

CASPER COLLEGE COURSE SYLLABUS
School of Health Science
**COTA 2100 01 Psychosocial Aspects
With Lab A and B**

Semester/Year: Fall, 2015

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 3

LAB A

Class Time:

8:00-9:50 a.m. M and W

1:00-1:50 p.m. Tues

Days: Mon, Tues, Wed

Room: 109 C

LAB B

Class Time:

8:00-9:50 a.m. Mon

2:00-2:50 p.m. Tues

10:00-11:50 a.m. Wed

Days: Mon, Tues, Wed

Room: 109 C

Instructor's Name: Theresa Robinett, MOT, OTR/L
Faculty Instructor
Occupational Therapy Assistant Program

Instructor's Contact

Information: Email or

phone: leave a message if
not available

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Office Hours: Monday: 10:00 a.m.-11:00 a.m.
Tuesday 10:00-12:00 a.m.
Thursday: 1:00 p.m.-3:00 p.m.
or by appointment

Course Description: This course addresses acute and chronic psychosocial dysfunction conditions and occupational therapy's role in providing service. Various developmental concerns and mental health settings are discussed. The OTA's role in interventions is presented including theory, evaluation, treatment planning and intervention. Psychosocial issues in physical dysfunction are also explored.

Statement of Prerequisites:

Taken concurrently with COTA 2210 and 2320

Prerequisites: COTA 2200, 2300, 2310, 2420 and PSYC 1000

Goal:

Upon completion of this course, the student will demonstrate an understanding of beginning level OTA skills in psychosocial occupational therapy both in the psychiatric setting and other settings where individuals with mental health/behavioral issues are treated and an understanding of collaborative roles with the occupational therapist.

Specific Course Objectives: Upon completion of this course, the student will be able to:

- Articulate the importance of using research: statistics, tests, and measurements in OT

practice.

- Collaborate with OTR in the development of interventions that reflect current research and evidenced based practice.
- Articulate an understanding of the importance of the history, theory, and philosophical base of the profession of OT and how this impacts the OTA role and OT practice.
- Describe the various OT approaches and steps to intervention in psychosocial OT and knowledge of skills needed
- Articulate the importance of balancing areas of occupation with the achievement of health/wellness related to psychosocial OT.
- Identify and respond to signs and symptoms of psychiatric disorders (competency)
- Gather and share data for the purpose of screening and evaluation including, specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with the client, family, and significant others and skill at administering selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment, reflecting performance in all areas of occupation; including the occupational profile, client factors, performance patterns, cultural, contexts, and performance skills.
- Demonstrate skill and knowledge in providing therapeutic use of occupations and activities (occupation based, preparatory, and practice skills) as well as development, remediation, and compensation for cognitive, perceptual, sensory, neuromuscular and behavioral skills..
- Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context..
- Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; resources; and discharge environment and identify those needs to the OT, client, and others involved in discharge planning. This includes community, human, and fiscal resources; recommendations for environmental adaptations; and home programming.
- Competencies demonstrated: psychosocial symptoms management, de-escalation of problem behaviors, adapting and grading activity for psychosocial skill development, comfort with testing procedures, completion of psychosocial assessment and write-up of procedures

Casper College General Education outcomes: As graduates of Casper College, students will be able to ...

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspective

Accreditation Standards:

B.2.8: Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the OT process as appropriate to the setting and scope of practice.

B.3.1. Describe basic features of the theories that underlie the practice of occupational therapy.

B.3.2. Describe basic features of models of practice and frames of reference that are used in OT.

B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skills observations occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.

B.4.2. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.

B.4.5. Articulate the role of the OTA and OT in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the OTA and OT in that process.

B.5.21. Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing intervention plan.

B.5.22. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention.

B.5.27 Describe the role of the OTA in care coordination, case management, and transition services in traditional and emerging practice environments.

B.5.28. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of OT intervention and the need for continued or modified intervention, and communicate the identified needs to the OT.

B.5.30. Under the direction of an administrator, manager, or OT, collect, organize, and report on data for evaluation of client outcomes.

B.5.31. Recommend to the OT the need for termination of OT services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of OT outcomes, recommendations, and referrals.

B.8.3. Use professional literature to make evidence-based practice decisions in collaboration with the OT.

B.9.8. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the OT and the OTA.

Methodology: Students will complete a combination of laboratory experiences and lecture sessions, written assignments, class presentations and discussions, examinations, assigned readings, and problem solving activities.

