

OTAT-1430: TECHNIQUES IN PSYCHOSOCIAL DYSFUNCTION

Cuyahoga Community College

Viewing: OTAT-1430 : Techniques in Psychosocial Dysfunction

Board of Trustees:

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Academic Term:

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Subject Code

OTAT - Occupational Therapy Assisting

Course Number:

1430

Title:

Techniques in Psychosocial Dysfunction

Catalog Description:

Designed to familiarize student with a variety of therapeutic techniques, processes, and programming used by occupational therapists treating individuals with psychosocial dysfunction. Emphasis on self awareness and group dynamics relevant to clinical settings serving clients with psychological and psychiatric disorders.

Credit Hour(s):

3

Lecture Hour(s):

2

Lab Hour(s):

3

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

OTAT-1330 Techniques in Developmental Disabilities, and departmental approval.

Outcomes

Course Outcome(s):

Implement group intervention based on principles of group development and group dynamics across the life span.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Define the term group.
2. Identify ways and effective methods for a group leader to handle difficult participants.
3. Outline the responsibilities of the leader in preparing for the group, beginning of the group, maintaining the group, and ending the group session.
4. Develop a group protocol and differentiate the elements of the protocol.
5. Define and apply vocabulary pertinent to therapy groups.
6. Use the teaching-learning process with the client, family, significant others, colleague, other health providers and the public.
7. Evaluate a variety of leadership roles and responsibilities and understand how therapeutic use of self aids in leading successful intervention groups.
8. Summarize the benefits of using group treatment
9. Differentiate treatment groups from other groups

10. Identify and describe roles that members may take within a group.
11. Classify group skills according to Mosey's developmental levels of group skills.
12. Discuss the role of a leader in a therapy group.

Course Outcome(s):

Apply an occupational therapy practice model or frame of reference to a case scenario.

Objective(s):

1. Identify practice model or frame of reference used in mental health occupational therapy practice.
2. Discuss the importance of using selected occupational therapy practice model and frame of reference.
3. Describe basic features of the theories, models of practice, frame of reference, code of ethics, Standard of Practice that underlie the practice of occupational therapy in mental health.
4. Identify medical or psychological theories or models that are compatible with each occupational therapy practice model.
5. Discuss which practice model, frame of reference might best address the needs of a particular client and situation.

Course Outcome(s):

Compare the role of the occupational therapy assistant with the role of the occupational therapist in the occupational therapy process.

Objective(s):

1. Describe the three steps of the occupational therapy process in mental health practice.
2. Discuss the role of the occupational therapy assistant in each stage of the process.
3. Discuss the relationship of the occupational therapy profile and the analysis of occupational performance to the evaluation process.
4. Define outcomes and discuss how outcomes are identified and reviewed.
5. Verbalize understanding of the influence of theory and practice models on the process of intervention.
6. Select occupational based intervention plans including goals and methods based on the stated needs of clients in case studies.
7. Differentiate the roles of the occupational therapist and occupational therapy assistant in the management of occupational therapy services in mental health settings.
8. Apply knowledge of occupational therapy interventions to practical and clinical case scenarios.
9. Discuss the appropriate environment for conducting an assessment and observation.
10. Conduct structured observations, history and administer interviews and assessments.
11. Define important concepts related to measurement and standardization.
12. Verbalize understanding of the effect of mental illness/mental health upon the patient/client's ability to engage in life occupations and activities.
13. Explore the assessment of individual needs, functional skills, interests and therapeutic program planning for wellness promotion.

Course Outcome(s):

Examine his/her spiritual beliefs in the broadest sense through dialogue, class discussion and personal discovery

Objective(s):

1. Articulate the definitions of spirituality as defined in key documents of the American Occupational Therapy Association and the Canadian Occupational Therapy Association.
2. Define and explain the difference between religiosity and spirituality.
3. Define spiritual distress and identify sources that may arise for clients/patients with mental health issues.
4. Discuss skills to facilitate addressing patients' spiritual needs.
5. State and describe the constructs of spirituality as found in the occupational therapy literature.
6. Identify components of a spiritual assessment of health professionals and others.

Course Outcome(s):

Research the role that culture plays in shaping the health beliefs and health seeking behaviors of people from different cultural backgrounds.

