(s):</i>	
<i>Credits:</i>	3
<i>Contact Hours:</i>	2 hours lecture: 3 hours lab
<i>Instructors Name:*</i>	
<i>Office Hours & Location:</i>	
<i>Phone:</i>	
<i>OCC Email:**</i>	

*Please call me (name) it is my preferred name. If you have a preferred name, please let me know so I can use it. I use she/her pronouns.

**Please use only Owens email for course communications.

Catalog description:

This course will provide OTA students with an overview and foundation of pediatric practice skills for occupational therapy assistants. Considerations will include contexts and client factors that may affect

performance in the areas of occupation. This course focuses on the theoretical basis and practice application of treatment with critical inquiry into intervention planning and implementation.

Prerequisite/Corequisites:

Co-requisite: OTA 120, OTA 122

Pre-requisite: OTA 110, OTA 111

Course Materials:

Solomon, J. W. & O'Brien, J. C. (2021). *Pediatric skills for occupational therapy assistants*. (5th Edition). St. Louis: Elsevier, Inc., ISBN13: 9780323597135

OTA Membership: paid via fall course fees

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010.

<https://doi.org/10.5014/ajot.2020.74S2001>

Course Objectives:

This course will:

1. Illustrate the OT practitioner's role when working with children and their family members.
2. Teach the ability to administer pediatric assessments and perform various pediatric interventions.
3. Teach the ability to recognize the differences between normal development and abnormal development.
4. Demonstrate the use of PECs, visuals, augmentative communication, and basic language development.

Link to OTA Curriculum Design:

Theme I: Practice Proficiency

The course provides the student with an overview and foundation of pediatric practice skills for occupational therapy assistants.

Student Learning Outcomes (SLO):

S L O	2023 ACOTE Standard	Outcome	Where Assessed
1	B.2.3	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context and client factors.	Visual supports & social narratives DB Gross Motor DB Play DB Playground DB Handwriting Training Fine Motor DB
2	B.2.6	Understand how occupational performance is affected by the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury	Occupational profile Gross Motor DB Play DB Playground DB Handwriting Training Fine Motor DB
3	B.2.8	Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Pediatric positioning and handling chart Jacob and Annabelle Case Studies
4	B.3.3	Contribute to the evaluation process of client(s) occupational performance by completing an occupational profile and administering standardized and non-standardized screenings and assessment tools as delegated by the occupational therapist. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.	Occupational profile Gross Motor DB Play DB Playground DB Handwriting Training Fine Motor DB

5	B.3.9	Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.	10 things to do with __ DB A&P DB Visual supports and social narratives DB Gross Motor DB Visual Perceptual DB Play DB Playground DB Handwriting Training Fine Motor DB
6	B.3.13	Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.	Pediatric feeding lab; Anslee Case study
7	B.3.16	Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices used to enhance occupational performance.	Christine Case study
8	B.4.6	Demonstrate knowledge of: • Care coordination, case management, and transition services in traditional and emerging practice environments. • The consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues.	Community resource DB Physical conditions DB Mental health condition DB

Institutional General Education Competencies

Competency	Where assessed
Communicate effectively.	DB 1-13
Act with professional responsibility.	Toolkit assignment
Demonstrate sensitivity to others' beliefs and values.	DB 1-13
Think analytically, critically, and creatively.	DB 1-13

Institutional General Education Competencies

Competency	Where assessed
Interpret the knowledge, skills, abilities, and experiences of other professions – appropriate to the specific care situation- to inform care decisions that provide care that is ethical, safe, timely, efficient, and equitable.	Community resource DB Physical conditions DB Mental health condition DB
Differentiate the unique cultures, values, roles/responsibilities, and expertise of one's own and other health professions.	Community resource DB Physical conditions DB Mental health condition DB
Demonstrate effective communication techniques in facilitating discussions and interactions that enhance team function and quality care.	Community resource DB Physical conditions DB Mental health condition DB

Technology, Lab, and File Requirements:

Reliable Internet Connection

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu.

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu

The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.

- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Please utilize email to contact the instructor. Emails will be answered Monday through DATE within 24 hours.

Please include your course number in the subject line of your email.

Please refer to the OTA Procedures Manual for additional specifics. This is in your Class of 2027 Blackboard shell.

