

JEFFERSON COLLEGE

COURSE SYLLABUS

OTA131

PSYCHOSOCIAL PERFORMANCE SKILLS

2 Credit Hours

Prepared by:

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OTA131 Psychosocial Performance Skills

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: OTA130 Psychosocial Occupational Therapy, OTA150 Level I Fieldwork A, PSY225 Abnormal Psychology.
- B. Credit hour award – 2
- C. Description - Psychosocial Performance Skills provides hands-on laboratory experience based on current models of practice with emphasis on Psychosocial Dysfunction addressing sensory motor, cognitive, and psychosocial performance components. The following topics will be addressed: Continued exposure to therapeutic media used in OT practice; acquisition of intermediate skills for activity analysis, problem-solving, adaptive activities, strategies, and techniques that use purposeful activities and occupation to enhance role function; exposure to standardized and non-standardized evaluations in psychosocial dysfunction and mental health diagnoses; and continued skill building for grading and adapting purposeful activities and instructing individuals and groups for therapeutic interventions. (F)

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

Expected Learning Outcomes	Assessment Measures
Recognize the effects of illness and injury upon human occupational performance when performing specific activities. (B.2.6, B.2.7)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss and adapt treatment planning and implementation of selected activities due to deficits in performance. (B.2.6, B.2.7, B.2.9, B.2.10, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.8, B.5.9, B.5.14, B.5.17, B.5.18, B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain how ethnic, cultural, age, and gender influence the selection of specific work and productive activities. (B.1.7, B.1.8, B.1.9, B.2.9, B.3.3, B.6.1, B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Practice problem solving skills in selecting activities to meet specific needs of a client receiving occupational therapy services. (B.1.2, B.4.3, B.5.1, B.5.2, B.5.3, B.5.8, B.5.18, B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify activities for assessment and treatment planning. (B.4.1, B.4.2, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.16, B.5.18, B.7.6)	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

Demonstrate the use of clinical reasoning in selecting appropriate interventions for clients. (B.1.2, B.2.10, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.14, B.5.18)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Develop and implement interventions which are client-centered, occupation-based, culturally relevant, and evidence-based. (B.1.4, B.1.7-B.1.9, B.2.7, B.4.1, B.4.3, B.5.1-B.5.3, B.8.1, B.8.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Practice within a group to develop activities for assessment in a hypothetical case. (B.4.1, B.4.2, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.16, B.5.18, B.7.6)	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
Integrate therapeutic activities into a home program or community integration project to support performance. (B.1.2, B.2.6, B.2.7, B.2.9, B.2.10, B.5.1-B.5.5, B.5.8, B.5.9, B.5.14, B.5.17-B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Practice within a group to reflect, develop, and discuss possible treatment goals and interventions for overall program planning of a hypothetical case. (B.2.9, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate the ability to access and use the professional literature for practice and the continued development of the profession. (B.8.1, B.8.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Document 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
Exhibit 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. History and Theory
 1. History and Basic Concepts
 2. Medical and Psychological Models of Mental Health and Illness
 3. Some Practice Models for Occupational Therapy in Mental Health
 4. The Occupational Therapy Practice Framework
 5. Human Occupation and Mental Health Throughout the Life Span

- B. Context
 1. Interacting with Patients and Consumers
 2. Therapeutic Use of Self
 3. Responding to Symptoms and Behaviors
 4. Safety Techniques
 5. Group Concepts and Techniques

- C. Occupational Therapy Process
 1. Overview of the Intervention Process
 2. Evaluation and Data Collection

3. Treatment and Intervention Planning
 4. Medical Records and Documentation
- D. Occupational Therapy Methods
1. Activities of Daily Living
 2. Education and Work
 3. Leisure and Social Participation
 4. Management of Emotional Needs: Self-Awareness Skills and Coping Strategies
 5. Cognitive, Sensory, and Motor Factors: Performance Skills and Activities
 6. Analyzing, Adapting, and Grading Activities
- E. Professional Development
1. Supervision
 2. Organizing Yourself

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Classroom activities
- E. Participation in games, offsite activities, service learning, and Internet
- F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOKS

Early, M. (2008). *Mental health concepts and techniques for the occupational therapy assistant* (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

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. Borcharding, S., & Morreale, M. (2006). *The OTA's guide to writing SOAP notes*. (2nd ed.). Thorofare, NJ: Slack Inc.
 - b. Law, M., & MacDermid, J. (Eds.). (2008). *Evidenced based rehabilitation, a guide to practice* (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.