University of Texas at El Paso  
Department of Rehabilitation Sciences  
College of Health Sciences  
Occupational Therapy Program  
Syllabus  

OT 4224 Psychosocial Approaches in OT (Lecture)  
Spring 2005  

Instructor: Emily Haltiwanger, OTD, MHE, OTR  
Office: Room 508 CHS  
Phone: 747-7271  

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

Class Schedule: 8:30-10:20 am Room 235  

Course Description: This course provides higher level integrative tasks in the application of psychosocial approaches to occupational therapy treatment planning and intervention. This course must be completed with a minimum grade of C.  

General and Specific Behavioral Objectives:  
The student will have the opportunity to:  

I. Select and apply theoretical models and frames of reference used in psychiatric occupational therapy.  
   A. Differentiate between frames of reference commonly used in psychosocial occupational therapy practice.  
   B. Select appropriate frames of reference for a variety of cases.  
   C. Identify appropriate occupations, evaluation tools, strategies, modalities, and goals for selected frames of reference used in psychosocial occupational therapy.  
   D. Demonstrate appropriate use of social systems principles in planning occupational therapy intervention.  
   E. Apply previous and new learning to client cases and occupational therapy practice.  

II. Apply the psychosocial occupational therapy process as used in a variety of settings and contexts.  
   A. Describe settings in which occupational therapy personnel practice psychosocial occupational therapy, as well as circumstances in which psychosocial treatment approaches are used with clients with non-psychiatric diagnoses.  
   B. Explain the referral, assessment, planning, treatment and discharge processes relevant to provision of occupational therapy services in psychosocial practice.  
   C. Use the clinical reasoning process, previous learning and new concepts to identify client problems and assets, develop an intervention plan, and select treatment strategies.  
   D. Appreciate the influence of culture, age, and gender differences, family and environmental contexts in treatment planning and implementation.
III. Synthesize and evaluate information on legal, ethical, and safety issues, precautions and behavior management procedures relevant to the clinical setting.
   A. Integrate previous and new learning.
   B. Explain the rights of mental health clients, and describe their impact on occupational therapy practice and interactions with the public, families and former clients.
   C. Identify behaviors, attitudes and situations that foster and/or predict antisocial and aggressive behavior, and suicidal risk.
   D. Identify procedures for protecting consumers from injury, suicide, infection, fire, and air pollution.
   E. Use drug reference to locate and identify possible side effects of psychotropic medications, how side effects affect occupational performance, and how practitioners should respond to them.

IV. Integrate and apply new and previous learning to understand basic principles of psychosocial program development and administration.
   A. Appreciate the impact of regulatory agencies, public policy issues and economics on service delivery design and practices.
   B. Describe the characteristics of good occupational therapy program design for psychosocial settings.
   C. Distinguish appropriate roles and functions of occupational therapy and associated personnel, including OTRs, COTAs, recreation therapists, and aides, in service delivery.
   D. Identify roles and functions of other departments and treatment team members and their impact on occupational therapy programs.

Learning Experiences:
1. Lectures
2. Classroom Discussions
3. Written, oral and experiential assignments
4. Videotapes
5. Team based learning
6. Peer review of group activities
7. Task analysis processes
8. Assigned readings
9. Examinations

Student Responsibilities:
1. The student is expected to be an active member of the learning experience and to contribute to the stimulation of other students through participation in the active learning process.
2. Students must complete reading prior to each lecture and use non-class time to prepare for all in class activities. Be prepared for class by reading all assigned materials. Reading assignments are subject to spontaneous evaluation. Questions may be given at random in each lecture to facilitate discussion.
3. Students should explore how their own beliefs and values impact their learning and insight in the form of reflection.
4. 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.

5. The student is responsible for information presented in all learning activities.

6. All assignments are due as indicated on course outline. Any assignment not turned in on time will result in 5 point deduction if turned in late the same day and 10 points penalty per day thereafter. All assignment must be turned in regardless of point value.

7. If the student is unable to take a scheduled examination, she/he is responsible for notifying the instructor before the examination. If the instructor cannot be reached, a message can be left with the department secretary. An unexcused absence results in a recorded grade of zero. Make-up exams will be given at discretion of instructor. Place books, bags, papers, purses and other personal items at the front of the room when taking an exam. Turn exam papers in to the exam monitor before leaving the room for any reason.

