

**Bossier Parish Community College**  
**Master Syllabus**

**Course Prefix and Number:** OCTA 204

**Credit Hours:** 3

**Course Title:** Mental 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; 5<sup>th</sup> Edition

Cara, E. and MacRae, A. Psychosocial Occupational Therapy; 3<sup>rd</sup> 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, education, play, work, leisure, sleep and social participation). It will explore treatment approaches and techniques for the client with psychosocial dysfunction to be performed by the OTA. 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 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, critical thinking and psychomotor skills necessary for the OTA student to be able to design, develop, implement and lead various groups. Level I-A fieldwork is integrated throughout the course to enhance the comprehension and application of course content in a clinical setting, including but not limited to professionalism, affective skills, communication skills, observation skills, and clinical reasoning.

**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 occupational performance and psychosocial frames of reference to the treatment of psychiatric conditions.
- C. Appreciate 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. Identify appropriate occupation based treatment approaches and strategies
- E. Explain how socioeconomic, cultural, familial, lifestyle, cognitive, and sensorimotor factors influence and affect activities of daily living and occupational choices
- F. *Demonstrate appropriate and effective oral and written communication skills when interacting with and responding to symptoms and behaviors of patients, clients, family and caregivers.*
- G. Identify the cultural, social, psychological, physical and temporal factors that influence occupational therapy treatment in a variety of mental health settings
- H. Demonstrate emerging group leadership skills as evidenced by designing and implementing a group protocol based on client factors, current research, frames of reference, and clinical reasoning skills
- I. Articulate an understanding of personal, professional, ethical considerations that contribute to therapeutic use of self and cultural competency
- J. Adapt interventions and therapeutic approach to meet the needs of individual clients

### 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. 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)**
5. 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)**
6. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. **(B.2.1.) (B)**
7. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. **(B.4.23)**

C

8. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(B.4.24) (C)**
9. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. **(B.4.25) (C)**
10. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies and explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. **(B.4.4.) (F,H)**
11. 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.4.1.) (H)**
12. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. **(B. 4.27.) (J)**
13. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations and To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.. **(B. 4.21) (E, F)**
14. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. **(B.4.10) (D, H, J)**
15. Implement group interventions based on principles of group development and group dynamics across the lifespan. **(H, J)**
16. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.**B.4.6 (G)**
17. 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)**
18. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. **(B.4.18) (J)**

## **Topical Outline**

- I. Group Processing
  - A. Cole's seven steps
  - B. Leadership Styles
  - C. Group Development Theories
  - D. Group Leadership Skills
  - E. Types of Groups and Interventions

- II. Group Protocol Planning
  - A. Therapeutic Use of Self
  - B. Interview Assignment
  - C. Needs Assessment
  - D. Techniques/Activities
  - E. Design
- III. Culture
  - A. Awareness
  - B. Sensitivity
  - C. Competency
- IV. History of OT in Mental Health
  - A. Role of OT
  - B. Standards of Practice
  - C. Public Health Approach
- V. Contexts of Mental Health through the Lifespan
  - A. Early lifespan
  - B. Mid-Lifespan
  - C. Late Lifespan
- VI. Therapeutic Rapport – Intentional Relationship
  - A. Handling Difficult Behaviors
- VII. Theory, MOP and FOR
  - A. Psychodynamic
  - B. Behavioral Cognitive
  - C. CBT
  - D. Toglia
  - E. Integrative Group
  - F. Cognitive Disabilities
  - G. Motor Control
  - H. Occupation-Based Models: MOHO
- VIII. Psychiatric Disorders
  - A. Psychosis
  - B. Schizophrenia
  - C. Mood Disorders
  - D. Anxiety Disorders
  - E. Personality Disorders
  - F. Substance Abuse
  - G. Eating Disorders
  - H. brain injury
- IX. Assessment in Mental Health Practice
  - A. DSM V
  - B. Occupational Therapy Assessment & Documentation
- X. Intervention
  - A. Instructional Design
  - B. Treatment Planning & Documentation
  - C. Safety and Practical Group Management

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

- Written Exams which comprise 40% of final grade (average of all written exams) and
- Lab Activities, Practical Tests, Fieldwork requirements and Participation which comprise 60% of final grade
  - Activities, Assignments, FW requirements, Professional Behavior and Attendance are 30%
  - Lab Practical Tests are 25%
  - Comprehensive Final Case Based Learning Lab Practical is 5%

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.

**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%)

**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. Professional development is an integral part of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- h. Advising appointment requests with faculty must be made in writing.

**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
- E- 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.

*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.*

**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

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318-678-6511  
[acao@bpcc.edu](mailto:acao@bpcc.edu)

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

Equity/Compliance Coordinator  
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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.

**Reviewed by K. Brandon 5/20**