

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: OCTA 204

Credit Hours: 3

Course Title: Psychosocial Challenges to Occupation

Course Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required Textbooks:

Cole, Marilyn B. Group Dynamics in Occupational Therapy; 5th Edition
Bonder, Bette. Psychopathology and Function; 6th Edition

Course Description:

This course will introduce the history and theories, contexts, and interactions with individuals with psychosocial issues that alter an individual's performance in areas of occupation (ADL, IADL, health management, education, play, work, play, leisure, rest and sleep and social participation). Topics include role of the OTA, practice models, behavioral and life span issues, major DSM-V diagnoses, contexts of intervention, symptoms, therapeutic use of self, safety, culture, professional behaviors, communication skills (oral and written), group techniques and planning strategies for group intervention and group activities. The evaluation process and appropriate assessments will be introduced. Students will apply didactic knowledge to the clinical setting in a variety of Level I-A fieldwork settings.

Relationship to Curriculum Design:

This course is designed to provide a foundation of knowledge about the scope, theory, and approaches to practice in occupational therapy for persons with psychosocial dysfunctional issues and the affect these challenges have on occupation. In addition, it is designed to provide the foundational knowledge and writing, clinical reasoning and psychomotor skills necessary for the OTA student to be able to design, develop, implement **occupation-based** interventions and lead various groups with an emphasis on **professional growth** and cultural competency. Interprofessional collaboration is incorporated into this course to further promote communication skills, professionalism, and **clinical reasoning throughout the OT process**. Level I-A fieldwork is integrated throughout the course focusing on the beginning stages of the OT process and to enhance the comprehension and application of course content in a clinical setting.

Teaching/Learning Method and Instructional Delivery:

Course content will be delivered through on-campus lectures and labs with supplemental coursework through Canvas and fieldtrips. Level I-A fieldwork in pediatric settings is also integrated in this course.

Instructional methods include power point lectures including voice over presentations, case studies, online discussion board activities and assignments, quizzes, group activities, video analysis, lecture, fieldtrips, skills training and demonstration, practicals, role play, and level I-A fieldwork.

Students will demonstrate learning through:

1. Assigned readings
2. Student participation through completion of:
 - a. Pre-class activities and prep work
 - b. Learning through group discussion, class activities, and presentations
 - c. Independent assignments
 - d. Discussion board activities
 - e. Lab practicals
 - f. Exams
 - g. Fieldwork assignments and evaluations

Learning Outcomes:

At the end of this course the student will be able to:

- A. demonstrate knowledge and understanding of DSM-5 diagnoses based on current evidence and psychosocial theory.
- B. apply models of practice and psychosocial frames of reference to the treatment of psychiatric conditions.
- C. understand the historical development of occupational therapy in mental health in order to understand the role of the OT and OTA in various mental health settings;
- D. explain how socioeconomic, cultural, familial, lifestyle, cognitive, and sensorimotor factors influence and affect activities of daily living and occupational choices
- E. *demonstrate appropriate and effective oral and written communication skills when interacting with and responding to symptoms and behaviors of patients, clients, family and caregivers.*
- F. identify the contextual factors that influence occupational therapy treatment in a variety of mental health settings
- G. articulate and demonstrate an understanding of personal, professional, and ethical considerations that contribute to therapeutic use of self and cultural competency

Course Objectives:

In order to achieve learning outcomes, students will:

1. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. **(B.1.1.) (A,E)**

2. Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology). **(B.1.2) (E,G)**
3. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations. **(B.1.3) (I)**
4. Define the process of theory development and its importance to occupational therapy. **(B.2.2) (B)**
5. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs **(B.3.1) (G)**
6. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. **(B.3.2.) (D)**
7. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. **(B.3.5) (A)**
8. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. **(B.4.6) (G)**
9. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **(B.4.9) (H, J)**
10. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. **(B.4.19) (F,G)**

Topical Outline

- I. Acquiring Group Skills
 - A. Cole's seven steps
 - B. Understanding Group Dynamics
 - C. Group Leadership Skills
 - D. Client Centered Groups
- II. History and Philosophy of OT in Mental Health
 - A. Role of OT
 - B. Standards of Practice
 - C. Public Health Approach
- III. Psychological Theories and Perspectives
 - A. Humanistic
 - B. Biological
 - C. Psychopathology
 - D. Psychodynamic
 - E. Psychoanalytic
 - F. Behavioral
 - G. Cognitive