Classroom Environment:

We support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds and experiences, every member of this class will show respect for every other member of this class while we demonstrate diligence in understanding how other peoples’ perspectives, behaviors and worldviews may be different from their own.

Lecture is asynchronous. Lecture materials should be completed on your own time BEFORE LAB and are on average 2 hours of work in addition to reading.

Lab is synchronous. Lab topics/tasks will be completed in a synchronous lab. Students are expected to complete assigned readings and lecture materials prior to lab. Students who have not done so will find it difficult to participate appropriately in lab activities. Students will attend their scheduled lab time on campus or designated meeting place.

Classroom Testing Rules:

These guidelines are in place to protect academic integrity and maintain a quiet, distraction-free testing environment. All students are expected to follow these rules for every in-class exam.

Testing Platform

- All exams will use Respondus LockDown Browser (and Respondus Monitor if required).
- Students will test using their own device (laptop or approved device).
- Come prepared: device charged, updates completed, Respondus functioning.

Testing Room Expectations

- No talking once the exam begins.
- No food or drink in the testing area.
- No ball caps/hats during testing (unless an approved accommodation or documented exception applies).

Prohibited Items (Not Allowed During Testing)

- No cell phones (must be powered off and stored away).
- No smart watches or wearable tech.
- No smart glasses or technology-enabled eyewear.
- No unauthorized electronic devices.
- *Having a prohibited item at your workstation may be treated as a testing violation—even if you do not use it.*

Personal Belongings

- All personal items must be placed in the designated “locker” area before testing begins, including:
 - o Bags/purses, coats, notebooks, textbooks, headphones, and extra electronics
- Only approved testing materials may be on the desk

Scratch Paper Procedure

- A blank sheet of paper and a pencil will be issued at the start of the exam.
- Scratch paper must be turned in to the proctor when you finish.
- Students may not use their own paper or writing materials unless explicitly permitted.

Accommodations

- Testing accommodations will be provided only as approved by Disability Services.
- Students are responsible for arranging accommodations in advance.

Compliance

- Failure to follow these testing rules may result in removal from the testing environment and/or consequences consistent with course and academic integrity policies.

Late Work:

When Blackboard submissions are not in the appropriate location or format, and not corrected before grading process begins, the score will be a 0%. Assignments turned in after the due date and up to 1 week late, with prior notice to instructor, expecting the assignment receives a passing score, will receive the lowest passing score of 76%. All other assignments will need to be turned in and will receive a 0% after 1 week late. All assignments must be turned in to receive a final grade in the course.

Grading Procedure:

The final grade for the course will be the letter grade achieved in class, provided the clinical lab evaluation and the lab skills checkoff grades are satisfactory, and a score of 76% or higher in test mastery has been achieved. Students must earn a passing grade of 76% or higher in both the lecture and laboratory components of each course. There will be no rounding of grades. Grades will be posted on the course Blackboard shell and will be considered final 5 days after posting. Refer to OTA Student Procedures Manual for more specifics. While not all assignments in this course carry a grade or point value, each assignment is essential for your learning and progress. To ensure your success, it is important that every assignment is completed and turned in. Failure to submit any assignment will result in an incomplete grade for the course, as all tasks are designed to help you achieve the learning objectives.

Remediation:

If your exam score falls below 76%, you have the opportunity to strengthen your understanding by attending a required 1-hour open lab session. This dedicated time is meant for you to actively engage with the material, practice skills, ask questions, and seek clarifications. While instructors will be

available to assist, please note that these sessions are focused on enhancing your grasp of the content rather than re-teaching it. Your proactive participation is key to making the most of this resource. After remediation, you will be allowed 1 opportunity to retake exams only.

How Grades and Determined and Major Assignments

Student course grades can be viewed in Blackboard. Students with a grade average of 76% or less will be counseled by the appropriate faculty member by the 4th week of the semester.

