Occupational Therapy Program  
College of Health Sciences  
University of Texas at El Paso  
Syllabus and Course Outline  
OT 4124 Psychosocial Approaches to OT Lab

Labs: Wednesday  Section 1  10:30 pm-12:20 pm  
                            Section 3  1:30 pm- 3:20 pm

Instructor: Emily Haltiwanger, OTD, MHE, OTR

Office Hours:  2:30-3:20 pm Monday and Thursday  
                 Other times by scheduled appointment

Course Description: Lab for practice of technical competencies in the application of  
psychosocial approaches to therapy.

General and Specific Objectives:

The student will have the opportunity to:

I.  Integrate, synthesize and apply previous and new learning, clinical reasoning  
and group process in Problem-Based Learning to address typical consumer cases.  
   A. Clinical reasoning process is expressed through documentation and  
      assignments.  
   B. Clinical reasoning process is described through group discussions and oral  
      presentation.  
   C. Apply clinical reasoning to manage group tasks and process for maximum  
      therapeutic benefit.

II.  Apply principles of behavior management.  
   A. Apply principles of group dynamics in lab activities.  
   B. Demonstrate and evaluate strategies for preventing or reducing undesirable  
      behavior.  
   C. Apply principles of behavior shaping to lab activities.  
   D. Incorporate functions of OT, OTA and support personnel into assessment,  
      intervention and documentation plans.

III.  Demonstrate skill in assessment of psychosocial patients  
   A. Practice interviewing individuals with psychiatric symptoms.  
   B. Select, administer and interpret psychosocial occupational therapy.  
   C. Demonstrate skill in observing and interpreting behaviors in lab activities.  
   D. Competently write patient/client documentation.  
   E. Complete a written case study following assigned guidelines.
IV. **Learn and utilize therapeutic activities and modalities for intervention.**

A. Discover and share selected therapeutic activities with lab mates.
B. Explore procedures for conducting a variety of therapeutic group and individual treatment modalities.
C. Explain the rationale for selection, design, adaptation, and or modification of specific treatment modalities to meet patient needs.
D. Evaluate outcomes of therapeutic intervention strategies.

**Learning Experiences:**

- Service-learning
- Problem-based management exercises
- Lab exercises
- Written and experiential assignments
- Group tasks

**Student responsibilities:**

1. Utilize skilled clinical reasoning, analysis and other higher-order thinking to complete course requirements.
2. Complete assignments in preparation for class as assigned.
3. Turn in written assignments by the beginning of lab on the due date. Failure to do so will result in an automatic loss of 5 points, and 10 points for each additional day late. All assignments are to be done independently unless identified as group assignments. Each PBL student must submit anonymous peer and process evaluations in a computer generated form. These peer evaluations should provide criterion based objective feedback to peers which will be graded for constructive feedback and objective criteria by the instructor. Being able to observe group process and the contribution of group members is an important skill to develop for observing and evaluating skills of patients.
4. Problem-based learning requires considerable initiative and independence on the part of the learner. You are expected to collaborate with peers in the activity performance assignments and to perform your share of the work both in planning and implementing the activities. Evident failure to "pull one’s load" will result in loss of points wherever indicated on the evaluation forms and grading criteria.
5. Use your active email address as the primary mode of out of class communicating for this course, receipt of handouts, announcements, and drafts of assignments, schedule changes, room changes, and other information. Please check to see if your instructor has sent your email prior to each class, or you may not be adequately prepared for class.
6. Students should explore how their own beliefs and values impact their learning and insight in the form of reflection.
7. Regular class and laboratory attendance is expected. Notification must be received prior to class or lab to receive an excused absence. A student with more than three absences will be subject to withdrawal from the course. Points (5) will be deducted for unexcused absences, excess absences (3) and tardiness (3) to lecture and/or lab. The student is responsible for information presented in all learning activities.
8. The student is responsible for giving feedback to the instructor throughout the semester and at the end of the course by completing the course critique.