8. Give feedback to the instructor via course and learning activity evaluations when requested throughout the semester and at the end of the course.

9. Maintain and use regularly an active e-mail address. UTEP provides e-mail free to all students. E-mail will be the primary mode of out-of-class communication for this course; handouts, announcements, drafts of assignments, schedule changes and other information will be by means of e-mail. If you don’t receive something because your e-mail address is out-of-date, nonfunctional or you didn’t check it, you may not be adequately prepared for coursework.

Attendance and Tardiness Policy:
Mastery of course content and professional competencies requires that students attend on time and actively participate in all class sessions. A student with more than three absences or more than four late arrivals in this class is subject to withdrawal from the course, in accordance with UTEP policy in the 2000-02 Undergraduate Catalog statement on page 56. A student is tardy if he/she arrives after the instructor has taken roll at the beginning of class. Participation points will be deducted for absence or tardiness that is disruptive to the class process. Missed exams will be made up at the instructor's convenience, only if the instructor is notified in advance of the absence from the exam. It is the student's responsibility to inform the instructor, prior to class time, of absences.

Policy on Scholastic Integrity
Students are expected to be above reproach in all academic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Please refer to the statement on Scholastic Integrity, 2000-02 Undergraduate Catalogue, pages 59-60. In the occupational therapy program, policies on scholastic dishonesty are strictly enforced.

Grading: Based on 400 points

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Possible Points</th>
<th>Grade Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams 100 points each</td>
<td>300 points</td>
<td>A = 92% = &gt;365 points</td>
</tr>
<tr>
<td>Paper Psychosocial Implications of Acute or Chronic Illness</td>
<td>100 points</td>
<td>B = 82% = 325-364 points</td>
</tr>
<tr>
<td>Optional Assignment: Thematic Paper on the functional problems of a particular mental</td>
<td>An “A” paper will add 6 extra</td>
<td>C = 72% = 288-324 points</td>
</tr>
</tbody>
</table>
illness, as documented by thematic categorization of web chats.

points to your final grade. A “B” paper will add 5 extra points to your final grade.

*Participation 0-3 points
TOTAL 400 points

Students are expected to participate at all levels. Based on overall participation performance on the participation rubric, 0, 2 or 3 points are added to the final grade.

Required Textbooks and Materials


Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Impact of Culture and Mental Health</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Documentation: Assessments, goals, plans, status reports. Client rights</td>
<td>Cara &amp; MacRae, Ch. 21</td>
</tr>
<tr>
<td>4</td>
<td>Managing behavior &amp; safety.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Exam 1: Models of practice and frames of reference.</td>
<td>Cara &amp; MacRae, Ch. 3 &amp; 4. Review Questions, Ch. 3. Review Question #4, Ch. 4</td>
</tr>
<tr>
<td>6</td>
<td>Group process.</td>
<td>Cara &amp; MacRae, Ch. 15. Review Questions. Paper on Acute and Chronic Illness due sent electronically to instructor by 9am.</td>
</tr>
<tr>
<td>7</td>
<td>Pediatric disorders</td>
<td>Cara &amp; MacRae, Ch. 10 &amp; 11. Bonder, Ch. 3 others TBA</td>
</tr>
<tr>
<td>8</td>
<td>Dementia and similar disorders</td>
<td>Cara &amp; MacRae, Ch. 11; Review Question #5. Bonder, Ch. 7</td>
</tr>
<tr>
<td>9</td>
<td>Exam 2: Schizophrenia &amp; brain injury</td>
<td>Cara &amp; MacRae, Ch. 9, 18; Bonder, Ch. 6.</td>
</tr>
<tr>
<td>10</td>
<td>Substance use disorders</td>
<td>Cara &amp; MacRae, Ch. 8; Review Questions #3, 4, 6, &amp; 6. Bonder, Ch. 5</td>
</tr>
<tr>
<td>11</td>
<td>Mood disorders</td>
<td>Cara &amp; MacRae, Ch. 10, Bonder, Ch. 7</td>
</tr>
<tr>
<td>12</td>
<td>Anxiety &amp; somatic disorders</td>
<td>Cara &amp; MacRae, Ch. 7, 12.</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>