Submission links can be found on Black Board for the following:

Evaluation Measure <i>The grade points for the areas of work are as follows.</i>	Student Learning Objective/ ACOTE Standard	<u>Percentage/Points</u>
<u>Performance Evaluations (3 total points)</u> PE Rubric		
PE Midterm Self	1-8	1
PE Final Self	1-8	1
PE Final Faculty	1-8	1
<u>Tests (50 total points)</u> The study guide is the course calendar. You may also use this Review . Review procedures for tests on syllabus.		
Test 1	2, 4, 5, 8 B.2.6, B.3.3, B.3.9, B.4.6	10
Test 2 (Midterm)	1, 2, 4, 5, 6, 8 B.2.3, B.2.6, B.3.3, B.3.9, B.3.13 B.4.6	15
Test 3	1, 2, 4, 5, 6, 8 B.2.3, B.2.6, B.3.3, B.3.9, B.3.13 B.4.6	f10
Test 4 (Final)	1, 2, 3, 4, 5, 6, 7, 8 B.2.3, B.2.6, B.2.8, B.3.3, B.3.9, B.3.13, B.3.16, B.4.6	15

<u>Discussion Boards (39 total point)</u>		
DB 1: AOTA Occupational profile Rubric assigned client AOTA Occupational Profile	2, 4 B.2.6, B3.3	3
DB 2: Community Resource (Greater Toledo Resource Guide) Rubric assigned client	8 B.3.17, B.4.6	3
DB 3: 10 things to do with a _____ (assigned recycled item) Sample: Pop Tab ; Rubric assigned client and media	5 B.3.9	3
DB 4: A&P Interventions (Mini OBAA) Rubric assigned client	5 B.1.1, B.3.9	3
DB 5: Visual supports and Social narratives Rubric assigned client	1, 5 B.2.3, B.3.9	3
DB 6: Gross Motor Toolkit Item Sample: Jump Rope (may not meet all rubric requirements) Toolkit item Rubric Toolkit item handout template assigned client	1, 2, 4, 5 B.2.3, B.2.6, B.3.3 B.3.9	3
DB 7: Visual Perceptual Interventions - Old Board game, new rules Rubric Toolkit item handout template	5 B.3.9	3
DB 8: Physical Conditions Handout Conditions Handout Rubric	8 B.4.6	3
DB 9: Mental Health Conditions Handout Conditions Handout Rubric	8 B.4.6	3

DB 10: Play toolkit Item Sample 1: Train (may not meet all rubric requirements); Toolkit item Rubric Toolkit item handout template assigned client ;	1, 2, 4, 5 B.2.3, B.2.6, B.3.3 B.3.9	3
DB 11: Playground Assessment Rubric assigned client	1, 2, 5 B.2.3, B.2.6, B.3.3 B.3.9	3
DB 12: Handwriting Training Rubric	1, 2, 4, 5 B.2.3, B.2.6, B.3.3 B.3.9	3
DB 13: Fine Motor Toolkit Item Sample: Tennis Buddy ; Toolkit item Rubric Toolkit item handout template assigned client	1, 2, 4, 5 B.2.3, B.2.6, B.3.3 B.3.9	3
Other (8 points)		
OT Toolkit Binder (Lecture and Lab activities) Midterm Rubric • Week 1 classroom observation activity • Week 2 Christine case study • Week 2 Medical Systems activity • Week 2 Functional checklist • Week 2 Module worksheets • Week 3 Teen occupations and performance skills • Week 3 Matt Case study • Week 3 COAST Goal for self • Week 3 lab FOR Group activity • Week 4 Jacob case study • Week 5 Tennis Buddy • Week 6 Will case study • Week 6 BOT2 Score sheet • Week 7 Jamie case study • Week 7 Food box puzzle • Week 8 Anslee case study; B.3.13 • Week 8 Gavin case study	1-8 B.2.3, B.2.6, B.2.8, B.3.3, B.3.9, B.3.13, B.3.16, B.4.	4

• Other items as directed by instructor		
OT Toolkit Binder (Lecture and Lab activities) Final Rubric • Week 9 Taegan case study • Week 9 Faith case study • Week 9 Ema case study • Week 10 Christian case study • Week 11 Taegan case study • Week 11 Rotary Park playground assessment • Week 12 Doodle Cubes • Week 13 Jessica case study • Week 13 Sensory/behavior worksheet • Week 14 Positions chart • Week 14 Jacob case study • Week 14 Annabelle case study • Week 15 Christine case study; B.3.16 • Other items as directed by instructor	1-8 B.2.3, B.2.6, B.2.8, B.3.3, B.3.9, B.3.13, B.3.16, B.4.	4
	100	100

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Discussion Boards (13 DBs)	39%	1-8
Quizzes/Tests	50%	1-8
Assignments	8%	1-8
Performance Evaluation	3%	1-8

Grading Scale

Grades will be calculated on the following scale.

