OTAT-1980: THERAPEUTIC USE OF SELF

Cuyahoga Community College

Viewing: OTAT-1980 : Therapeutic Use of Self

Board of Trustees:

2018-01-25

Academic Term:

2018-01-16

Subject Code

OTAT - Occupational Therapy Assisting

Course Number:

1980

Title:

Therapeutic Use of Self

Catalog Description:

Practical experiences in relating to others through a series of intrapersonal, interpersonal, cross-cultural and small group activities. Students develop an understanding of the implementation of therapeutic use of self in a variety of communication contexts.

Credit Hour(s):

2

Lecture Hour(s):

2

Requisites

Prerequisite and Corequisite

None

Outcomes

Course Outcome(s):

Reflect on personal and professional values and the role they play in decision making and determining behavior.

Objective(s):

1. Define personal and professional values
2. Identify and prioritize one's own values.
3. Explain where one's values comes from.
4. Discuss how values influence decision making and occupational performance.
5. Describe how personal experience, cultural background, environment, and values influence the whole person.
6. Examine the values that underlie behaviors that interfere with healing and those that enhance healing.
7. Distinguish between being morally aware and morally concious
8. Distinguish between non-moral values and moral values

Course Outcome(s):

Identify two self-esteem/self-concept issues that student would like to improve and develop a plan for making that improvement by the end of the course.

Objective(s):

1. Define what is meant by self-esteem and self-concept
2. Assess self-esteem in self and others.
3. Explain the link between negative experiences/cognitions and impaired self-esteem.
4. Identify factors that damage self-esteem.
5. Identify the factors which build self esteem.
6. Explain the link between negative experiences/cognitions and impaired self-esteem.

Course Outcome(s):

Explain the importance of self-knowledge in relation to the quality of one's life and the choices one makes.

Objective(s):

1. Explain what is meant by self-awareness and personal development.
2. Articulate the benefits of continual self-improvement.
3. Develop own mission and vision statement.
4. Identify particular strengths and areas of improvement.
5. Identify ways in which the individual can positively affect self-improvement.
6. Discuss the importance of self-awareness for effective therapeutic relationships
7. Reflect and write their thoughts in a journal.

Course Outcome(s):

Develop an action plan for coping with stress

Objective(s):

1. Define stress (including positive and negative stress).
2. Explore sources and consequences of stress.
3. Explain the physiological response to stress.
4. List the short-term and log-term health effects of stress.
5. Identify strategies that can be used to effectively deal with stress.

Course Outcome(s):

Identify and define key concepts of emotional intelligence (including emotion regulation, expression of emotion, understanding emotion, etc.) and the ways they contribute to decision making, relationship building, and overall well-being.

Objective(s):

1. Explain the theoretical foundations of emotional intelligence and the relationship between emotion and cognition
2. Distinguish between mixed and ability models of emotional intelligence.
3. Discuss various methods for measuring emotional intelligence.
4. Describe emotional intelligence's evolution as a theoretical, success-oriented, and achievement-based framework.

Course Outcome(s):

Utilize principles of lifestyle management to maintain personal wellness.

Objective(s):

1. Define health and wellness.
2. Discuss the components of wellness
3. List the factors that contribute to wellness behavior
4. Describe the concepts associated with making wellness decisions.
5. Discuss some of the underlying assumptions of lifestyle change.
6. Explain the advantages and disadvantages of various approaches to lifestyle change.
7. Describe basic principles of lifestyle management.

Course Outcome(s):

Interact through written, verbal, and non-verbal communication with classmates and instructor in a professionally acceptable manner.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Identify therapeutic and non-therapeutic verbal communication skills.
2. Identify barriers and situations that can inhibit effective communication.
3. Recognize and appreciate cultural and gender differences in communication.
4. Distinguish between non-assertive, assertive, passive-aggressive and aggressive communication
5. Employ assertive communication techniques in response to: anger, criticism, inappropriate behavior, grief, disagreement, compliments, and manipulative behavior.
6. Identify several selected client encounters that would be difficult and identify corresponding therapeutic communication responses.
7. Discuss the importance of listening in the communication process.
8. Explain the importance of interpersonal communication.

9. Outline the elements of the communication process.

Methods of Evaluation:
1. Reflection Papers(7)
   a. Self-awareness
   b. Self esteem
   c. Listening
   d. Assertiveness skills
   e. Values
   f. Cultural competency
   g. Stress management
2. Class participation
3. Final project

Course Content Outline:
1. Basic Awareness of Self/Understanding Ourselves
   a. What is the "Self"?
   b. Self-Awareness
   c. Signs of growth in self-awareness
   d. Self-assessment and reflection strategies
2. Therapeutic use-of-self
   a. Tool of therapy
   b. Self-awareness level needed for effective therapeutic relationships
   c. The need to know ourselves
3. Emotional Intelligence
   a. What is emotional intelligence
   b. History of emotional intelligence
   c. Emotional intelligence domains
4. Understanding Self-Esteem
   a. What is self-esteem
   b. Influence of the family on self-esteem
   c. Health professional"s self-esteem
5. Verbal and Non-Verbal Interactions
   a. The nature of non-verbal communication behavior
   b. Body motions
   c. Paralanguage
   d. Self-presentation
   e. Guidelines for appropriate self-disclosure
   f. Cultural and gender differences
6. The Art of Listening
   a. Understanding-Listening attentively
   b. Remembering - Retaining information
   c. Evaluating: Listen critically
7. Communications Skills
   a. Responding with empathy and understanding
   b. Managing conflict
   c. Assertiveness
   d. Impact of culture in intercultural communication
8. Values as Determinants of Behavior
   a. Defining values
   b. Values versus needs
   c. Moral versus non-moral values
   d. Professional values
   e. Values that detract from a therapeutic response
   f. The values that reinforce healing
9. Stress management

a. Stress
b. Burnout
c. Intervention
d. Prevention

Resources

Hussey, S.M., Sabonis-Chafe, B. Clifford O'Brien, J. *Introduction To Occupational Therapy.* 4th edition. St.Louis, MS: Elsevier, 2012.

Halonen J.S., Santrock J.W. *Your Guide to College Success.* 7th edition. Boston: Wadsworth Cengage Learning, 2013.

Downing, S. *On Course/Strategies for Creating Success in College and in Life.* 7th edition. Boston; Houghton Mifflin Company, 2014.

Davis C.M. *Patient Practioner Interaction.* 5th edition. Thorofare: Slack Incorporated, 2011.

Halonen J. Santrock J.W. (2013) *Your Guide to Success Strategies for Achieving Your Goals,*Boston: Wadsworth CENGAGE Learning.

Bradberry, T. Greaves, J. (2009) *Emotional Inteligence 2.0,*San Diego: Talent Smart.

Leal B.C. III. (2016) *4 Essential Keys to Effective Communication in Love, Life, Work--Anywhere!: Including the "12-Day Communication Challenge!",*Boston: CINGULAR.

Davis, C.M. *Patient Practitioner Interaction. An Experiential Manual For Developing The Art Of Health Care.* {ts '2002-01-01 00:00:00'}.

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