Objective(s):

1. Describe the various components of culture.
 2. Discuss the importance of cultural influences in the communication patterns of patients.
 3. Identify and acknowledge one's own cultural heritage and how it impacts one's attitudes in providing care.
 4. Learn a problem-solving approach that assists OT practitioners to enhance their intercultural communication skills.
 5. Expressively and receptively communicate in a culturally competent manner.
 6. Evaluate strengths and identify areas of improvement in working with people from different ethnic backgrounds.
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Course Outcome(s):

Apply aspects of the Intentional Relationship Model in enhancing therapeutic use of self with clients.

Objective(s):

1. Define therapeutic use of self
2. Recognize and give examples of therapeutic qualities.
3. List examples of techniques useful for relating to patients or consumers of OT services.
4. Define and give examples of transference and countertransference.
5. Compare/contrast social and therapeutic communication.
6. State methods to deal with stigma and with uncomfortable feelings toward patients and consumers.
7. Relate the Occupational Therapy Code of Ethics to the OTAs relationship with persons with mental health problems.
8. Discuss helpful ways to end a therapeutic relationship.
9. Identify historical application of therapeutic use of self in occupational therapy.
10. Describe interpersonal characteristics all persons have that will influence the therapeutic relationship.
11. Explain therapeutic modes in relating to the client and possible nontherapeutic responses.
12. Recognize the Intentional Relationship Model in occupational therapy.
13. Identify historical application of therapeutic use of self in occupational therapy.
14. Recognize the Intentional Relationship Model in occupational therapy.
15. State the elements of the Intentional Relationship Model as they apply to occupational therapy.

Course Outcome(s):

Apply the use of occupational therapy theory and models as they apply to productive aging.

Objective(s):

1. Describe the sociopolitical context in which older adults live today.
2. Distinguish the normative changes associated with aging from the non-normative disease.
3. Describe the current areas of practice in which occupational therapy practitioners work with older adults.
4. Discuss the emerging areas of practice in which occupational therapy practitioners can continue to grow and develop.

Course Outcome(s):

Compare different types of medical records and different documentation forms.

Objective(s):

1. Explain why documentation is important and what purposes it serves.
2. Identify the kinds of information to be included in contact notes and progress reports.
3. Understand how to document in narrative, SOAP, and DAP formats.
4. Identify and discuss the complementary roles of the occupational therapist and occupational therapy assistant in documentation of services.

Course Outcome(s):

Discuss the responsibility of an occupational therapy assistant for establishing and maintaining appropriate boundaries with clients at all times.

Objective(s):

1. Recognize the position of power the therapist has over the client within the therapeutic relationship.
2. Identify the potential risks within his or her practice in relation to professional boundaries.
3. Establish appropriate boundaries with families, caregivers and partners of clients at the onset of service delivery and maintain boundaries throughout service and beyond discharge.
4. Recognize that the presence of transference and/or countertransference that is not acknowledged and managed can lead to a violation of the client's trust in the OT.
5. Effectively manage the presence of transference and countertransference.
6. Identify the appropriate boundaries of therapeutic relationships with clients.

Methods of Evaluation:

1. Student-led simulated OT groups
2. Written group protocol
3. Clinical log
4. Video tape interview

5. Exams
6. Professional behavior rating scale

Course Content Outline:

1. Medical and Psychological Models of Mental Health and Illness
 - a. Theory of object relations
 - b. Developmental theory
 - c. Behavioral theories
 - d. Cognitive behavioral therapy
 - e. Client-centered therapy
 - f. Psychiatric rehabilitation
2. Practice Models for Occupational Therapy in Mental Health
 - a. Development of Adaptive Skills
 - b. Role Acquisition and Social Skills Training
 - c. Psychoeducation
 - d. Sensory Integration
 - e. Cognitive Disabilities
 - f. The Model of Human Occupation
3. Context of Intervention, Service and Care
 - a. Inpatient settings
 - b. Large State Hospitals and other public institutions
 - c. Adult Care Inpatient wards
 - d. Proprietary Hospitals
 - e. Outpatient Settings
 - f. Community Mental Health Centers
 - g. Community Rehabilitation Programs
 - h. Partial Hospitalization, Day Hospitals and Day Programs
 - i. Consumer Operated Programs
 - j. Home Health Care
 - k. Community Residences
 - i. Supportive housing
 - ii. Assisted Living and Residential Care Homes
4. Therapeutic Use of Self
 - a. The therapeutic relationship
 - b. Stages in the therapeutic relationship
 - c. Roles in the therapeutic relationship
 - d. Therapeutic qualities
 - i. Empathy
 - ii. Sensitivity
 - iii. Respect
 - iv. Warmth
 - v. Genuineness
 - vi. Self-Disclosure
 - vii. Specificity
 - viii. Immediacy
 - e. Developing Therapeutic Qualities
 - f. Techniques for Relating to Patients
 - g. Issues that arise in therapeutic relationship
 - i. Transference and Countertransference
 - ii. Dependence
 - iii. Stigma
 - iv. Helplessness, Anger and Depression
 - v. Sexual feelings
 - vi. Fear and Revulsion
 - vii. Ethics
 - viii. Ending the therapeutic relationship
5. Safety Techniques

