

Surviving Pediatric Fieldwork

ONLINE DISTANCE LEARNING COURSE BROCHURE

Presented by: **Jan McCleskey, MA, OTR**



Online CEU

The Handwriting Clinic

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Target audience: OT/OTA students, OT/OTA fieldwork supervisors, OT/OTA faculty in universities, Fieldwork coordinators.

Education level: Introductory

Continuing Education Units: **.25 CEU's (OT's/OTA's or 2.5 contact hours (other professionals))**



"The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA."

Instructional Methods: Learners will complete modules through:

1. Viewing or printing handouts
2. Viewing a video lecture (PowerPoint/video with speaker presentation embedded)
3. Completion of a reflection and relevance activity for each module
4. Completion of each module is **compulsory** before progressing to the next module.
5. Participants must complete all modules, pass an end of course quiz (80%) and complete an end of course survey in order to print a certificate of completion. (Quiz may be retaken)

Registration information: Sign up and register for the course through the Zenler platform at: <https://the-handwriting-clinic.newzenler.com>

Cost: \$50 OT's/OTA's/OT or OTA Students

*** Students can email jan@thehandwritingclinic.com for coupon code for 40 % off

*** Group discount: 20 % off for 3 or more OT's (email jan@thehandwritingclinic.com with group name and emails to access coupon code.

Course Description: Students come to pediatric fieldwork settings with various skills in working with the pediatric population. Some students are naturals with the pediatric population. They have experience working with children, excellent communication skills and are adept at managing challenging behavior. They do not need to be taught “play” skills and these students can use the therapeutic use of self with with amazing skill. Other students have not had much experience with children, have not been around children since they themselves were young, and feel insecure in communication skills and behavior management. They typically have good textbook knowledge of child development, yet they do not effectively have “play skills”. In 35 years of practice, I have seen such a range of skills with OT students in the pediatric setting. This is the perfect course for fieldwork students, experienced and inexperienced with the pediatric population. Clinical supervisors will benefit from this course as there will be observation and reflection logs that their students may use for observation and reflection of skills. Course participants will make a binder of play occupations, play logs, communication and behavior techniques, and observation logs for fieldwork. OT/OTA students may bring this binder to fieldwork. OT/OTA’s with fieldwork students may use this binder to more effectively create observations and promote therapeutic use of self with fieldwork students.

The course will go through the following modules:

INTRODUCTION MODULE: Course overview

MODULE 1: Developmental Theories – this will briefly touch on the developmental theories that are part of the pediatric curriculum, to tie in theory with developmental sequences in children.

MODULE 2: Play Occupations – Play occupations are important. OT/OTA students typically understand performance skills and therapeutic activities from the pediatric course curriculum at their universities. For example, they would know that a 4 – 5 year old might participate in using tongs to pick up objects and sort colors into a container. By pairing performance goals with play occupation levels, a student might know that a 4 – 5 year old typically engages in dramatic play. By making the tongs into an imaginary dinosaur, and the green blocks into imaginary leaves, they could engage a child more effectively through dramatic play. This course will pair therapeutic activities/performance skills and play occupations to help an OT/OTA student learn HOW to play with the activities more effectively. The course will also discuss how play occupations may be affected due to developmental delays, learning styles and some diagnoses.

MODULE 3 Communication and Behavioral Techniques:

Communication skills: The Case-Smith pediatric text discusses communication skills, but how is that functionally applied in a clinical setting? Video modeling of effective and ineffective communication skills will be shown. There will be a download of a communication log that supervisors can use with their OT/OTA students, in order for the student to self-reflect on skills as they learn to apply communication skills in a pediatric setting. This log can also be used with Level 1 or 2 students, to document observations of OT staff.

Behavior skills: An OT/OTA student needs to effectively manage behavior in the pediatric population. The Case-Smith pediatric textbook has some effective strategies. This course will take these strategies and make them applicable to HOW to use them in a pediatric setting. As a clinical supervisor, it is challenging to teach OT students how to manage behavior. A clinical supervisor may not be aware of some of the strategies a student has learned through their pediatric class. An OT/OTA student may not know how to make these strategies apply to a real clinical situation. Students need an arsenal of skills that they can rely on to quickly and adeptly manage behavior of students with challenging behaviors. This course will go over the strategies in the Case-Smith textbook and how to functionally apply in a clinical facility for individual or group activities.