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**Scholastic Integrity:**

Students are expected to uphold the highest standards of academic integrity not only in the classroom, but also in all other academic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including probation, the possibility of failure in the course, and suspension or dismissal from the university, among others. “Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any acts designed to give unfair advantage to a student or the attempt to commit such acts” (UTEP Undergraduate Catalogue 2001-2002, p. 60.)

Since scholastic dishonesty harms the individual, all students, and the integrity of the university, we strictly adhere to these standards. As emerging therapists, students are taught to uphold ethical standards of the American Occupational Therapy Association and the Texas Board of Licensure. It is expected that strong standards of scholastic integrity support the ethical standards and professional behaviors of occupational therapists.

**Grading:**

Students are expected to participate actively in all laboratory activities. Lack of participation in any of the following areas will result in loss of up to 10 points off (one letter grade) the final grade for the course:

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Due Dates</th>
<th>Point value</th>
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</thead>
<tbody>
<tr>
<td>Annotated bibliography (individual)</td>
<td>Week 3 by 12 noon Tuesday 1/25/05</td>
<td>25 points</td>
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<tr>
<td>1 Psychosocial evaluations and summarization of findings and recommendations of consumer</td>
<td>One week following initial contact with consumer</td>
<td>100 points</td>
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All assignments are to be submitted electronically to the instructor by 9:00am on due date. No papers will be accepted in class. There is a service learning requirement for the course. The students are expected to engage in a minimum of 3 hours of volunteer work at one setting that serves people with psychological or psychosocial performance risks or challenges. A volunteer log specifying hours and times at the setting and a verification signature from volunteer coordinator will be required to get academic points.
Problem-based learning process (group) | Ongoing evaluation by group and instructor | 50 points
--- | --- | ---
1 Activity group treatment protocol with consumers and one with classmates (50 points each) | One week prior to scheduled visit | 100 points
3 SOAP notes on one consumer: initial, progress, discharge | Initial turned in with protocol Interim progress note and discharge note turned in 1 week after scheduled visits are over | 25 points
PBL presentation | Assigned day | 50 points
Service-Learning Hours | Minimum of 3 contact hours by end of course | 100 points
Reflective paper | April 13 | 50 points

Total Possible Points: 500

**Course outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Outline</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course</td>
<td>Complete the Attitude Self-Evaluation</td>
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<tr>
<td></td>
<td>Attitudes Self-Evaluation</td>
<td>Assignment of PBL Groups</td>
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<tr>
<td>2</td>
<td>Interviewing and Data Gathering</td>
<td>Experiential</td>
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<tr>
<td></td>
<td>Observing and Analyzing Behavior</td>
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<tr>
<td>3</td>
<td>PBL Groups: Interviews</td>
<td>Annotated Bibliography due</td>
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<tr>
<td>4</td>
<td>PBL Groups</td>
<td>Functional Assessments</td>
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<td>5</td>
<td>PBL Groups</td>
<td>PMAB Demonstration</td>
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<tr>
<td>6</td>
<td>PBL Groups</td>
<td>Functional Assessments</td>
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<tr>
<td>7</td>
<td>PBL Groups</td>
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<tr>
<td>8</td>
<td>PBL Groups</td>
<td></td>
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<tr>
<td>9</td>
<td>PBL Case Presentations</td>
<td>Combined sections</td>
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<tr>
<td>10</td>
<td>Activity Treatment Groups</td>
<td>Group Protocols due for classroom activity (dyad team)</td>
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<td>11</td>
<td>Activity Treatment Groups</td>
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<td>12</td>
<td>Activity Treatment Groups</td>
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<td>13</td>
<td>Activity Treatment Groups</td>
<td>Peer Evaluations due</td>
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<tr>
<td>14</td>
<td>Activity Treatment Groups</td>
<td>Interim and Discharge SOAP notes due on consumer</td>
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<tr>
<td>15</td>
<td>Case Presentations of Consumers Combined Sections</td>
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<tr>
<td>16</td>
<td>No final exam</td>
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