Grade	Points
A	93-100
B	83-92
C	76-82
D	60-75
F	0-59

Instructor Discrepancies:

If at any time throughout the semester you have a problem with the course and/or instructor, contact the instructor. If the issue cannot be resolved after discussion with the instructor, see the Provost and Vice President for Academic Affairs at Owens Community College.

Course Calendar:

Disclaimer:

The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

Course Calendar

Student Learning Objective/ ACOTE Standard	WEEK #	TYPE OF MEETING/ DATE	TOPIC(S) and TASKS
			Preparation. Students must complete course readings to foster understanding of topics. Course readings are used as a foundation and then expanded upon in lecture and lab. Students not completing course readings will find lecture and lab activities difficult. Proper preparation for lecture/lab will make it difficult to keep up with course assignments. Communication is a reciprocal process. Students should review course announcements and assignment feedback regularly. Lecture is asynchronous. Lecture materials should be completed on your own time BEFORE LAB and are on average 2 hours worth of work plus reading. Some lecture materials are to be collected in a binder (physical or virtual that will be assessed at midterm and final for points). Lab is synchronous. Lab topics/tasks will be completed in a synchronous lab on Thursdays from 5:30-8:10pm. Students are expected to complete assigned readings and lecture materials prior to lab. Students should bring a virtual device and text book to each lab meeting. Students who have not done so will find it difficult to participate appropriately in lab activities. Several labs will be off campus as indicated on the course calendar. Students are responsible for transportation to these off site labs.

2, 4 B.2.6 B.3.3	1	Course Preparation and Lecture	Welcome to the Course - Read Syllabus (available on BB course shell) Rubrics and Living Calendar - Watch course introduction video Scope of Practice and Family Systems - Read Solomon Ch. 1, 2 Guided notes Video Lecture 1 of 2 12:01; Video Lecture 2 of 2 17:31 - Review OTPF Typical Development <u>Review</u> from OTA 111 - Read Solomon Ch. 6-8 Ch 6-7 Guided Notes and Ch 8 Guided Notes Video Lecture Ch 6 (20:00) - Ch 6: Come to lab prepared to demonstrate understanding of these principles of development - Ch 7: review this video and complete this classroom observation activity. Save to put in your OT Toolkit binder (will be reviewed in lab this week). - Ch 8: Create a handout that lists the developmental sequences of dressing and undressing, toilet hygiene, grooming, bathing and showering, and/or oral hygiene. Save to put in your OT Toolkit binder - Begin DB (due DATE) Optional to enhance your learning/meet your learning style: - Explore https://pathways.org/ resources. (Search “atypical” and watch typical v. atypical development videos) Primitive reflexes testing and treatment handouts; consider adding to OT toolkit binder - Watch Reflexes Video and practice using a baby doll or stuffed animal
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		Lab Jan 15	Course Introduction: - Review pediatric clients for OTA 121 assignments - Review OT Toolkit binder assignment Practice: OTPF Performance Skills Charade - Principles of Normal Development and Development of Performance Skills Kahoot - Demonstrate understanding of these principles of development - Watch Elsevier Caitlin case study Video and answer questions If time allows: - Time allotted for student driven practice and/or working on assignments
			Assignments due DATE: ☐ DB 1: AOTA Occupational Profile on assigned client initial post and responses to peers by TIME
8 B.4.6	2	Course Preparation and Lecture	Medical Systems - Read Solomon Chapter 3 (review from OTA 111) - Review Christine case study and video and answer questions; come prepared to discuss in lab by having answers in your OT Toolkit Binder - Check your understanding by completing this activity. Put this in your OT toolkit binder Educational Systems - Read Solomon Ch. 4 Guided Notes Video 1 of 3 (13:34); Video 2 of 3 (17:03); Video 3 of 3 (14:51) Functional Checklist to review; add this to your OT toolkit binder - Individualized Education Plan (IEP) Blank Ohio Department of Education and Workforce (ODEW) forms to review Completed IEP (preschool) to review IEP section 5 (transition age) to review Community Systems - Read Solomon Chapter 5 (review from OTA 111) Community Systems video lecture (14:51) - Browse Greater Toledo Resource Guide and start DB with assigned client Optional to enhance your learning/meet your learning style: School-based OT brochure Pediatric inpatient Rehab (6:14)