The course is eligible for **.25 CEUs (2.5 contact hours)** upon completion of the course.

Course Products (included with course): Participants can make a binder with the following materials:

Development of play occupations handout and observation form
Communication techniques and observation log
Behavior management toolbox: Observation and reflection log

Jan McCleskey, MA, OTR – In 2002, Jan McCleskey, MA, OTR founded The Handwriting Clinic™ after 19 years as an occupational therapist in the public schools. She is the author of the First Strokes® Products for print, cursive, keyboarding and fine motor skills development. Since 2002, she has traveled extensively doing First Strokes® workshops nationwide. Jan started The Fine Motor Store in 2012 and has created over 300 products for fine motor and handwriting skills. Jan taught the pediatric lecture course at Texas Woman's University for 4 years. She has been a fieldwork clinical supervisor for 35 years.

Cancellation Policy: Once the course is purchased, there are no refunds.

ADA Accommodations: If you require ADA accommodations, please contact The Handwriting Clinic. Course format is modules with pre-recorded video lecture/ large print PowerPoint slides and embedded video. Lecture handouts are printable at 6 slides per page in small print. Reflection and relevance activities are at approximately 14 point font. If a learner needs larger print handouts, please contact The Handwriting Clinic CE at 972 633-1974.

Certificates: Certificates are printable at the end of the course. If a learner needs a reprint, please contact The Handwriting Clinic, or log into the Zenler platform and reprint certificate. Certificates are maintained for 7 years online.

Time Ordered Course Agenda and Outline of Modules

Modules	Time	Topics	Instructional Method
Introduction module		Introduction	Video of lecture/slides
Module 1	10.19 min video	Developmental Theories	Video of lecture/slides
		No reflection activity – but get materials ready to make a student binder to put handouts, charts, logs into	
Module 2	36.17 min video	<ul style="list-style-type: none"> • Play Occupations in Children • How to Use Knowledge of Play Occupations to Increase Therapeutic Use of Self • Impact of Developmental Delay on Play Occupations 	Video of lecture/slides
	Time: 10 min	Reflection activity	Handout
Module 3	23.06 min video	Communication Techniques with Children	Video of lecture/slides
	Time: 5 min	Reflection and Relevance Activity	Handout
	36.41 min video	Behavioral toolkit – positive support to manage behaviors	Video of lecture/slides
	Time 5 min	Reflection and Relevance Activity	Handout
Quiz	10 min	20 questions – multiple choice Pass at 80 %. May retake quiz.	Online graded quiz
End of Course Survey	required		
Print certificate	***Will pop up after completion of survey		
	Total time: 2.5 hours		

*** If certificate does not pop up after completion of survey, go back and make sure you clicked on every item in the course. Ex. you may not want to print the bibliography or policies and procedures document, but you need to click on them. You will need to **download** ALL reflection activities (and you have time built into the course to complete quick reflection activities. Make sure you have watched the videos till they stop – they are compulsory and timed.

Learning Outcomes:

- Identify three theories of child development.
- Define play occupations from birth through middle childhood.
- Discuss how play occupation knowledge can help with therapeutic use of self.
- Recognize how 3 diagnoses can impact play acquisition skills.
- List play performance skills and play occupations for three case studies
- Identify 3 communication techniques with children and pediatric small groups
- Identify 3 behavioral strategies with children

Relevance to Occupational Therapy – This course is relevant to the field of occupational therapy as it falls into the scope of practice from the Occupational Therapy Practice Framework in the following areas:

1. OT Service Delivery: Intervention – the use of occupations and activities to facilitate engagement in pediatric occupations of developmental skills and play occupations. Communication and behavior intervention techniques for small group or individual interventions.
2. Professional Issues: OT Education – delivery of OT education education through fieldwork
3. Foundational Knowledge: Human Development – developmental theory, play occupations. Diagnosis and conditions and impact on play acquisition skills.

Occupational Therapy Frames of Reference for this Course:

1. Developmental FOR– will identify the social/emotional skills focusing on play skills at which a child can engage
2. Cognitive FOR – suggest that one’s emotions, moods and psychological responses influence behaviors. Engaging students through play and therapeutic use of self is essential for the pediatric occupational therapist.
3. Cognitive Behavioral FOR – Interventions using role-play, play, self-reflection, exploration and participation to empower a child to engage in activities

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