



**Co-requisites:** COMM 110 – Interpersonal Communication  
FITN 201 – Kinesiology  
SOC1 101 – Introduction to Sociology  
OTAH 221 – Psychosocial Fieldwork I

This course focuses on the role of the occupational therapy assistant and the collaboration of a registered occupational therapist and other healthcare professionals as it relates to the assessment and treatment of psychosocial dysfunction on areas of occupation, health and wellness. Students examine psychological frames of reference, mental health conditions and diagnoses, planning and facilitating interventional and therapeutic approaches to promote occupational performance. Also addressed and explored will be knowledge of pharmacological treatment, contraindications, group dynamics and processes, as well as trends in occupational therapy and mental health practice. Upon completion of this course, it is expected that the OTA student will be able to use occupational therapy based assessments, appropriate group or individual interventions and treatments to address diverse populations that experience disruption in their social, emotional and interactional lives. A combination of instructional tools, group discussions, student presentations, simulation, practice/repetition, reflection, and case studies will be used as teaching tools.

### **III. Statement of Course Need:**

- A.** The lecture portion of Psychosocial OTA is another central course to the OTA program. This course will provide the foundation for the OTA student to acquire the knowledge, ability and skills needed for understanding and applying the OT process to address psychosocial dysfunction as it relates to the OT Practice Framework III. The course enables the students to decipher relevant practice models, theories, strategic interventions and treatments that facilitate an OTA's responsibility in direct patient/client care in various psychiatric settings. This course also supports and embodies a holistic viewpoint of patients/clients enhancing common educational threads within the program. Students will be expected to utilize the information learned in this class in their future academic, fieldwork, and professional experiences.
- B.** The laboratory portion of Psychosocial OTA is dually vital, as it will allow the student to transfer information learned in lecture into direct practical and tangible hands-on intervention. In lab, students are provided the opportunity to explore, discover and organize appropriate materials, practical implementation of therapeutic intervention strategies in order to develop and deliver efficient clinical skills through individual and group dynamics & processes.
- C.** This course is not designed for transfer.

### **IV. Place of Course in College Curriculum:**

- A. Free Elective
- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant

## V. Outline of Course Content

### Lecture

- A. The role of Occupational Therapy in psychosocial settings (pediatrics, adolescents, adults)
- B. Mental Health conditions, diagnoses, impairment, symptoms
  - 1. Childhood/Adolescent Disorders
    - a. Attention-deficit/hyperactivity disorder (ADHD)
    - b. Oppositional defiant
    - c. Mood Disorders
  - 2. Adult Disorders
    - a. Psychosomatic disorder
    - b. Anxiety disorders
    - c. Dementia
    - d. Depression and mania
    - e. Suicidal behavior
    - f. Eating disorders
    - g. Personality disorders
    - h. Schizophrenic and delusional disorders
    - i. Drug dependence and addiction
- C. Navigating the DSM- IV/V
  - 1. Psychiatric language and uniform terminology
  - 2. Classifications and Criteria
- D. Impact of dysfunction on occupational components and performance areas
- E. Psychosocial theories, frames of reference and models of practice
- F. Psychosocial evaluations, assessments, interviewing
- G. Psychosocial Interventions & Treatment Approaches
- H. Client and family factors, contexts, and performance patterns to be considered in the psychiatric population
- I. Cultural Competence & Ethical Components
  - 1. Cultural identity, behaviors, expectations
  - 2. Rights and Values
- J. Therapeutic Use of self

- K. Group Dynamics and processes
- L. Cognitive and Physiological Factors as it relates to psychosocial dysfunction
- M. Pharmacologic Treatment
- N. Trends in Occupational Therapy and mental health practice

### **Lab**

- A. Psychiatric Setting Expectations/Overview
  - 1. Environmental Structure/Contexts
  - 2. Traditional and Non-traditional settings
  - 3. Infection Control, Safety and Precautions
- B. Psychosocial Documentation & Forms
- C. Psychosocial Team Roles and Collaboration
- D. OT Practice Framework Process and Interventions
- E. Client-Centered Treatment Planning
- F. Utilization of therapeutic self
- G. Assessment Tools and Intervention Materials
- H. Implementation of Group guidelines, dynamics and design
- I. Leadership, Advocacy and Legislature
- J. Technology, assistive technology, and equipment

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

#### **At the completion of the course, students will be able to:**

1. Analyze information and ideas on interventional approaches, strategies and techniques carefully and logically from multiple perspectives to develop reasoned solutions utilizing occupational therapy (OT) treatment of psychosocial population with a wide variety of diagnoses and conditions. (GE-NJ 1, 3, 8, ER, IL)\*

2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to the OT practitioner. (GE-NJ 3)\*
3. Obtain basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry through laboratory, activity, and/or field-based study to facilitate understanding of OT performance skills and patterns. (GE-NJ 1, 3, 4)
4. Identify, locate, evaluate, and use information on occupational therapy interventional approaches, strategies and techniques pertaining to the psychosocial population effectively and responsibly to increase understanding of how to treat various clients. (GE-NJ ER, IL)\*
5. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate occupational therapy interventional approaches, strategies and techniques in writing for the purpose and audience. (GE-NJ 1, IL)

