

University of Florida
College of Public Health & Health Professions Syllabus
OTH 5324 Theory and Application of Psychosocial Intervention
 Spring: 2017
 Delivery Format: On-Campus
 Course Website: <http://elearning.ufl.edu>

Course Coordinator/Instructor: Paul Arthur, PhD, OTR/L

Instructor: Linda Struckmeyer, PhD, OTR/L

Room Number: Room 2170

Phone Number: (352) 273-6043

Email Address: parthur@phhp.ufl.edu

Office Hours: Arthur: Wed 8:30am-9:30am or by appointment; Struckmeyer: Tue 4pm-5pm or by appointment

Preferred Course Communications: e-mail

Prerequisites: Abnormal Psychology, OTH 5002, OTH 6539, OTH 6635 and 6641.

PURPOSE AND OUTCOME

Course Overview

This course addresses screening, evaluation and intervention for persons with psychological disorders and psychosocial issues. Lectures are integrated with lab experiences, Level 1 Fieldwork Experience, discussions and journal clubs to assist the student fully comprehend client/patient psychosocial issues manifesting in acute episodes, rehabilitation, illness prevention, and health promotion. Beginning with an understanding of the population and the type of impairments seen the course will survey major theoretical perspectives as they apply to the individual patient, groups of patients, treatment settings, and the community. This course will introduce the student to a variety of assessments used in mental health settings with adults. Assessment will be presented in the context of underlying theoretical approaches. The use of assessments is to understand the patient/client, contextually, from an occupational perspective. Through the integrated process of lecture, lab and practicum, the student will learn of and develop basic skills for assessment, developing a treatment/intervention plan, utilizing use of self, and individual and group intervention strategies.

The clinical experiences during this portion of the class have two purposes: First, to expose students to clinical settings that afford a depth of understanding not obtained through readings and classroom activities. Secondly, to provide an opportunity to practice various skills presented in the classroom. While some of the clinical visits are more observational in nature and others are more interactive in nature, it is expected that students will combine both active observation and interaction on all visits.

Course Objectives and/or Goals:

Understanding the Clients and the Settings

- A. Comprehend the types of impairments and disabilities caused by mental disorders as they occur alone or co-morbidly with other medical and physical disability conditions. B1.6
- B. Understand the mental health service delivery system including hospital and community based services. B6.4
- C. Students will be able to describe the differences in the types of patients/clients seen, services provided, and the mission of each aspect of the system. B6.5
- D. Describe the role for occupational therapists working with people with mental health impairments. B5.7
- E. Identify roles for occupational therapists working with populations and organizations in mental health. B5.7, B6.4

Current Models of Practice

- A. Understand how to apply the Model of Human Occupation to a person with psychiatric impairments. B3.5
1. Describe patient's liabilities and assets, which reflect the patient's system and the environmental demands B4.4
 2. Plan treatment, which addresses the patient's liabilities and makes use of assets. B4.4
 3. Understand the role of the COTA in the areas of assessment, treatment and clinical management in this model of practice. B4.5
- B. Understand how to apply the Person Environment Occupational Performance Model to a population and an organization in mental health. B3.5
1. Analyze the population's and organization's performance capacities/constraints and environmental enablers/ barriers, and their activities/roles/tasks which reflects their occupational performance. B6.1, B6.2, B6.3
 2. Plan intervention, which addresses how to reduce the performance constraints and environmental barriers and enhance the performance outcomes. B6.4, B6.5
- C. Understand the cognitive dysfunction model of practice described by Allen. B3.1, B3.2, B3.3
1. Describe and recognize the six levels of cognitive dysfunction with awareness of modes of performance. B3.5
 2. Analyze tasks according to cognitive demands. B4.2, B5.18
 3. Select and grade tasks with feasible operations for specific patients/clients. B4.2, B5.18
 4. Know how to do effective documentation using this model. B4.10, B5.18, B5.28
 5. Predict future task performance based on former and present level of functioning. B5.1, B5.2
 6. Understand the role of the COTA in the areas of assessment, treatment and clinic management in this model of practice. B4.5
 7. Understand how to use this model in consulting with caregivers. B5.16, B5.17, B5.22

Therapeutic Tools

- A. Understand the principles of and some techniques for a cognitive behavioral program. B3.3
- B. Understand the interaction between the patient's response and the therapist's approach.
1. Recognize the different approaches, which allow the therapist to become a therapeutic agent. B5.6
 2. Recognize patient mental health symptom characteristics, which indicate the employment of different therapeutic approaches. B5.6
 3. Understand the therapeutic approaches selected are sometimes a product of the model of therapy employed. B5.6
 4. Begin to develop skills in using "self" to handle aggression, confusion, reluctance, paranoia and a number of other patient characteristics. B5.6

Clinical Reasoning

- A. Students will understand and apply the concept of clinical reasoning in a case study by:
- defining the problem (B4.4),
 - articulating possible frames of reference/practice models (B4.8),
 - deciding on a treatment plan (B5.1, B5.26), and
 - determining possible interventions (B5.2).