Evaluation Criteria:

Intervention plan	55 points
Two (2) treatment plans (50 points each)	100 points
Class presentation	20 points
Four Examinations(3 at 40 points each, 1 at 25)	145 points
Three (3) lab practicals (25 points each)	75 points
Final	50 points
Participation/professionalism	20 points
Three (3) assessment write ups (30 points each)	90 points
Research: Evidenced Based Project	20 points
TOTAL	575 points

Weights:

Written: 47%
Verbal: 3%
Exams: 47%
Professionalism: 3%

Students must have at least a 75% in each of the above areas to pass the course. A student will not pass the course until all assignments are turned in and completed with at least a 75%. If the grade for an assignment is less than 75%, the assignment must be redone. When an assignment is redone, the original grade will be maintained, however, it is important that competency is demonstrated in each subject area. This must be completed within two weeks of the failing grade being received. Each late assignment will be lowered 10% per day for each day late.

OTA program grading scale:

93-100%	Excellent (A)
85-92%	Superior (B)
75-84%	Average (C)
74% or below	Not passing in the OTA major
A student with 75% or less at midterm will receive a deficiency.	

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Required Text, Readings, and Materials:

Early, MB, 2009: Mental Health Concepts and Techniques for the OTA 4th Edition. Lippincott, Williams and Wilkins. ISBN: 1-4018-1232-5

Hemphil-Pearson, B., 2008. Assessments in OT Mental Health. Slack, Inc. ISBN 978-1-55642-773-2.

From COTA 2420: use as a reference:

Bonder, B. 2010. Psychopathology and Function. Slack, Inc., ISBN: 978-1-55642-922-4
Reed: 2014. Quick Reference to Occupational Therapy, Aspen. ISBN: 978-1-4164-0545-0.
Schell, Gillen, Scaffa. Willard & Spackman's Occupational Therapy. 12th Ed.
Lippincott, Williams & Wilkins. ISBN: 13: 978-1-459-1080-7.

Class Policies:

- Last Date to Change to Audit Status or to Withdraw with a W Grade: Nov. 12, 2015.
- Lab practical and competencies may be completed outside of class time. Sign-up sheets will be posted to sign up for scheduled times.
- Class attendance: Attendance is expected. Students with less than 90% attendance in course work will be expected to meet with program faculty to address the problem. If an assignment is late, students will receive a C for that assignment upon re-do as long as the assignment demonstrates 75% competency of the total allowed points. All exams also must be passed with a minimum of 75% of the total grade. A student will not pass the course until all assignments are turned in/passed and all exams passed. The final grade will be a total of all requirements. If a student requires more than one re-take of an exam or re-do of an assignment their grade will be recorded as a 0. Students must still complete the assignment/exam at a least of 75% to prove competency and pass the course. If a student does not achieve the above outlined expectations, they will be required to meet with faculty and a plan will be developed, which may include termination from the program.
- Cell Phone Policy: It is the policy of the OTA Program that all students are required to adjust their cell phones to "silent" mode prior to entering classroom. If your cell phone does not have this feature you are required to turn your cell phone off while class is in session. Under no circumstances may you answer a cell phone while class is in session. Under no circumstances should you be text messaging or using your cell phone for some form of entertainment while class is in session. Violations of the cell phone policy will be result in loss of professionalism points. If the policy is not followed after the first incident student will have loss of access to phone and double point deduction.
- Professional Appearance: In all off campus activities, guest speakers and student presentations, students will be expected to wear Occupational Therapy Assistant Program logo polo shirts and khaki/dress pants or skirts.
- Professionalism: Students are developing expected professional behaviors throughout the program. Each class includes points for professionalism. This includes coming to class prepared for discussion and interaction, involvement in class activities, turning assignments in on time and conducting themselves with professional behaviors including respectful treatment of class members and instructors.
- Moodle requirements. It is the student's responsibility to review daily course expectations through the syllabus and Moodle components of the class prior to class arrival. Worksheets and quiz material may be identified in Moodle. In order for a student to be successful in class, the worksheets and quiz material need to be reviewed and completed prior to arriving to class.
- Writing Policy: All assignments must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than the identified number of errors for an assigned paper will have it returned to them. They must then correct all errors and resubmit the paper within one week, for a reduction of grade by one full letter grade. Faculty may stop reading the paper when the identified number of errors is reached. The maximum allowable errors for papers are: Level I: 9 errors; Level II: 7 errors.

