

OTH 6324 Psychosocial Occupational Therapy Evaluation & Intervention (3 cr.)

Semester: Summer 2021
Delivery Format: On-Campus

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Office Hours: Mondays 3:00p-4:00p and Tuesdays 1:30p-2:30p, or by appointment
Preferred Course Communications (e.g. email, office phone): Email

Prerequisites:

Abnormal Psychology, OTH 6002, OTH 6539

PURPOSE AND OUTCOME

This course addresses occupational therapy services for persons with psychosocial deficits and conditions that negatively impact occupational performance in such situations as acute episodes, chronicity, rehabilitation, wellness, illness prevention, and health promotion. Through the integrated process of active learning, lecture, and discussion, the student will gain the knowledge and develop basic skills for psychosocial assessment and planning of individual, group, and community intervention strategies and intentional therapeutic use of self.

RELATIONSHIP TO CURRICULUM DESIGN

This course integrates previously acquired and newly taught knowledge to serve as the foundation for application of evaluating, planning, and providing intervention for clients with psychosocial conditions and disorders. The course partially prepares students for their Level 1 Psychosocial Fieldwork experience.

Course Objectives and/or Goals

Student Learning Objectives- By the end of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
Use evidence, theories, models of practice, and frames of reference to inform the practice of occupational therapy to guide and inform psychosocial interventions for persons in a variety of practice contexts.	B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference	Critical Thinking

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<p>Evaluate client’s occupational performance using appropriate tools to determine the need for occupational therapy services, taking into consideration client cultural and contextual factors.</p> <p>Interpret evaluation findings to develop appropriate intervention plans and strategies that are client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>B.4.4 Standardized and Nonstandardized Screening and Assessment Tools</p>	<p>Critical Thinking, Valuing of Diversity</p>
<p>Interpret the evaluation data using terminology of the profession and explain the findings.</p>	<p>B.4.8. Interpret Evaluation Data</p>	<p>Critical Thinking</p>
<p>Design intervention strategies to remediate and/or compensate for psychosocial and behavioral health deficits affecting occupational performance.</p>	<p>B.4.9. Remediation and Compensation</p>	<p>Critical Thinking, Human Occupation and Health</p>
<p>Recommend interventions and procedures for persons to enhance safety, health and wellness, and performance in occupations.</p>	<p>B.4.10. Provide Interventions and Procedures</p>	<p>Critical Thinking, Human Occupation and Health</p>
<p>Adapt or modify processes or environments to facilitate occupational performance of clients within the sociocultural context.</p>	<p>B.4.18 Grade and Adapt Processes or Environments</p>	<p>Critical Thinking</p>
<p>Create an educational handout or home program that meets the learning needs of a client and/or the family/caregiver.</p>	<p>B.4.21. Teaching-Learning Process and Health Literacy</p>	<p>Human Occupation and Health</p>

Instructional Methods

Students will engage in independent reading, lectures, discussions, and individual and group learning activities, and projects.

You are expected to actively engage in the course throughout the semester. You must come to class on-time and prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for class, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Required Course Materials:

- Brown, C., Stoffel, V. C., & Munoz, J. P. (Eds.). (2019). *Occupational therapy in mental health: A vision for participation* (2nd ed.). Philadelphia: F.A. Davis Company.
- Trickey-Rokenbrod, D. (2017). *Occupational therapy in action: A library of case studies*. Philadelphia: Wolters Kluwer.
- AOTA Student Membership and assigned AOTA Official Documents and website information (www.aota.org).
- Class notes, videos, and readings as assigned from various papers and chapter readings (Canvas).

Technology

- Laptop computer or tablet for in-class use
- Consistent internet access

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/>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule.

Week/Dates/Themes		Preparation & Due Dates
Week 1 May 10	Course Introduction: Review Syllabus Recovery Model In Class: Concept Map	American Occupational Therapy Association. (2017). Mental health promotion, prevention, and intervention in occupational therapy practice. <i>American Journal of Occupational Therapy</i> , 71(Suppl. 2), 7112410035. https://doi.org/10.5014/ajot2017.716SO3 Brown et al. textbook, Ch. 1 & 6
May 11 & 13	Assessments Review <ul style="list-style-type: none"> • Occupational Profile • Interest Checklist • COPM • SRRS • MOHOST • PASS 	Holmes & Rahe. The social readjustment rating scale. <i>J of psychosomatic Research</i> 1967_Vol. 11. Issue 2. 213-218. https://doi.org/10.1016/0022-3999(67)90010-4 Brown et al. textbook, Ch. 4
Week 2 May 17	Mood Disorders (Depressive & Bipolar Disorders); Anxiety Schizophrenia & Schizoaffective Disorder	Brown et al. textbook, Ch. 13 & 14 - Please bring your Occupational Therapy in Action (Trickey-Rokenbrod, 2017) book to class Brown et al. textbook, Ch. 16
May 18 & 20	Eating Disorders Personality Disorders	Brown et al. textbook, Ch. 11 & 12