\*embedded critical thinking

## **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

### **Lecture:**

1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences as they examine various clinical conditions that effect psychosocial function. (B 1.1)\*
2. Demonstrate knowledge and understanding of human development throughout the lifespan focused on psychosocial functions. (B 1.2)\*
3. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g. principles of psychology, sociology, abnormal psychology) and occupational science. (B 1.3)\*
4. Demonstrate knowledge and appreciation of the role of socio-cultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. (B 1.4)\*
5. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients. (B 2.4)\*
6. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. (B 2.6)\*
7. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g. cultural, personal, temporal, virtual) and environment. (B 2.9)\*
8. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B 2.10)\*
9. Describe basic features of the theories that underlie the practice of occupational therapy in relation to psychosocial function. (B 3.1)\*

10. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client. (B 5.17)\*
11. Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas. (B 6.4)\*

**Lab course learning outlines:**

1. Demonstrate an understanding of the use of technology to support performance, participation, health, and well-being in relation to psychosocial function. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. (B 1.8)\*
2. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. (B 2.7)\*
3. Use sound judgment in regard to safety of self and others and adhere to safely regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (B 2.8)\*
4. Identify interventions consistent with models of occupational performance. (B 2.11)\*
5. Describe basic features of models of practice and frames of reference that are used in occupational therapy in relation to psychosocial function. (B 3.2)\*
6. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment. (B 4.2)\*
7. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. (B 4.10)\*
8. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: (B 5.1)\*
  - a. The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
  - b. Client factors, including values, beliefs, spirituality, body functions (e.g. neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g. cardiovascular, digestive, nervous, genitourinary, integumentary systems).
  - c. Performance patterns (e.g. habits, routines, rituals, roles).

- d. Context (e.g. cultural, personal, temporal, virtual) and environment (e.g. physical, social).
  - e. Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
9. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADL's, IADL's, education, work, play, rest, sleep, leisure, and social participation. (B 5.2)\*
  10. Provide therapeutic use of occupation, exercises, and activities (e.g. occupation-based intervention, purposeful activity, preparatory methods). (B 5.3)\*
  11. Implement group interventions based on principles of group development and group dynamics across the lifespan. (B 5.4)\*
  12. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B 5.7)\*
  13. Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance. (B 5.8)\*
  14. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g. electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (B 5.10)\*
  15. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. (B 5.18)\*
  16. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods. (B 5.19)\*
  17. Effectively interact through written, oral, and nonverbal communication with the client, family, and significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (B 5.20)\*
  18. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention. (B 5.22)\*
  19. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the socio-cultural context. (B 5.23)\*

\*represents ACOTE Standards required for accreditation

### **C. Assessment Instruments**

1. Laboratory projects
2. Demonstrations

3. Essays & papers
4. Journals
5. Tests & Quizzes
6. Presentations
7. Discussion
8. Case studies
9. Class participation
10. Online Forums
11. Assigned readings
12. Observational opportunities

## **VII. Grade Determinants**

- A. Laboratory projects
- B. Essays & papers
- C. Journals
- D. Tests & Quizzes
- E. Presentations
- F. Class participation
- G. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in this course:

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Laboratory
- E. Student oral presentations
- F. Simulation/repetition
- G. Student collaboration
- H. Independent study
- I. Case studies
- J. Audiovisual (DVD's, YouTube)
- K. Online Forum assignments
- L. Assigned readings
- M. Observational opportunities

## **VIII. Texts and Materials**

- A. Required textbooks

*Occupational Therapy Practice Framework: Domain and Process 3<sup>rd</sup> Edition*

American Occupational Therapy Association

ISBN-13: 978-1569003619

ISBN-10: 1569003610

American Occupational Therapy Association AOTA Press.

*The OTA's Guide to Documentation: Writing Soap Notes, 3<sup>rd</sup> Edition*

Marie J Morreale, OTR/L CHT ; Sherry Borcharding, MA OTR/L

ISBN 10 1-61711-082-5

ISBN 13 978-1-61711-082-5

*Psychopathology and Function 5<sup>th</sup> Edition*

Bette R. Bonder

ISBN 978-1-61711-884-5

*Mental Health Concepts and Techniques for the Occupational Therapy Assistant-  
Access - 5<sup>th</sup> edition*

Mary Beth Early

ISBN13: 978-1496309624

*Diagnostic and Statistical Manual of Mental Disorders 5<sup>th</sup> Edition*

American Psychiatric Association

ISBN 978-89042-554-1 (hardcover)

ISBN 978-89042-554-8 (paperback)

## B. Supplemental textbooks

*The Thinker's Guide to Clinical Reasoning 1<sup>st</sup> Edition*

Linda Elder, David Hawkins, Richard Paul

ISBN-13: 978-0944583425

ISBN-10: 0944583423

*Psychosocial Occupational Therapy: An Evolving Practice 3<sup>rd</sup> Edition*

Elizabeth Cara &amp; Anne MacRae

ISBN-13:978-1-111-31830-7

ISBN-10:1-111-31830-1

\*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

**IX. Resources**

- A. Library
- B. Computer/computer lab
- C. Lab equipment