Documentation

- A. The uses of and methods for documentation in psychiatric OT. B4.10, B5.28
- B. The purpose and general format of an initial note, a progress note and a discharge summary. B4.10, B5.28
- C. How to select information relevant for documentation. B4.10, B5.28
- D. The documentation process relative to functional outcomes. B4.10, B5.28
- E. Documentation relative to intermediaries and fiscal agencies. B4.10, B5.28

Settings

- A. Current issues and trends in acute care psychiatry, in long term care, in out-patient, and community mental health setting. B6.1, B6.2, B6.3
- B. Strategies to enhance the role of OT given the challenges inherent in the setting. B6.5
- C. The collaborative role of various health care professionals including the case manager. B5.22, B5.23
- D. Collaboration with COTAs and how that role may vary depending upon the setting. B4.5

Group Dynamics

- A. Given lecture, participation and assigned readings, the student will be able to:
 1. Define group dynamics and aspects of group process. B3.5
 2. Discuss the different styles of leadership and their effect on group process. B5.6
 3. Describe effective and ineffective membership roles. B4.4
 4. Understand the process of patient selection for groups as well as group size in relation to group dynamics B5.1.
 5. Understand how to plan a group session or ongoing group, including writing a group protocol and soliciting referrals B4.4, B4.8, B5.1, B5.2
 6. List the phases that a group goes through as it develops B3.5

- B. Through oral presentation, leading a group experience, peer and teacher feedback, and the opportunity to be a member of several groups, the student will be able to demonstrate his/her effectiveness as a group leader. B5.18

- C. Given presentations, group experiences, handouts, and assigned readings the student will be able to describe the following for each of the groups presented: goals and objectives, basic frame(s) of reference used, selection of participants, materials and methods, and application of the group to occupational therapy. B5.1

Intervention

- A. Through the planned clinical visits and required activities the student will:
 1. Interact with staff from a variety of disciplines. B5.18
 2. Develop client interviewing and interaction skills. B5.18
 3. Develop skills in evaluation. B4.2, B4.3, B4.4
 4. Observe and describe treatment/intervention in in-patient and community setting. B5.7
 5. Observe and conduct individual treatment sessions. B5.2, B5.3
 6. Observe and describe the case management model of community mental health. B5.7
 7. Observe and conduct group treatment sessions. B5.2, B5.3
 8. Write one case study based on assessment and treatment sessions. B5.1, B5.18

Fieldwork

- A. The purpose of Level 1 fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop and understanding of the needs of clients.” The specific focus of this fieldwork experience is on the psychological and social factors that influence engagement in occupation. C.1.7

Instructional Methods

The class will meet on Monday, Wednesday and Thursday (unless otherwise posted). Monday’s class will generally be taught in lecture/discussion format. On most Wednesdays, a lab experience occurs, providing students an opportunity to gain practice on techniques learned through Monday’s lecture. On Thursdays in Feb and March, and April, a two-hour practicum experience takes place in the community to implement strategies learned in Monday and Wednesday’s class.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: See last page of this syllabus

Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <http://elearning.ufl.edu>
- TopHat classroom response system will be used in class. You must have access to it. Direct URL: <http://app.tophat.com/e/XXXXXX>. The 6-digit course code will be provided in class.

ACADEMIC REQUIREMENTS AND GRADING

Assignments: For full assignment description see Course Website. Due dates are available on the course schedule on the last page of this syllabus.

Grading

Requirement	Points
Class/Lab participation & lab notebook	P/F
Level 1 Experience	20
Progress/SOAP notes	10
Allen Case Study	25
Group Protocol and Reflection	25
Quizzes	20
Midterm Exam	50
Final Exam	50
Total =	200 points

Point system used (i.e., how do course points translate into letter grades).

%Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Students who must be absent to either a test or a lab must notify the instructor prior to the time of the test/lab in order to schedule a makeup. Some labs cannot be made up. If a lab is missed without prior permission, but made up, the grade will be lowered. Labs missed but not made up will be assigned a grade of 0%. Make-ups for exams will only be approved **prior to the time of the test** for the student's hospitalization, death in the family, or a similar serious situation. All assignments are due by time and date indicated.