Curriculum Design: The Casper College Occupational therapy Assistant Program curriculum is designed based on Erik Erikson's theory of psychosocial development over the lifespan and Schkade and Schultz's Occupational Adaptation integrative frame of reference. This course begins in the occupational readiness category and moves into the occupational performance category.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the Department Head/Program Director, the Dean of the School of Health Science, and lastly the Interim Vice President for Academic Affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

COURSE SCHEDULE

UNIT ONE: History and Foundations

Objectives: At the completion of Unit 1, the student will be able to:

1. describe the development and history of psychosocial OT; articulate the importance of the history, sociopolitical climate and philosophical base of the profession and how they influence practice.
2. discuss the similarities and differences of the psychosocial models of OT and frames of reference; describe basic features of theories that underlie OT, and how theory influences practice.
3. demonstrate knowledge of therapeutic use of self and the role in OT practice.
4. articulate the importance of balancing areas of occupation with the achievement of health and wellness.
5. apply models of occupational performance and theories of occupation

COMPETENCY: Identification of frame of references and basic concepts

DATE	TOPIC	ASSIGNMENT
Aug 24	Introduction to Course History and Basic Concepts of Psychosocial OT Diagnosis Review-Worksheet	Early: Ch 1, 4, and 9 Willard and Spackman (W&S): Unit 1
Aug 25	Introduction for Theory and Frames of Reference	Early: Ch 2 W & S: 37, 41, 42
Aug 26	Frames of reference: <ul style="list-style-type: none">• Mosey, Fidler; Humanistic and Psychodynamic, Return Diagnosis Sheet	Early: Ch 3 Early Ch 6 Review Diagnosis Worksheet

Aug 31	Exam: Clinical Conditions in Mental Health:	Psychopathology and Function and Quick Reference book by Reed Creapeau: Ch 43
Sep 1	<ul style="list-style-type: none"> • Sensory Integration • Cognitive • Canadian (Law) • Psych Rehab 	W&S: 56 Early: continue Ch. 3.
Sep 2	<ul style="list-style-type: none"> • Person-Environment-Occupation • Model of Human Occupation • Occupational Adaptation 	Early: continue Ch. 3
Sep 7	Labor Day	
Sep 8	Theory review	Continue to review above chapters on theory.
Sep 9	Frames of Reference Lab	

UNIT TWO: Psychopathology and OT

Objectives: At the completion of Unit II the student will be able to:

1. demonstrate an understanding of psychiatric disorders commonly seen by OTAs
2. identify the medications most commonly used in the treatment of psychiatric conditions and frequent side affects
3. Identify safety techniques for frequently encountered harmful behaviors
4. demonstrate judgment in regard to safety of self and others, and adhere to safety regulations throughout the OT process.
5. demonstrate an awareness of symptomology and response strategies of psychiatric diagnoses including warning signs of suicide and effective interventions
6. determine applicable use of terminology in order to plan and document OT treatment of psychosocial conditions following the Occupational Therapy Practice Framework
7. Identify role performance throughout the various developmental life stages
8. demonstrate therapeutic-use-of-self as part of the therapeutic process with both individuals and groups.

COMPETENCY: psychosocial symptom management and de-escalation of problem behaviors

DATE	TOPIC	ASSIGNMENT
Sep 14	Begin application concepts <ul style="list-style-type: none"> • DSM V, Safety, biological treatments • Life span concepts • Medications 	Crepeau: Ch. 46 Early: Ch 5, 6, 8, 10, 11, 12, 13,14 and pages 493-494 Sign up for theory lab practical
Sep 15	Exam II: Theory	
Sep 16	<ul style="list-style-type: none"> • Response Strategies 	Early: 11

UNIT THREE: Psychosocial Assessment

Objectives: At the completion of Unit III the student will be able to:

1. identify assessments commonly used by OTs to evaluate psychosocial dysfunction
2. demonstrate knowledge of collecting data in the screening and evaluation.

3. demonstrate the ability to administer evaluation techniques including assessment, skilled screening tools, checklists, histories, and consultation using appropriate procedures and protocols.
4. gather and share data in ADLs, IADLs, education, work, play, leisure and occupational performance including an occupational profile, client factors, performance patterns, contexts, and performance skills.
5. articulate the importance of using statistics, tests, and measurements related to assessment.
6. demonstrate an understanding of the re-assessment process; and the need for continued or modified intervention, and communicate the needs to the OTR.
7. demonstrate knowledge of discharge planning by reviewing needs of the client and identifying those needs to the OT, client and others in discharge planning, including, identifying resources and making recommendation for discharge.
8. demonstrate skill in collecting, organizing and reporting data for outcome evaluation
9. demonstrate knowledge of when to recommend to the OT the need for termination when outcomes have been achieved or cannot be achieved.
10. assist in developing a summary of OT outcomes, recommendations, consultation and referrals.
11. verbalize and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the OT and the OTA in the OT intervention process.

