

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: DISABLING CONDITIONS I (CHILDHOOD AND ADOLESCENCES)

CODE NO.: RSP 105

SEMESTER: H

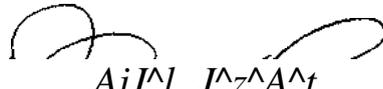
PROGRAM: REHABILITATION ASSISTANT

AUTHOR: A MULTI-DISCIPLINE TEAM

DATE: MAY/97

PREVIOUS OUTLINE DATED: N/A

APPROVED:


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DEAN

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TOTAL CREDITS: 3

PREREQUISITE(S): RSP 103, RSP 102, RSP 100

CONCURRENTLY: RSP 107, RSP 108

LENGTH OF COURSE: 3 HRAVK

TOTAL CREDIT HOURS: 45

COURSE NAME

CODE NO.

I. PHILOSOPHY/GOALS:

This will introduce the student to physical and psychosocial conditions and disabilities and/or diseases in children (young adolescents) which are treated by occupational therapists and physiotherapists. Information will be given on the specific causes, resulting deficits and basics of intervention for these children. This course will emphasize the difficulties distinctive to the paediatric population including the effects on growth, on family dynamics, and integration into the community. Students will be introduced to these conditions through lectures, observation and/or audio-visual exposure.

H. LEARNING OUTCOMES:

Upon successful completion of this course, the student will:

1. describe the etiology and deficits of disabilities in children and adolescents.
2. outline the effects of these disabilities on normal growth and development, family dynamics as well as the effect on integration into the community.
3. • integrate a knowledge of each condition with the potential impact on the client's environment. "•"
4. appreciate the general goals of the O.T./P.T. as they relate to the disabling condition.
5. recognize the specific role of the assistant in carrying out the routine treatment in each selected disabling condition.

m. TOPICS:

1. Growth and development milestones and patterns from infancy through adolescence.
2. Physical and psychosocial conditions, disabilities and/or resulting deficits commonly treated by O.T.s and P.T.s.
3. Associated medical terminology.
4. Common diagnostic medical tests/treatments for selected disabling conditions.
5. Effects of disabling conditions on children's growth and development, on family dynamics and integration into the community.
6. Rehabilitation assistants role in the care/treatment plan of children and adolescents with disabling conditions.
7. Examples of standard tests/tools/forms/records.
8. Common settings for therapy.

COURSE NAME**CODE NO.****W. LEARNING ACTIVITIES:****A: Growth and Development**

1. Review significant growth and developmental milestones of infancy through adolescence.
2. Discuss normal variations in growth and development patterns.
3. Explain how significant variations impact on:
 - a) a child's growth and development
 - b) family dynamics
 - c) school and social activities
 - d) integration with the community

B: Physical and Psychosocial Conditions

4. Describe the following common conditions in childhood and adolescence which produce deficits or disabilities which require rehabilitation.
 - a) list etiology
 - b) define associated medical terminology
 - c) identify common symptoms and responses of client list
 - d) identify common diagnostic medical tests
 - e) identify common medical treatment (where necessary) or medications which may effect the rehabilitation process
 - f) Explain the O.T./P.T. goals for therapy
 - g) describe how the rehabilitation support personnel could assist in the therapist's plan for client care in a variety of settings

Note: Skills and strategies for working with these client conditions are only listed and referred to in this theory based course. Application of these skills and strategies is in RSP107, RSP108, RSP109 and RSP110.

i) Neurological Conditions - Processing Disorders and Problems with Integrating Sensations:

- Cerebral Palsy
- Epilepsy, Seizure Disorders
- Muscular Dystrophy
- Spina Bifida
- Hydrocephalus

IV. LEARNING ACTIVITIES (Continued)

- Genetic Syndromes
 - Downs
 - Noonans
 - Fragile X
- Acquired Brain Injury (Traumatic Head Injury)
- Pervasive Developmental Disorder - Autism
- Learning Disabilities,
 - Developmental Delay
 - Developmental Co-ordination Disorder
 - Attention Deficit Disorder (Hyperactivity)

ii) Muscular-Skeletal Conditions (Orthopedic)

- Congenital Anomalies
 - ex. - hip dysplasia
 - ex. - Legg-Calve-Perthes
 - ex. - Other - angular/torsional conditions
 - flat foot, knock-knee . _
 - toe walking
 - back pain
 - torticollis
- Palsies - Erbs'
- Fractures
- Amputations (congenital, acquired, surgical)
- Arthritis - RA, juvenile
- Acute Injury - Sprains, Strains, Contusions
- Spine Curves

iii) Other Conditions - Cardio-Pulmonary

- Congenital Cardiac Defects
- Respiratory Conditions
 - Premature Birth - Respiratory Distress Syndrome
 - Bronchial Pulmonary Deficiency
- Asthma
- Cystic Fibrosis
- Neoplastic Conditions
 - leukemia
 - tumours
 - Hodgkins

COURSE NAME

CODE NO.

V LEARNING ACTIVITIES (Continued)

- iv) Psycho/Social/Emotional Conditions
 - Abuse, Substance Abuse
 - Anorexia/Bulimia
 - ADDH, ADD
 - Common Affective Disorders

Please add to this list of other conditions you may wish to learn independently:

C: Standard Forms, Equipment

- 5. Identify standard tests, tools, forms, records used in a variety of settings,
 - i.e. - demographic intake form
 - i.e. - history and assessment
 - i.e. - agency records, progress notes

D: Therapy Settings

- 6. Discuss a variety of settings where clients present for therapy:
 - home (group homes)
 - school
 - nursery
 - hospital - inpatients
 - outpatients
 - private clinics
 - rehabilitation centers
- 7. Identify varied reactions that clients may have toward therapy.
 - e.g. **grief**, loss, denial...anxiety....
- 8. Examine how each condition impacts on the clients environment and how adaptations are required to minimize barriers to functioning.
- 9. Identify how strategies used for each patient condition meet a client-centered rehabilitation approach.

COURSE NAME**CODE NO.****V. EVALUATION PROCESS/GRADING SYSTEM:**

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

All tests/exams are the property of Sault College.

Grading symbols used are those established by the College.

A+	=	90-100%
A	=	80-89%
B	=	70-79%
C	=	60-69%

VI. REQUIRED STUDENT RESOURCES;

see booklist for Semester 2

VII. ADDITIONAL RESOURCE MATERIALS:

Available in the College Library. See teacher resources - booklets in class.

VIII. SPECIAL NOTES:

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office so that support services can be arranged for you.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

IX. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.