Note: Students missing an exam without notification as described above will be given a grade of 0% on that exam. Assignments submitted late will be subject to a grade reduction if accepted.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance to lectures with assigned materials is required and students are held responsible for all materials assigned, presented, and discussed in class regardless of attendance. Attendance to practicum, tests and laboratories is mandatory.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional behavior and respect for the instructor, guests and fellow students is expected. This includes civil discourse, a quiet environment for listeners, and absence of disruptive behaviors such as sleeping, reading other materials, or other activities not pertaining to learning in this class. Students who display behaviors that are not respectful or professional will be given a warning followed by penalties of point loss from final grade. The instructor reserves the right to ask disruptive students to leave the classroom.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary

action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open, as well as time to complete while in class. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions: Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression,

marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Course Schedule

Date	Topic	Required Readings
Wed., 1/4	Course overview Psych Disorders review: Watch MIT Lecture Mood Disorders, Schizophrenia, & Anxiety	Review Brown& Stoffel Chs. 12, 13, 14
Mon., 1/9	Psychopharmacology Review Therapeutic use of self	Review Brown& Stoffel Medication-pages: 162-163, 175, 187-188, 205-206 Handouts LaGrossa article Gainesville Sun article
Wed., 1/11	Beliefs, Coping, & Motivation	Brown & Stoffel Chs. 19,22,23
Thurs., 1/12	Review MOHO MOHO Assessments: Interest and Roles checklist Self-application of MOHO Assessment	Brown & Stoffel pgs. 31, 77, 134, 299, 335-336, 340, 364, 538577, 701 McNulty and Fisher article
Wed., 1/18	Substance-Related Disorders Co-morbid Conditions Dr. Mike Moorhouse	Brown & Stoffel Chs. 15 & 16
Thurs., 1/19	Substance Abuse Treatment Considerations Lab	
Mon., 1/23	Community Mental Health OT in the Community Wellness/health promotion	Merryman article Gutman article Brown & Stoffel Chs. 28,35,39,46 Handouts
Wed., 1/25	Community Mental Health Part 2 Intro to Site Project	Brown & Stoffel Ch 3
Thurs., 1/26	Selecting assessments, goals, and activities	

Mon., 1/30	Fieldwork Review	<u>TBA</u>
Wed., 2/1	Guest Speakers from NAMI and FACT Review: GOC Wellness/ Health Promotion NAMI Consumer Movement	
Thurs., 2/2	FW: Day 1: Site Orientation Complete SOAP note and review	
Mon., 2/6	EXAM 1 SOAP note #1 due	
Wed., 2/8	Exam feedback Review: Allen Cognitive Theory Allen Videos	Brown & Stoffel pgs. 589 <u>Secret, Wood, & Tapp article</u> <u>Lee et al article</u>
Thurs., 2/9	FW: Day 2: Assessment Administration	
Mon., 2/13	Review: Allen Levels and Assessments (ACLS-5, RTI, ADM, CPT) Allen Videos cont. Select case study for review ACLS-5 Practice	Brown & Stoffel pgs. 250, 255, 274-275, 426, 482, 551, 618 Handouts
Wed., 2/15	ACLS-5 administration lab	
Thurs., 2/16	FW: Day 3: Allen Assessment Administration	
Mon., 2/20	Allen Treatment Planning Review Case Studies ADM placement SOAP note #2 due	<u>Helfrich, Chan & Subol article</u> <u>Chwen-Yng article</u>
Wed., 2/22	ADM selection Lab	
Thurs., 2/23	FW: Day 4: Work on Site Project	
Mon., 2/27	Group Types, Process, and Dynamics SOAP note #3 due	TBA
Wed., 3/1	Group Stages, Expectations, and Assessment ACL case study due	TBA
Thurs., 3/2	FW: Day 5: Interventions	
3/6-3/10	No Class: Spring Break	
3/13-3/17	No Class: Pediatrics Practicum	

Mon., 3/20	Group Ethics, Multicultural Groups <i>Students Begin Designing Protocol</i>	TBA
Wed., 3/22	Group Planning, Designing Groups for Fieldwork Populations <i>Students Continue Designing Protocol</i>	
Thurs., 3/23	FW Day 6: Interventions	-
Mon., 3/27	Group Presentation/Feedback Day 1	
Tue., 3/28	Group Presentation/Feedback Day 2	
Thurs., 3/30	NO Class: AOTA Conference	
Mon., 4/3	Case Management Life Care Planning	Brown& Stoffel Chpts 37, 42 Farnworth article Cosden article Liu et al article Eggers et al article Kennedy-Jones et al article
Wed., 4/5	Vocational Programming, Forensics	Brown & Stoffel Chs. 38, 40
Thurs., 4/6	FW: Day 7 Conduct Group / Present Project to Facility	
Mon., 4/10	Review: Reimbursement OT roles Future Directions	Brown& Stoffel Chpt 42, pg 46, 388, 406, 597-598 Norris et al article
Wed., 4/12	Present site projects- capstone week	
Thurs., 4/13	FW: Day 8 Conduct Group / Present Project to Facility	
Wed., 4/19	Final Exam Group Reflection Due	