Course: OT 503 - Human Development & Performance

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Catalog Description:
This course examines foundational knowledge of theories of human development and the developmental changes that occur throughout the lifespan. This course is designed to provide an overview of typical physical, cognitive, emotional and sociocultural aspects of human development. There is an emphasis on motor control and motor learning principles. Introduction to the analysis of developmental changes during human occupational performance of play, work and self care activities.

Link to the OT Curriculum Design:
This course builds on OT 310: Introduction to Neuroanatomy. Throughout the life span, the individual learns to create a variety of behavioral responses to internal and external influences on the nervous system. Moving higher in the biopsychosocial hierarchical curricular framework, the student will begin to identify how development and learning occurs within in an open human system.

Course Objectives:
1. Describe developmental theories unique to different age groups.
2. Describe the influence of developmental theories on motor skill acquisition.
3. Identify the differences between various motor control theories.
4. Identify the stages of motor learning.
5. Describe motor skill development throughout the life span.
6. Describe the changes in the nervous system throughout the life span.
7. Describe age-related sensory changes throughout the life span.
8. Identify and define reflexes, their functions and contributions to normal motor development.
9. Describe the influence of reflexes on abnormal motor patterns.
10. Evaluate the presence of motor reflexes in an individual with and without motor impairments.
11. Describe the acquisition and characteristics of posture, mobility, prehension, oral motor abilities, and visual perceptual skills at different stages in the age continuum.
12. Identify the progression of normal gross and fine motor development throughout the life span.
13. Identify specific prehension patterns and the functional use of the prehension.
14. Identify specific visual perceptual components influencing motor skill acquisition.
15. Describe the acquisition and characteristics of motor skill development within age related activities.
16. Evaluate and describe typical and abnormal muscle tone.
17. Describe the implications of abnormal motor development on age related occupations.
18. Discuss the implications of developmental disabilities, musculoskeletal and neurological dysfunction on motor development and motor skill acquisition.
19. Discuss the influence of wellness activities on motor skill abilities throughout the life span.

Course Syllabus:
Week 1: Course Introduction. Theoretical perspectives.
Week 2: Sensory Development
Week 3: Sensory Influences on motor skills; Neonatal development
Week 4: Acquisition of Gross motor skills & mobility
Week 5: Acquisition of Fine motor skills & prehension
Week 6: Environmental influence & motor development; Perceptual-motor development
Week 7: Mastery motivation; Social & emotional development
Week 8: Cognitive development
Week 9: Oral motor development, feeding, language and communication
Week 10: Play development
Week 11: Development of productive living skills; ADL’s & work
Week 12: Aging theories; Cognition & aging  
Week 13: Physical abilities & aging  
Week 14: Functional abilities & aging, work & self care  
Week 15: Functional abilities & aging, leisure & play

**Texts:**

**Service Learning Lab:**
Service learning field lab is 3 hours per week. Exact days will change from week to week based on the community sites schedule. The objectives for this experience are to apply developmental principles to the participants and students at the community site. Each week you will develop, implement and analyze developmentally appropriate activities for the participants at the center as well as work on the final project. The final project will be a collaborative effort between the center staff and the students in designing additional playground equipment for the HeadStart & Early Intervention Center. A professional playground consultant has been hired to guide all of us in the development of the equipment. Next semester you will have opportunities to develop activities at a senior center.

**Grading Criteria:**
- 2 Quizzes (20% each) 40 %
- Final Exam 25 %
- Service Learning Lab 25 %
- Course participation 10 %
- 100 %