

JEFFERSON COLLEGE

COURSE SYLLABUS

OTA130

PSYCHOSOCIAL OCCUPATIONAL THERAPY

3 Credit Hours

Prepared by:

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OTA130 Psychosocial Occupational Therapy

I. CATALOGUE DESCRIPTION

- A. Prerequisite: OTA125 Biomechanical Basis of Performance, OTA110 Physical Dysfunction in Occupational Therapy, OTA111 Physical Dysfunction Performance Skills, all require a grade of “C” or better.
Co-requisite: OTA131 Psychosocial Performance Skills, OTA150 Level I Fieldwork A, PSY225 Abnormal Psychology.
- B. Credit hour award – 3
- C. Description – Psychosocial Occupational Theory includes an introduction to OT theory and foundations for occupational therapy practice in psychosocial dysfunction. The following topics will be addressed: Exploration of major theories and evidence guiding occupational therapy practice in psychosocial treatment; development of communication and observation skills, and use of self as a therapeutic modality; examination of issues related to social culture, death and dying; introduction to the occupational therapy process of assessment, treatment planning and treatment implementation using the PEOP model; exploration of the relationship of OTA psychosocial interventions in emerging practice areas; and role of the OTA in prevention, health maintenance, and quality of life of the individual with psychosocial dysfunction. (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (With numbers in parentheses referring to ACOTE standards)

Expected Learning Outcomes	Assessment Measures
Describe the history and current practice trends of occupational therapy in the psychosocial setting. (B.2.1, B.3.3, B.6.1, B.6.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe various diagnostic populations in psychosocial settings. (B.1.1, B.1.2, B.1.6-B.1.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the role of the OTR/COTA in various psychosocial settings from referral to discontinuation of OT services. (B.4.1, B.4.3, B.5.7, B.5.14, B.5.24)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the collaborative interaction between the OT and OTA in devising and implementing work and productive activities. (B.5.7, B.5.20, B.5.21, B.9.7)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Use individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals. (B.5.2, B.5.6, B.5.17)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Know the theories, models of practice, and frames of reference that underlie the practice of psychosocial OT. (B.1.9, B.2.11, B.3.1- B.3.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Apply foundational science, humanities, and OT content to practice. (B.1.1, B.1.2, B.1.4-B.1.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
State and integrate knowledge of basic tenets of OT. (B.1.1, B.1.2, B.1.4-B.1.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Produce interventions which are client-centered, occupation-based, and evidence-based. (B.1.7-B.1.9, B.8.1, B.8.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate knowledge of contexts of service delivery and OTA role in management. (B.1.8, B.1.9, B.2.10)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate appreciation for ethics and values of the profession of OT. (B.9.1, B.9.7, B.9.10, B.9.11, B.9.13)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Design appropriate home and community programming to support occupational performance and participation in contexts relevant to the client. (B.5.14)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Recognize when and how to use the consultative process with consumers or consumer groups as directed by an OT. (B.5.21)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Prepare documentation of OT services to effectively communicate the need and rationale for OT services which are appropriate to the context of service delivery. (B.5.27)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify the potential impact of social, economic, political, geographic, or demographic factors on the practice of OT. (B.1.8, B.1.9, B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Compare how various and emerging practice settings affect OT service delivery. (B.7.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the implications of federal and state legislation and regulation that impact persons with a disability in a variety of contexts as they relate to OT services. (B.7.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Practice professional behavior skills in class and while participating in student demonstrations. (B.5.17, B.9.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

III. OUTLINE OF TOPICS

A. Foundations

1. History of Mental Health: Perspectives of Consumers and Practitioners
2. Person-Environment-Occupation Model
3. Models and Frames of Reference
4. Psychosocial Concerns with Disability
5. Evidence-based Practice in Mental Health

- B. Occupation and Performance
 - 1. Occupation and Co-Occupation
 - 2. Occupation and Wellness
 - 3. Activities of Daily Living and Instrumental Activities of Daily Living
 - 4. Student: K–12
 - 5. Student: Adult Education
 - 6. Work as Occupation
 - 7. Social Participation
 - 8. Leisure and Play
 - 9. Rest and Sleep
 - 10. Spiritual Occupation
 - 11. Grief and Bereavement