			• Community based occupational therapy
		Lab	Practice: • Guest: Jenn Hazel for BIG Blackout Bunker activity • Review Christine case study and video and answer questions • Complete Connect Module 4 and related activities (13 worksheets) (add worksheets to OT toolkit binder)
		Assignments due DATE ☐ DB 2: Community Resource initial post and responses to peers due by TIME	
5 B.3.9	3	Course Preparation and Lecture	Adolescent Development: Becoming an Adult • Read Ch 9 (review from OTA 111) • Ch 9 Powerpoint • Create a list of at least 10 occupations teens might enjoy that could be used in OT. Identify performance skills needed to complete these tasks (at least 3 per activity). Put this in your OT Toolkit binder • Review Matt case study video and discussion questions; come prepared to discuss in lab by having answers in your OT Toolkit binder The Occupational Process Applying the Model of Human Occupation to Pediatric Practice • Read Solomon Ch 10, 26 and review Slides • Watch Chapter 10 Video 15:04 • Watch Chapter 26 Video 14:22 • Review from OTA 111 Goal writing in COAST format • Write a COAST goal for yourself related to OTA 121 that you want to achieve by midterm. Put this in your OT Toolkit binder Optional to enhance your learning/meet your learning style: • Five OT Frames of Reference • Pediatric Goal Examples
		Lab	• Discuss Matt case study video and discussion questions • Lab guide

			The Occupational Therapy Process - Goal writing in COAST format; group activity in lab guide - Discuss/revise personal goals - Frames of Reference (FOR); group activity in lab guide - add to OT Toolkit Introduced: 10 things to do with a ____ assigned (SAMPLE - Pop Tab) - complete with assigned media and assigned client - Time allotted for student driven practice and/or working on assignments
		Assignments due DATE None	
5 B.3.9	4	Course Preparation and Lecture	Anatomy and Physiology for the Pediatric Practitioner - Read Solomon Ch. 11 Guided Notes - Watch Elsevier Jacob case study video and complete questions; come prepared to discuss in lab by having answers in OT Toolkit binder Neuroscience for the Pediatric Practitioner - Read Solomon Ch 12 Guided Notes Therapeutic Media - Read Solomon Ch 23 Guided Notes and video lecture (19:09) Reminder: Bring computer and headphones to lab Optional to enhance your learning/meet your learning style: Recycling OT (Blog)
		Assignments Due DATE: ☐ DB 3: 10 things to do with a ____ initial post due by TIME	
		Lab	Class Discussion: - Discuss Jacob case study video and questions - Share 10 things to do with a ____ creation

			Self Directed Class time: • Test 1 in class • Create an OCALI Autism Internet Module FREE account • Time allotted to complete OCALI module Social Narratives (1 hour) and begin Visual Supports (2.5 hours) • Potential Time allotted for student driven practice and/or working on assignments
		Assignments due DATE: ☐ DB 3: 10 things to do with a ____ responses to peers due by TIME	
5 B.3.9	5	Course Preparation and Lecture	Language and Communication; Assistive Technology • Read Solomon p. 96, 100-3, 249-50, 344, 580-2 • Read Solomon Ch. 27 • Assistive Technology Lecture Video (28:18) • Presentation Slides • Complete OCALI module Visual Supports (2.5 hours) Reminder: Bring printed or electronic Mini OBAA to lab to complete DB; review your assigned client Optional to enhance your learning/meet your learning style: • Discover your own computer/devices screen reading program • Explore Twin Tech 2.0 Assistive Technology model home: https://cloud.3dvista.com/hosting/8058224/0/index.htm • Complete other OCALI modules such as Language and Communication (2 hours) and PECs (2.5 hours)
		Lab	• Discussion on Grading/Adapting - from week 4 lecture activity • S/OTA Interventions to review Ch. 11, 12 and demonstrate use of media • John case study discussion • Toolkit Rubric Review • Sample: Tennis Buddy Handout; put tennis buddy in your OT toolkit
		Assignments due DATE ☐ DB 4: A&P interventions OBAA initial post AND responses to peers due by TIME ☐ DB 5: Visual supports AND Social narratives initial post and responses to peers due by TIME	