- a. Universal precautions
 - i. Hand washing
 - ii. Protective barriers
 - iii. Infection control in common areas
 - iv. Universal means universal
- b. Controlling the Environment
- c. Medical emergencies and first aid
 - i. Seizures
 - ii. Bleeding
 - iii. Burns
 - iv. Sunburn
 - v. Strains, sprains, bruises and contusions
- d. Psychiatric Emergencies
 - i. Suicide
 - ii. Assault
 - iii. Elopement
- e. Teaching Consumers about Safety
- 6. Occupational Therapy Interventions in Mental Health
 - a. Domain of occupational therapy in mental health
 - b. The process of occupational therapy
 - i. Occupations
 - ii. Client factors
 - iii. Performance skills
 - iv. Performance patterns
 - c. Overview of Interventions
 - i. Clinical reasoning
 - ii. Therapeutic use of self
 - iii. Activity Analysis
 - d. Intervention Process
 - i. Direct interventions
 - ii. Therapeutic use of occupations and activities
 - iii. Preparatory methods and tasks
 - iv. Education and training
 - v. Advocacy
 - vi. Consultation
 - e. Intervention Approaches
 - i. Health promotion
 - ii. Remediation and restoration
 - iii. Compensation and adaptation
 - iv. Modification
 - f. Review and Outcomes
 - g. Cultural Considerations
 - h. Lifespan considerations
- 7. Evaluation of Occupational Performance Deficits in Mental Health
 - a. Selecting assessments
 - b. Occupational profile
 - c. Occupations
 - d. Client factors
 - i. Values, beliefs, spirituality
 - e. Body functions
 - f. Body structures
 - g. Performance Skills
 - i. Sensory perceptual skills
 - ii. Motor and praxis skills
 - iii. Emotional regulation skills
 - iv. Cognitive skills
 - v. Communication and social skills
 - h. Performance Patterns

- i. Habits
- ii. Routines
- iii. Roles
- iv. Rituals
- i. Context and Environment
- j. Activity Demands
- k. Cultural Considerations
- l. Lifespan Considerations
- m. Additional factors
- 8. Group Concepts and Techniques
 - a. Definition and purpose of group treatment
 - b. Group dynamics: Review of basic concepts
 - c. Development of group skills
 - i. Parallel level
 - ii. Project level
 - iii. Egocentric-Cooperative level
 - iv. Cooperative level
 - v. Mature level
 - d. How therapy groups are different from other groups
 - e. Role of the leader in an activity group
 - f. Preparation for the group
 - g. Beginning and ending a group session
 - h. Program Development
 - i. Writing a group protocol
 - j. Adaptations of groups for very regressed individuals

Resources

American Psychiatric Association. *American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders*. 5th ed. APA, 2014.

Cole, M. *Group Dynamics in Occupational Therapy*. 4th ed. Thorofare; Slack Incorporated, 2012.

Lowenstein, N., Halloran, P. *Case Studies Through the Health Care Continuum*. 2nd ed. Thorofare; Slack Incorporated, 2015.

Brown, C. Stoffel V.C. *Occupational Therapy in Mental Health*. 1st ed. Philadelphia; F.A.Davis, 2011.

Keilhofner, G. *A Model of Human Occupation: Theory Application*. 4th ed. Wolters Kluwer, 2007.

Morreale, M.J. *Developing Clinical Competence/ A Workbook for the OTA*. 1st. Thorofare; Slack Incorporated, 2015.

Early M. B. *Mental Health Concepts and Techniques for the Occupational Therapy Assistant*. 4th ed. Philadelphia; Wolters Kluwer, 2009.

Early M. B. *Mental Health Concepts and Techniques for the Occupational Therapy Assistant*. 4th ed. Philadelphia; Wolters Kluwer, 2009.

Manville C.A. Keough J.L. *Mental Health Practice for the Occupational Therapy Assistant*. 1st. Thorofare: New Jersey, 2016.

Resources Other

1. OhioLink.
2. Netscape.
3. Videos (as appropriate).

Key: 3380