- C. The Person
 - 1. Pervasive Development Disorders
 - 2. Attention and Disruptive Behavior Disorders
 - 3. Intellectual Disabilities
 - 4. Eating Disorders
 - 5. Personality Disorders
 - 6. Mood Disorders
 - 7. Anxiety Disorders
 - 8. Schizophrenia
 - 9. Substance-Related Disorders
 - 10. Co-Occurring Disorders
 - 11. Dementia

- D. Client Factors
 - 1. Cognitive Skills
 - 2. Cognitive Beliefs
 - 3. Sensory Skills
 - 4. Communication and Social Skills
 - 5. Coping Skills
 - 6. Motivation
 - 7. Emotional Regulation
 - 8. Pain Regulation
 - 9. Environment

- E. Introduction to Environment
 - 1. Political and Public Policy Environment
 - 2. Attitudinal Environment and Stigma
 - 3. Families Living with Mental Illness
 - 4. Mental Health Practice in a Multicultural Context
 - 5. Spiritual Environment
 - 6. Neighborhood and Community
 - 7. Supported Housing: Creating a Sense of Home
 - 8. Early Intervention: Practice Setting for Infant and Toddler Mental Health
 - 9. Consumer-Operated Organizations
 - 10. After-School Programs
 - 11. State Hospitals
 - 12. Psychosocial Clubhouse

13. Community-Based Case Management
14. Hospital-Based Mental Healthcare
15. Mental Illness in the Workplace: Policies and Practices That Impact Disability
16. Homeless and Women's Shelters
17. Wraparound Services: Children and Families

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Classroom activities
- E. Participation in active learning by computer programs, games, and internet-based activities.
- F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOKS

- A. Brown, C., Stoffel, V., & Munoz, J. (2010). *Occupational therapy in mental health*. Philadelphia, PA: F. A. Davis Company.
- B. Byers-Connon, S., Lohmon, H., & Padilla, R. (2004). *Occupational therapy with elders, strategies for COTA* (3rd ed.). St. Louis, MO: Mosby-Elsevier.

VI. REQUIRED MATERIALS

- A. Course homepage available through Blackboard/WebCT or Luminis Platform
- B. A computer with internet access (available through the Jefferson College Labs).
- C. Paper, notebooks, pens, pencils with erasers.

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
 1. Books
 - a. Bruce, M., & Borg, B. (2002). *Psychosocial frames of reference: Core for occupational-based practice* (3rd ed.). Thorofare, NJ: Slack Inc.
 - b. Borcharding, S., & Morreale, M. (2006). *The OTA's guide to writing SOAP notes* (2nd ed.). Thorofare, NJ: Slack Inc.

- c. Sladyk, K., & Ryan, S.E. (2005). *Ryan's occupational therapy assistant: Principles, practice issues, and techniques* (4th ed.). Thorofare, NJ: Slack Inc.
 - 2. Periodicals
 - 3. Videos
- C. Current internet resources
 - 1. On-line reference materials
 - 2. Textbook companion web-site
 - 3. American Occupational Therapy Association (AOTA) web-site

VIII. METHOD OF EVALUATION (basis for determining course grade)

- A. Written Projects or Papers will equal 20% of total course grade. Consisting of 1-5 assignments focused on application of occupational therapy theory and principles.
- B. Summative Written Examinations – 3-5 examinations worth up to 60%.
- C. Attendance/Participation grade will equal 10% of total course grade.
- D. Additional Credit – Additional activities, community service, or exemplary professional behaviors as assessed by a professional behaviors checklist will equal 10% of total course grade.
- E. Grading Scale:
 - A = 90-100%
 - B = 80-89.9%
 - C = 70-79.9%
 - D = 60-69.9%
 - F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services located in the library. (Phone: 636-797-3000, ext. 169.)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Occupational Therapy Assistant program and will be referred to the college for disciplinary action. (See College website, <http://www.jeffco.edu>).

XI. OUTSIDE OF CLASS ACADEMICALLY-RELATED ACTIVITIES

The US Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically-related activities such as reading, studying, and completing assignments. Specifically, time spent on academically-related activities outside of class combined with time spent in class meetings

is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.