COMPETENCIES: comfort with testing procedures, perform 3 assessments: KELS, COPM, and Sensory Profile and complete assessment write-ups

DATE	TOPIC	ASSIGNMENT
Sep 21	Continue practice with response strategies	
Sep 22	Overview of OT process in Mental Health and Data Collection <ul style="list-style-type: none"> • Interviewing • Observations • checklists 	Hemphill-Pearson: Ch 1, 2, 7, 8, 11, 13, 16. Appendixes: Q, R, S, T. W&S: review Ch 46 Early: Ch. 17 Sign up for Lab Practical Competency: Response Strategies
Sep 23	Response Strategies/ lab competency/lab practical	Sign up with instructor
Sept 28	ADL assessments	Hemphill-Pearson – Ch 7 (PASS)
Sept 29	Exam III: Basic Mental Health Concepts	
Sept 30	ADL assessments continued	
Oct 5	<ul style="list-style-type: none"> • Sensory/Cognitive Assessments • Activity configuration • Vocational • Communication • Leisure 	W&S: 55,56 (Theory) Hemphill-Pearson: CH 10, 12.
Oct 6	<ul style="list-style-type: none"> • Bay Area Functional Assessment 	Hemphill-Pearson: Ch 14
Oct 7	Children's Assessment	Hemphill-Pearson: Ch 21
Oct 12	Assessments Lab	Assessment Write-up #1 due (COPM)
Oct 13	Assessment Exam	
Oct 14	Assessment Lab Practical; may need some additional time. Will be	Assessment Write-up #2 due: (Sensory Profile)

UNIT FOUR: Psychosocial Interventions and Techniques

Objectives: At the completion of Unit IV the student will be able to:

1. verbalize the expected role performance skills of OT practitioners in a psychiatric setting
2. demonstrate ability to plan/carry out psychosocial performance skills (ADL, IADL, work, leisure, play, education, and social participation) with collaboration with the OT on therapeutic interventions.
3. demonstrate ability to plan and carry out cognitive and sensory dysfunction interventions
4. demonstrate knowledge of use of purposeful activity in the treatment process
5. demonstrate ability to analyze, grade and adapt the environment, tools, materials, occupations and interventions to reflect the changing needs of the client and the sociocultural context related to role performance
6. demonstrate ability to participate in collaborative treatment planning, developing intervention plans and strategies including goals and methods, based on client needs, data collection.
7. demonstrate culturally relevant planning skills, reflecting current OT practice and based on evidence, addressing the occupational profile, client factors, performance patterns, contexts, and performance skills.
8. verbalize knowledge of psychosocial approaches including selecting and providing direct care with procedures to enhance safety, wellness, and performance activities including ADLS, IADLS, education, work, play, leisure and social participation.
9. demonstrate ability to provide therapeutic use of occupation and activities including preparatory, occupation based and client based activities.
10. identify when to recommend to the OT the need for referring clients for additional evaluation
11. verbalize the role of the OTA in care coordination, case management, and transition of services in traditional and emerging practice environments.
12. demonstrate ability to teach compensatory strategies related to human and non human qualities in task completion.
13. demonstrate knowledge of development, remediation and compensation for physical, cognitive, perceptual, sensory, neuromuscular, and behavioral skills.
14. effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers and the public in a professionally acceptable manner.
15. demonstrate when /how to use consultation when appropriate as directed by the OT.
16. demonstrate knowledge of need to refer to specialists for consultation and intervention.

COMPETENCIES: use ADM effectively, adapt and grade psychosocial interventions

DATE	TOPIC	ASSIGNMENT
Oct 19-20	Fall Break	
Oct 21	Begin interventions; research Begin theory/intervention worksheets (first 2)	W&S: Ch 57 Early: 7, 10, 13, 14. Hemphill-Pearson: Ch 22-23. Sign-up for Lab Practical Competency: KELS, COPM, testing procedures Assessment Write-up #3 due (KELS)
Oct 26	Interventions <ul style="list-style-type: none"> • Analysis, Adapting and Grading 	W&S: Ch 47-52. Early: Section V.
Oct 27	Interventions: continue with worksheets	Early: Ch 18-21, 23
Oct 28	Interventions: PACT, Club House, vocational planning	Research Assignment due

Nov 2-6	Level I Fieldwork	
Nov 9	Interventions: sensory	W&S: Ch 56 Early: Ch 22
Nov 10	Interventions: Sensory	Early Ch 22, continued
Nov 11	Interventions: cognitive/sensory	Early Ch 22, continued W&S VCh 55
Nov 16	Interventions: Cognitive	Early Ch 22, continued
Nov 17	Interventions: Cognitive	Early Ch 22, continued
Nov 18	Case Management, care coordination, and transition services; psychosocial techniques in physical dysfunction settings; cultural aspects	
Nov 23	Collaborative Treatment planning	Early: Ch 16, 17
Nov 24	Collaborative Treatment Planning	Early: Ch 16, 17 continued 1st Treatment Plan due
Nov 25-27	Thanksgiving break	
Nov 30-Dec 4	Level one Fieldwork	
Dec 7	Presentations	Intervention Paper Due
Dec 8	Presentations	2nd Treatment Plan due
Dec 9	Course Review	
Dec 14-18	Finals – TBA	