- IV. MOP and FOR
 - A. Psychodynamic
 - B. Behavioral Cognitive Continuum
 - C. Allen's Cognitive Disabilities Groups
 - D. Developmental Approaches
 - E. Sensorimotor Approaches
 - F. MOHO and other occupation-based models
- V. Groups
 - A. Types of Groups and Interventions
 - B. Strategies (handling difficult behaviors)
- VI. Group Protocol Planning
 - A. Therapeutic Use of Self
 - B. Interview
 - C. Needs Assessment
 - D. Techniques/Activities
 - E. Design
- VII. Culture
 - A. Awareness
 - B. Sensitivity
 - C. Competency
- VIII. Diagnosis and Psychopathology
 - A. DSM
 - B. Schizophrenia
 - C. Mood Disorders
 - D. Anxiety Disorders
 - E. Personality Disorders
- IX. Client Centered Practice
 - A. Interviewing
 - B. Communication strategies
- X. Contexts of Mental Health through the Lifespan
 - A. Children
 - B. Adolescents
 - C. Adults
- XI. OT Process
 - A. Assessment and evaluation
 - 1.PASS
 - 2.COPM
 - 3.OCAIRS
 - 4.Lowenstein OT Cognitive Assessment
 - 5.KELS
 - 6.Beck Depression Inventory
 - 7.Hamilton Rating Scale
 - 8.FIQ
 - B. Goals
 - C. Introduction to strategies and approaches to intervention

Course Grading: The student's grade for this course will be based on:

- Written Exams which comprise 60% of final grade (average of all written exams) and
- Lab Activities, Assignments, Practical Tests, Fieldwork requirements and Participation which comprise 40% of final grade
 - Activities, Assignments, FW requirements, Professional Behavior and Attendance (assessed by rubric) are 20%
 - Lab Practicals are 20%

Instructional methods include presentation, small group activities, inter-professional collaboration, video presentation, video observation and analysis, role play, skills demonstration and Level I-A fieldwork.

Canvas Modules contain:

- Prep Work
- Presentation (power point)
- Presentation supplements (if applicable) such as handouts, videos, or links to information that are part of the presentation – also “testable” material
- Discussion Board assignments and Assignments to be uploaded (if applicable)
- Lecture/Lab Activities

Assignments

If an assignment instructs you to submit through MyBPCC Canvas, then you will be expected to submit the assignment through MyBPCC Canvas (don't email assignments to instructor).

Course requirements: In order to receive a grade of “C” the student must earn 70% of the total possible points for the courses and achieve all of the course requirements listed below.

- Successful completion of fieldwork requirements- See Fieldwork addendum for specific objectives and assignments
- Satisfactory completion of all course assignments (minimum score of 75%)

Course Grading Scale:

- A- 90% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- B- 80-89% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- C- 70-79% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- D- 60-69% or more of total possible points; and minimum of 75% average on laboratory practical tests and satisfactory completion of assignments and presentations
- F- Less than 60% of total possible points; or less than 75% average on laboratory practical tests or failure to satisfactorily complete or present assignments and presentations

Students must have a “C” or better and a semester GPA average of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework.

** Lab competencies are scored differently than written exams. All mistakes result in a point deduction for grading purposes. However, failure to demonstrate fundamental competency, safety or professionalism in the execution of the skill as evaluated by the course instructor(s) will result in an immediate failing score. The student will then be required to re-test on the skill preceding fall/spring clinical practice experiences with the specific scheduling and format for such being at the discretion of the primary course instructor but the responsibility of the student. The student will be given up to two additional testing attempts to demonstrate competency. If unable to safely, competently and professionally execute the skill on subsequent attempts, the student will be given a failing grade for the course and will not continue in the clinical program. The remediation scores will not replace the first attempt test score.

Student Expectations:

- a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
- b. **One** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
- c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
- d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
- e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.
- f. **Active** participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
- g. Preparation is required to engage in class activities.
- h. Professional behaviors and development are integral parts of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- i. Advising appointment requests with faculty must be made in writing.

More detailed information available in the OTA Program Student Handbook.

Professional Behavior:

In addition to requirements related to technical skill development during class/lab and fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional.” Students are expected to conduct themselves in a professional manner at all times, including written and verbal communication. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics.

Netiquette

This term is used to describe accepted, proper behavior on the Internet. Remember the following when communicating online (messages, discussions, etc.):

- A good rule of thumb: If you would not say it to the recipient face-to-face, do not type it and send it electronically.
- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors
- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or street slang
- Do not type in all CAPS (this is considered online yelling)

Attendance Policy: The college attendance policy, which is available at <http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#class-attendance>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Program Student Handbook.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

Angie Cao, Student and Disability Services Specialist

Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111

318-678-6511

acao@bpcc.edu

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6056

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Reviewed by K. Brandon 5/23