COURSE OBJECTIVES: OTH 5324
THEORY AND APPLICATION OF PSYCHOSOCIAL INTERVENTIONS
Spring 2014

Jane Cheney, M.Ed., Ed.S., OTR/L
Course Instructor
Department of Occupational Therapy
College of Public Health and Health Professions
University of Florida

CONTACT INFORMATION:
Jane Cheney, M.Ed., Ed.S., OTR/L
Tel: (352) 265-5497 ex 70090 (emergencies only)
E-mail: Contact through Sakai
Office: Room 2113
Office Hours: By appointment

COURSE DESCRIPTION:

This course addresses screening, evaluation and intervention for persons with mental disorders and psychosocial issues. Lectures are integrated with lab experiences, clinical practica, 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 treated and the type of impairments seen the course will survey several major theoretical perspectives as they apply to the individual patient, groups of patients, the treatment settings and the community. This class will introduce the student to a variety of assessments used in mental health settings with adults. Assessment will be presented in the context of the underlying theoretical approaches. The use for 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, individual and group intervention strategies.

The clinical experiences during this portion of the class have two purposes: First, to expose students to clinical settings to 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 FORMAT:

The class will meet on Monday, Wednesday and Thursday (unless otherwise posted). Monday’s class will be taught in lecture format. On Wednesday, a lab experience will be offered as an opportunity to gain practice on techniques learned through Monday’s lecture. On Thursday, a two hour practicum experience is offered in the community to implement strategies learned in Monday and Wednesday’s class.
SPECIFIC OBJECTIVES:

Understanding the Clients and the Settings

Students will
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

Students will
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 clinical 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

Students will
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 a patient's 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

Students will understand and apply the concept of clinical reasoning in a case study by:

A. Defining the problem. B4.4
B. Articulating possible frames of reference/practice models. B4.8
C. Deciding on a treatment plan. B5.1, B5.26
D. Determining possible interventions. B5.2

Documentation

Students will understand

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

Students will understand

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. Describe the developmental levels of group according to Mosey's classification. B3.5
   5. Understand the process of patient selection for groups as well as group size in relation to group dynamics B5.1,
   6. 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
7. List the phases according to Corey that a group goes through as it develops B3.5
8. Describe the characteristics that foster a group
9. Demonstrate an understanding of the curative factors of the group process

B. Through oral presentation, leading a group experience, peer and teacher feedback, and having had 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:**
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, using two different models. 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 two case studies based on treatment sessions. B5.1, B5.18

**GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Class/Lab participation &amp; assignments</td>
<td>50</td>
</tr>
<tr>
<td>Practicum</td>
<td>100</td>
</tr>
<tr>
<td>Progress notes</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>MOHO Case Study</td>
<td>150</td>
</tr>
<tr>
<td>Allen Case Study</td>
<td>150</td>
</tr>
<tr>
<td>Group Protocol and group activity</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>930 - 1000</td>
<td>A (4.0)</td>
<td></td>
</tr>
<tr>
<td>900 - 929</td>
<td>A- (3.67)</td>
<td></td>
</tr>
<tr>
<td>870 - 899</td>
<td>B+ (3.33)</td>
<td></td>
</tr>
<tr>
<td>830 - 869</td>
<td>B (3.00)</td>
<td></td>
</tr>
<tr>
<td>800 - 829</td>
<td>B- (2.67)</td>
<td></td>
</tr>
<tr>
<td>770 – 799</td>
<td>C+ (2.33)</td>
<td></td>
</tr>
<tr>
<td>730 - 769</td>
<td>C (2.00)</td>
<td></td>
</tr>
<tr>
<td>700 - 729</td>
<td>C- (1.67)</td>
<td></td>
</tr>
<tr>
<td>670 - 699</td>
<td>D+ (1.33)</td>
<td></td>
</tr>
<tr>
<td>630 - 669</td>
<td>D (1.00)</td>
<td></td>
</tr>
<tr>
<td>600 - 629</td>
<td>D- (0.67)</td>
<td></td>
</tr>
<tr>
<td>Below 600</td>
<td>E (0.00)</td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL 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 POLICY

Honesty Policy: Academic honesty is an issue of serious concern to this faculty and this university. The professors and instructors will abide by the University of Florida policy on Academic Honesty. The Department of Occupational Therapy is in agreement with the UF Honor Court and supports the following statement: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. Regarding individual work, this pledge is implied when handing in an assignment: On my honor, I have neither given nor received unauthorized aid in doing this assignment. Engaging in plagiarism violates the Academic Honesty code. Be sure to paraphrase or directly quote and cite the source appropriately. For more information, see the 5th edition of the APA Publication Manual.

Accommodations: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

Software Use: All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Attendance Policy: 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 tests and laboratories is mandatory. A student 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.