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Week 3 May 24	Using assessment findings to inform interventions grounded in Evidence Based Practice. MOHOST Case Study Assignment Small Groups.	Brown et al. textbook, Ch. 5
May 25 & 27	Trauma and Stressor-Related Disorders Coping & Resilience	Brown et al. textbook, Ch. 15 Brown et al. textbook, Ch. 23 & 25
Week 4 May 31	NO CLASS; MEMORIAL DAY	
June 1 & 3	Cognition Cognitive Beliefs/ Cognitive Behavioral Therapy	Brown et al. textbook, Ch. 20 & 21
Week 5 June 7	Substance Abuse & Co-occurring Disorders EXAM 1	Brown et al. textbook, Ch. 17 Exam 1: Monday, June 7, 3:00-4:30
June 8 & 10	Group Types, Stages, and Ethics Cole's 7 Steps	Posted materials
Week 6 June 14	Motivational Interviewing	Brown et al. textbook, Ch. 24 Case Study Assignment due midnight Monday
June 15 & 17	Case Study Presentations	Case Study Self-Reflections due midnight Friday
Week 7 June 21 June 22/24	SUMMER BREAK: NO CLASS	
Week 8 June 28	Adult Education & Occupation	Brown et al. textbook, Ch. 51 & 52
June 29 & July 1	Stigma & Families	Brown et al. textbook, Ch. 31 & 32
Week 9 July 5	NO CLASS; July 4th Holiday	
July 6 & 8	Group Facilitation Intervention (8 students)	<ul style="list-style-type: none"> - Group Facilitation Draft due midnight the Friday before your intervention - Group Facilitation Self Reflections due midnight the Friday after your intervention

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Week 10 July 12	Spiritual Occupation & Sociocultural Perspectives Guest Lecture by Dr. Prerna Poojary	Brown et al. textbook, Ch. 33 & 57
July 13 & 15	Group Facilitation Intervention (8 students)	<ul style="list-style-type: none"> - Group Facilitation Draft due midnight the Friday before your intervention - Group Facilitation Self Reflections due midnight the Friday after your intervention
Week 11 July 19	Serving Veterans – Dr. Wersal <ul style="list-style-type: none"> - Please watch the recorded lecture on Canvas prior to class and be prepared to discuss 	Brown et al. textbook, Ch. 34
July 20 & 22	Group Facilitation Intervention (8 students)	<ul style="list-style-type: none"> - Group Facilitation Draft due midnight the Friday before your intervention - Group Facilitation Self Reflections due midnight the Friday after your intervention
Week 12 July 26	Social Participation The Lived Experience EXAM 2	Brown et al. textbook, Ch. 54 Exam 2, Monday, July 26 3:00p-4:30p
July 27 & 29	Group Facilitation Intervention (4 students)	<ul style="list-style-type: none"> - Group Facilitation Draft due midnight the Friday before your intervention - Group Facilitation Self Reflections due midnight the Friday after your intervention - Group Facilitation Final for everyone: Due by Midnight August 6
Week 13 Aug 2	Policy and Case Management Wrap-Up and Course Evaluations Everyone meets together from 12:30p-2:30p	Brown et al. textbook, Ch. 30
Aug 3 & 5	NO CLASS	



ACADEMIC REQUIREMENTS AND GRADING

Assignments

Assignment due dates are provided in the course outline in this syllabus. All assignments are due no later than the beginning of class on the date assigned unless otherwise instructed. Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment are to be typed in an APA approved font style and coinciding size (e.g. Times New Roman-12, Calibri-11, Arial-11, Georgia-11). Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Individual assignments are presented in the *Assignments* section of Canvas. Each assignment will be discussed in class and students will have the opportunity to ask questions about assignment requirements.

Grading

Requirement	Due date	Points	Percent of Final Grade
Participation and Professionalism	Cumulative throughout semester	20	10%
Exam 1	June 7 (3:00p-4:30p via HonorLock)	100	20%
Case Study Presentation	June 14 by midnight	100	20%
Case Study Self Reflection	June 18 by midnight	10	5%
Group Facilitation Draft	Friday before your group	100	10%
Group Facilitation Self-Reflection	Friday after your group	100	5%
Exam 2	July 26 (3:00p-4:30p in-person)	100	20%
Group Facilitation Final	August 3	100	10%
TOTAL		700	100

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*.

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

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	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	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Attendance to all exams and class activities is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- a) A student who must be absent must notify the instructor via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- b) See the “Policy Related to Make up Exams or Other Work” above related to missing exams.
- c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam. Any work that is submitted late due to technical issues MUST be accompanied by the email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See "Assignment Policies" below for more information about late assignments.

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with that faculty member. Refer to the Grievance Policy in the OTD Student Manual.

Honorlock Online Test Proctoring

Honorlock will proctor your first exam this semester. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install . When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them by live chat, phone (**844-243-2500**), and/or email (support@honorlock.com).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *OTD Student Handbook*.

Please use the following link to access expectations for out-of-class time related to class preparation. For every credit a student is enrolled in class, 3 hours will be required outside of class. This course is a 3-credit course, therefore 9 hours per week outside of class will be expected to complete readings, assignments, participate in discussion posts, study for exams, and fulfill other class obligations. <https://citt.ufl.edu/resources/course-design-basics/develop-and-implement/considering-student-workload/>

Professional Behavior is expected at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel with consideration, confidentiality, and respect.
4. Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class.

5. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
6. Monitor e-learning and your UF email for announcements and updates.
7. Have available all materials posted for each class.
8. Complete assigned readings, preparatory activities, and review posted class materials prior to class.
9. Students are expected to actively participate in discussions and class learning activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in a professional role.
10. Professional attire in lectures and labs when there are guests, in all clinics, and site visits.
 - a. Clean long khaki or black pants that remain fitted when moving and bending. Standard OT polo that is adequately fitting; neither clingy nor revealing and remains discretely tucked into pants when reaching and moving.
 - b. Clean, closed toe shoes with adequate base of support.
 - c. Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
11. Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
12. Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

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.

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