1, 2, 4, 5 B.2.3, B.2.6, B.3.3, B.3.9	6	Course Preparation and Lecture	Pediatric Assessments Introduction • Understanding Standardized Assessment Scores Slides • Video (10:10) • Read Solomon p. 179-80 BOT2 • BOT2 Score Sheet (print and bring to lab - 6 pages) • Watch BOT2 Overview (11:51) • Complete BOT 2 Review PDMS • PDMS Score Sheet (have available printed or digitally for lab) • 1 of 2; 2 of 2 • Watch PDMS-2 Overview (29min) Review Will case study; come prepared to discuss in lab by having answers in OT toolkit • Identify strengths/weaknesses • Write Goal(s) for gross motor in COAST format • What are some occupation based intervention ideas to work on goals? Reminder: Bring printed BOT2 score sheet, PDMS2 score sheet (printed or virtual) to lab Bring to lab Feb 26: 2 <u>matching/identical</u> cardboard food boxes (e.g. 2 cereal box with same shape, flavor, etc.), Ziplock bag, ruler (if available to you) Optional to enhance your learning/meet your learning style: • Browse/Scan BOT-2 Videos (~90 min) and PDMS-2 Videos (3 hours)
		Lab	• AT demo stations • Complete BOT2 on assigned partner (use printed score sheet) • PDMS-2 Group Work • Add assessment score sheets to OT toolkit binder • Potential Time allotted for student driven practice and/or working on assignments
		Assignments Due DATE ☐ DB 6 Gross Motor Toolkit initial post and responses due by TIME ☐ Bring to lab Feb 26: 2 <u>matching/identical</u> cardboard food boxes (e.g. 2 cereal box with same shape, flavor, etc.), Ziplock bag, ruler (if available to you)	

1, 2, 4, 5 B.2.3, B.2.6, B.3.3, B.3.9	7	Course Preparation and Lecture	Vision and Visual Perceptual Skills • Read Solomon pp. 223-225, 435-438 • Watch Video Lecture (39:40) and review slides • Review Jamie case study and prepare to discuss in lab by adding answers to OT Toolkit binder TVPS • TVPS Read (8 pages) • TVPS Videos (9:09) • TVPS sample Beery • Beery watch Overview (17:54) • Beery Administration (26:45) • Beery Sample and score sheet Reminder: Bring 2 <u>matching/identical</u> cardboard food boxes (e.g. 2 cereal box with same shape, flavor, etc.), Ziplock bag, ruler (if available to you) to lab Optional to enhance your learning/meet your learning style: • Review visual perceptual skill checklist and add to OT Toolkit binder • Review visual perceptual skill development and add to OT toolkit binder
		Lab	Practice: • Jamie case study discussion • Interventions and Assessments • TVPS • Beery • Visual Perceptual In Class Toolkit Item (Food Box Puzzles) • Visual perceptual interventions • Potential Time allotted for student driven practice and/or working on assignments
		Assignments due DATE ☐ DB 7: Visual Perceptual Interventions - Old board games, new rules post and responses due by TIME	

1, 2, 4, 5, 6 B.2.3, B.2.6, B.3.3, B.3.9,B.3.13	8	Course Preparation and Lecture	Activities of Daily Living and Sleep/Rest • Read Solomon Chapter 19 • Ch 19 slides • Review Anslee Case study and Video; come prepared to discuss in lab by adding answers to OT toolkit Instrumental Activities of Daily Living • Read Solomon Chapter 20 • Review Elsevier Gavin Case study and class discussion on questions; come prepared to discuss in lab by adding answers to OT toolkit • Chapter 20 Slides • Watch Understanding and Implementing Types of Chaining (8:34) • Read ELSA assessment (9 pages) • Optional: Print and add to OT toolkit binder • Watch What are Executive Functioning Skills? (5:15) • Review Executive Functioning Slides ☐ Bring to lab: Straw, Piece of gum or, chewy snack, entire toolkit, computer, headphones Optional to enhance your learning/meet your learning style: • The OT Toolbox (Blog) - Executive Functioning Skills • Review EF resources from OTA 111 including Executive Functioning Workbook
		Lab	Practice: • Oral motor skills and group work • Beckman Oral Motor • ARK University • Rotating Stations • ADL/IADL interventions • Visuals from lab stations are available in the folder linked above. • Review Anslee Case study and Video • Elsevier Gavin Case study and class discussion on questions Self Directed Time: • Test 2 in class • Potential Time allotted for student driven practice and/or working on assignments

