

Course Number and Title: OTA 224 Psychosocial Intervention

Campus Location:

Georgetown, Wilmington

Effective Date:

2021-51

Prerequisite:

OTA 120, PSY 223

Co-Requisites:

OTA 221, OTA 223

Course Credits and Hours:

4.00 credits

4.00 lecture hours/week

1.00 lab hours/week

Course Description:

This course introduces the theory and application of occupational therapy techniques with a focus on mental health and well-being. Skills are developed to facilitate group treatment in a variety of clinical settings.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

All campus program and policy manuals.

Schedule Type:

Classroom Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Demonstrate professional behaviors during the study of the theory and application of techniques in treating persons, groups, and populations with, or at risk for psychosocial conditions. (CCC 3, 4; PGC 5)
2. Discuss psychiatric diagnoses as presented in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). (CCC 1; PGC 1)
3. Apply key concepts of the occupational therapy process for persons, groups, and populations with, or at risk for, psychosocial conditions. (CCC 1, 2, 3, 5; PGC 1)
4. Develop and implement group protocols to enhance safety, health and wellness, and performance in occupations for persons, groups, and populations. (CCC 2, 5; PGC 1, 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Demonstrate professional behaviors during the study of the theory and application of techniques in treating persons, groups, and populations with, or at risk for psychosocial conditions.
 1. Demonstrate appropriate professional behaviors in the classroom.
 2. Respond appropriately to constructive feedback.
 3. Demonstrate the ability to self-assess and modify responses.
 4. Demonstrate sound judgment regarding safety of self and others adhering to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
2. Discuss psychiatric diagnoses as presented in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V).
 1. Describe signs and symptoms of various mental health diagnoses frequently seen in OT practice.
 2. Describe the application of the DSM-V to occupational therapy intervention.
 3. Describe medical and somatic interventions that enhance occupational performance.
 4. Identify frequently used psychotropic medications, their side effects, and implications for occupational performance and intervention.
3. Apply key concepts of the occupational therapy process for persons, groups, and populations with, or at risk for, psychosocial conditions.
 1. Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations as they relate to the practice of occupational therapy.
 2. Explain the role of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).
 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.
 4. Apply scientific evidence, theories, and 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 psychosocial setting.
 5. Demonstrate knowledge of the effects of psychosocial disease processes including heritable diseases, genetic conditions, and mental illness on occupational performance.
 6. 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 for persons, groups, and populations in a psychosocial setting.
 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.
 8. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for psychosocial and behavioral health deficits that affect occupational performance.
 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.
 10. Demonstrate an understanding of the importance of identifying and communicating to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.
 11. Describe how an OTA can 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.
 12. Explain the role and responsibility of the OT practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.
 13. Describe and demonstrate the ability to participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and identify and design program changes as needed, to demonstrate quality of services.
 14. Demonstrate the ability to engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with interprofessional and intraprofessional colleagues.
 15. Demonstrate knowledge of personal and professional responsibilities related to varied roles of the occupational therapy assistant providing service on a contractual basis.
4. Develop and implement group protocols to enhance safety, health and wellness, and performance in occupations for persons, groups, and populations.
 1. Define key concepts associated with group process in OT intervention.
 2. Describe the various developmental groups, their characteristics, and the roles of the group leader.
 3. Describe the activities used in groups to enhance safety, health and wellness, and performance in occupations.
 4. Develop and implement a group intervention based on the principles of group development and group dynamics across the life span while demonstrating the skills necessary to effectively lead/co-lead a group.
 5. Use clinical reasoning to facilitate occupation-based group interventions that address client factors including interventions focused on promotion, compensation, adaptation, and prevention.
 6. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in group interaction.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative Assessments:	
Midterm Exam	10%
Comprehensive Exam	20%
Lab Practical: Design and Lead a Group	10%
Group Protocol	10%
Case Study and Presentation	15%
Professional Behaviors	10%
Formative Assessments: Quiz (5%), Research Article Review (5%), Learning Activities (15%)	25%
Total	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Demonstrate knowledge related to the occupational therapy assistant, including patient/client interactions, therapeutic treatments, activity analysis, documentation, safety techniques, and therapeutic equipment.
2. Exhibit effective nonverbal, verbal and written communication in patient/client and family interventions and education and in professional relationships.
3. Perform competently a full range of occupational therapy skills with patients/clients and various populations as occupational beings.
4. Exercise independent judgment and critical thinking in performance of occupational therapy, according to the profession's standards of practice.
5. Demonstrate professional patterns of behavior consistent with the profession's code of ethics.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.