

I. COURSE DESCRIPTION:

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.

II. 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.

III. 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. Common settings for therapy.

IV. 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 (in general not specific)
 - 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:
 - Arthrogryposis
 - Cerebral Palsy
 - Epilepsy, Seizure Disorders
 - Muscular Dystrophy
(Duchenne MD, Spinal Muscular Atrophy)
 - Spina Bifida
 - Hydrocephalus
 - Latex Allergies

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'
- Amputations (congenital, acquired, surgical)
- Arthritis - RA, juvenile
- 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

IV. LEARNING ACTIVITIES (Continued)

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

Please add other conditions you may wish to learn independently:

C: Therapy Settings

6. Discuss a variety of settings where clients present for therapy:
 - home (group homes)
 - school
 - nursery
 - hospital - inpatients
 - outpatients
 - private clinics
 - rehabilitation centres
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.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

see booklist for Semester 2

Additional Resource Materials:

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

VI. 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.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.