University of Florida
College of Public Health & Health Professions Syllabus
OTH 6324 – Psychosocial Occupational Therapy Evaluation and Intervention
Delivery Format: On-Campus/E-Learning

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Office Hours: Tuesdays: 11:00-12:00 in Room 2110 or email for appointment

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, discussion, and fieldwork, 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, which is manifested in the students’ first Level 1 Fieldwork experience.

Course Objectives and/or Goals

<table>
<thead>
<tr>
<th>Student Learning Objectives- By the end of the course, students will be able to:</th>
<th>ACOTE Standard(s)</th>
<th>Curricular Theme(s)</th>
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</thead>
<tbody>
<tr>
<td>Apply, analyze, and evaluate scientific evidence, theories, 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 variety of practice contexts and environments.</td>
<td>B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference</td>
<td>Critical Thinking, Valuing of Diversity</td>
</tr>
<tr>
<td>Evaluate client(s)’ occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.</td>
<td>B.4.4 Nonstandardized Screening and Assessment Tools</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence</td>
<td></td>
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</tbody>
</table>
Select and apply assessment tools, considering client needs, and cultural and contextual factors. | B.4.5. Application of Assessment Tools and Interpretation of Results | Critical Thinking, Psychomotor Skills

Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols. |  |  

Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). |  |  

Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team. | B.4.8. Interpret Evaluation Data | Critical Thinking,  

Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. | B.4.9. Remediation and Compensation | Critical Thinking, Human Occupation and Health  

Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. | B.4.10. Provide Interventions and Procedures | Critical Thinking, Human Occupation and Health  

Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. | B.4.18 Grade and Adapt Processes or Environments | Critical Thinking; Psychomotor  

Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches:  
- To design activities and clinical training for persons, groups, and populations.  
- To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. | B.4.21. Teaching-Learning Process and Health Literacy | Human Occupation and Health, Psychomotor

### Instructional Methods
Students will engage in lectures, discussions, and individual and group learning activities. This course includes Blended Learning activities.

### Blended Learning:
*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.
What is expected of you?
You are expected to actively engage in the course throughout the semester. You must come to class 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 the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Required Course Materials:
- 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

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**

<table>
<thead>
<tr>
<th>Week/Dates/Themes</th>
<th>Due Dates</th>
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</table>
| **Week 1**<br>May 13 | Course Introduction  
Safety & Professionalism  
Integrative learning activity (Pedro) |
| May 15 | Recovery Model & Social Participation  
Assessments  
- Occupational Profile  
- COPM (Pedro)  
- Interest Checklist  
- Social Readjustment Rating Scale (SRRS) |
| **Week 2**<br>May 20 | Using Assessment Findings for Intervention Planning – MJ  
May 22 | Cognitive Beliefs/Cognitive Behavioral Therapy  
Mood Disorders - EP |
| **Week 3**<br>May 27 Memorial Day | No class  
May 29 | Coping & Resilience  
Trauma Informed Care - EP |
### ACADEMIC REQUIREMENTS AND GRADING

**Assignments**

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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>FW Site Project Needs Assessment</td>
<td>June 5</td>
<td>10</td>
</tr>
</tbody>
</table>
Exam  | June 17  |  20  
Group Protocol Packet  | July 17  |  30  
Group Reflection  | August 5  |  15  
Poster Presentation on FW Site Project  | August 7  |  25  
TOTAL  |  |  100  

OTD Program Standard Grading Scale: For more information concerning program grading policies see OTD Student Manual. Please note that a C- grade is considered a failing grade by the OTD program.

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

Example:

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

More information on UF grading policy may be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

Policy Related to Make up Work
All assignments are due on the due date, as indicated, unless otherwise instructed. Late assignments are subject to a grade reduction of 10% per day late unless instructor approval is received. For assignments that are completed or turned in on Canvas, any requests for make-ups or to turn in work late due to technical issues MUST be accompanied by the ticket number received from the help desk when the problem was reported to them. The ticket number 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 make-up.

Policy Related to Required Class Attendance
OTD students are required to attend all class activities. See the OTD Student Manual for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

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.

Professional Behavior is expected at all times, and can be defined as:
● Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
● Assumption of responsibility in keeping classroom in order and materials properly utilized and stored.
● Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel with consideration, confidentiality, and respect.
● 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.
  ● Monitor e-learning and your UF email for announcements and updates.
  ● Have available all materials posted for each class.
  ● Complete assigned readings, preparatory activities, and review posted class materials prior to class.
● 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 or silencing all electronic devices; refraining from looking at external material during class (e.g., Facebook, Twitter, shopping sites, etc.); 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.
● 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.
● Professional attire in lectures and labs when there are guests, in all clinics, and site visits.
  ● Clean long khaki or black pants that remain fitted when moving and bending. Standard OT polo that is adequately fitting; neither clinging nor revealing and remains discretely tucked into pants when reaching and moving.
  ● Clean, closed toe shoes with adequate base of support.
  ● Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
● 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.
● 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.

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:

“One on 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:
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. Summary results of these assessments are available to students at https://evaluations.ufl.edu/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.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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