		Assignments due DATE ☐ Midterm Self PE due by TIME (PE Form is available on BB Shell; submit form on BB) ☐ Consider signing up in advance for conditions handouts. To enhance your learning, please no duplicate conditions. Sign up here.	
8 B.4.6	9	Course Preparation and Lecture	Pediatric Health Conditions • Read Solomon Ch. 13 • Review these Guided Notes from earlier in the semester (which you should have downloaded to your own device) • Add in common disabilities related to each organ system on appropriate slides/charts • Watch Taegan Case study and answer questions; prepare to discuss in lab by adding answers to OT toolkit • Choose a specific Condition from Solomon p. 214-15 • To enhance your learning, please no duplicate conditions. Sign up here. Childhood and Adolescent Obesity • Read Solomon Ch. 15 • Watch Elsevier Faith case study and answer questions; prepare to discuss in lab by adding answers to OT Toolkit binder Intellectual Disabilities • Read Solomon Ch 16 • Watch Elsevier Ema case study and answer questions; prepare to discuss in lab by adding answers to OT Toolkit binder Optional to enhance your learning/meet your learning style: • Centers for Disease Control - Information on Diseases and Conditions for Parents with Children
		Lab	Aquatic Therapy Field Trip Arrive between TIME. We will enter water promptly at TIME. Wear an appropriate swimsuit (you may wear a shirt/shorts over top a bathing suit if you prefer) and towel. You will have access to the locker room beginning at TIME. The pool and surrounding air temperature are WARM. LOCATION Review Videos: Aquatic Therapy for: • Self-Regulation (2:24)

			• Spinal Cord Injury (4:18) • Following Directions/Visual Schedule (~2:00) • Balance/Strength (3:17)
		Assignments due DATE: ☐ DB 8 (Conditions Handout) initial post and responses to peers due by TIME	
8 B.4.6	10	Course Preparation and Lecture	Cerebral Palsy • Read Solomon Ch 17 • Watch Elsevier Christian case study and answer questions; prepare to discuss in lab by adding answers to OT toolkit Mental Health Disorders • Read Solomon Ch 14 • Fill in Ch 14 PowerPoint prior to lab • Browse School Mental Health Toolkit • Review Autism Spectrum Disorder • Choose a specific condition from Solomon p. 263-4 • To enhance your learning, please no duplicate conditions. Sign up here. • Bring printed copies of your physical condition hand out to lab (bring MH handout if completed) Optional to enhance your learning/meet your learning style: • Centers for Disease Control - Children's Mental Health
		Lab	Practice: • Christian case study and answer questions; • Mental Health Interventions • Behavior Modification/Monitoring Systems Zones of Regulation • Conditions "Speed Dating" • Potential Time allotted for student driven practice and/or working on assignments
		Assignments due DATE ☐ DB 9 Mental Health Conditions Handout initial post and responses to peers due by TIME	

1, 2, 4, 5 B.2.3, B.2.6, B.3.3, B.3.9	11	Course Preparation and Lecture	Play and Playfulness - Read Solomon Ch 21 COSA TOP Knox Image, Knox charts - Review Playground assessment and print for lab - Read: Occupational Injustice and the Right To Play - Review Taegan Case Study and Video; come prepared to discuss in lab by answering questions and including in your OT Toolkit - Bring to lab: weather appropriate dress, printed playground assessment, writing surface (clip board), writing utensil, measuring tape if available to you Optional to enhance your learning/meet your learning style: - OT Toolbox - Occupational Therapy Play
		Lab	Playground Accessibility Field Trip Meet at TIME. Dress appropriately for the weather. Bring to lab: printed Playground assessment, writing utensil, measuring tape LOCATION Put completed playground assessment in your OTA Toolkit
		Assignments Due DATE DB 10 Play Toolkit initial post and responses due by TIME.	
1, 2, 4, 5 B.2.3, B.2.6, B.3.3, B.3.9	12	Course Preparation and Lecture	Functional Task at School: Handwriting - Read Solomon Ch 22 Handwriting Training (8 mini lessons)
		Lab	Practice: - Handwriting Assessments - HWT - ETCH - Prerequisite Skills for Handwriting - Optional: Toolkit packet (print or download for your reference) Resource for different handwriting papers - Fine Motor Interventions - Fine Motor In Class Toolkit Item (Doodle Cubes) Self Directed Time

			• Test 3 • Potential Time allotted for student driven practice and/or working on assignments
		Assignments due DATE ☐ DB 11: Playground assessment Initial post and responses to peers due by TIME ☐ DB 12 Handwriting Training initial post and response to peers due by TIME	
1, 2, 4, 5 B.2.3, B.2.6, B.3.3, B.3.9	13	Course Preparation and Lecture	Sensory Processing/Integration and Occupation • Read Solomon Ch 25 and review Slide show • Review Jessica Case Study and Video; prepare to discuss in lab by adding answers to OT toolkit binder • Watch Is it Sensory or is it Behavior? (1:04:17) and complete worksheet; add to OT Toolkit binder • Watch Interoception: The 8th Sense (4:55) • Review Sensory Supports for Classroom (1 page) • Review Proprioceptive Sensory Input (1 page) • Review Sensory Processing and clinical strategies (16 pages) • Review Sensory Preferences (2 pages) • Bring to lab: printed Adult sensory profile Optional to enhance your learning/meet your learning style: • Treating Sensory Processing Disorders • What is Interoception? (explore website)
		Lab	LOCATION Fieldtrip Meet at TIME LOCATION
		Assignments due DATE ☐ DB 13: Fine motor toolkit initial post and responses to peers due by TIME	

1, 2, 3, 4, 5 B.2.3, B.2.6, B.2.8, B.3.3, B.3.9	14	Course Preparation and Lecture	Positioning and Handling • Read Solomon Ch 18 • Watch Positioning Video Watch (2:29) • Watch Developmental Positions Watch (3:00) • Review slides and complete activities for your own understanding • Complete chart and add to pediatric toolkit binder Motor Control and Motor Learning • Read Solomon Ch. 24 • Guided Notes • Watch Elsevier Jacob case study and answer questions; prepare to discuss in lab by adding answers to OT toolkit binder • Watch Occupational Therapy for Gross Motor Skills (4:40) Animal Assisted Therapy • Read Solomon Ch 29 • Review Annabelle Case Study and Video; prepare to discuss in lab by adding answers to OT toolkit binder Optional to enhance your learning/meet your learning style: • Review Hippotherapy Certification information • Consider attending Assistive Technology Fair and learning sessions on 4/21
		Lab	• Jacob case study and answer questions; • Annabelle Case Study and Video; • Practice positioning and handling • Review for tests Potential Field Trip
		Assignments due DATE ☐ Final Self PE due by TIME	
1, 2, 3, 4, 5, 6, 7, 8 B.2.3, B.2.6, B.2.8, B.3.3, B.3.9, B.3.13,	15	Course Preparation and Lecture	Orthoses, Orthotic Fabrication, and Elastic Therapeutic Taping for Pediatric Population • Read Solomon Ch 28 • Fitting Custom Orthotics Watch (2:11) • How can you increase compliance with wearing? • What should you be on the lookout for as an OTA? • Pictures of Orthotics (shared with permission from parents)

B.3.16, B.4.6			• Watch Elsevier Christine case study and answer questions; prepare to discuss in lab by adding answers to OT toolkit binder • Kinesio Taping Watch (3:40) • This is a special skill set. Have an understanding of the purpose of taping. Bring to class: Completed toolkit Optional to enhance your learning/meet your learning style: • AOTA's Advanced Certification Program • Specialty certifications for OTA • In 10 years of 'arming' kids, bionic prosthetics have come a long way	
		Lab	Practice: • Final Toolkit Check • Christine case study and answer questions; • Orthotic fabrication Self Directed Time: • Test 4 in class • Potential Time allotted for student driven practice and/or working on assignments	
		Assignments due DATE • None		
	16	DATE	Virtual PE meetings by appointment only	