

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**OTAH 200 - PSYCHOSOCIAL OTA**

**I. Basic Course Information**

A. Course Number and Title: OTAH 200 - Psychosocial OTA

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall      Year: 2023

**D. Effective Term: Fall 2024**

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 5

G. Weekly Contact Hours: 7      Lecture: 3  
Laboratory: 4  
Out-of-class student work per week: 6

H. ☒ Prerequisite (s): OTAH 120 – Pediatric/Adolescent OTA  
OTAH 121 – Pediatric/Adolescent Fieldwork I  
OTAH 122 – Pediatric/Adolescent Clinical Conditions for the  
OTA

☒ Corequisite (s): COMM 110 – Interpersonal Communication  
EXSC 201 – Kinesiology  
SOCI 101 – Introduction to Sociology  
OTAH 221 – Psychosocial Fieldwork I

I. Additional Fees: None

**II. Catalog Description:**

**Prerequisites:** OTAH 120 – Pediatric/Adolescent OTA  
OTAH 121 – Pediatric/Adolescent Fieldwork I  
OTAH 122 – Pediatric/Adolescent Clinical Conditions for the  
OTA

**Co-requisites:** COMM 110 – Interpersonal Communication  
EXSC 201 – Kinesiology  
SOCI 101 – Introduction to Sociology  
OTAH 221 – Psychosocial Fieldwork I

This course focuses on the role of the occupational therapy assistant and the collaboration of a registered occupational therapist and other healthcare professionals as it relates to the assessment and treatment of psychosocial dysfunction on areas of occupation, health and wellness. Students examine psychological frames of reference, mental health conditions and diagnoses, planning and facilitating interventional and therapeutic approaches to promote occupational performance. Also addressed and explored will be knowledge of pharmacological treatment, contraindications, group dynamics and processes, as well as trends in occupational therapy and mental health practice. Upon completion of this course, it is expected that the OTA student will be able to use occupational therapy-based assessments, appropriate group or individual interventions and treatments to address diverse populations that experience disruption in their social, emotional and interactional lives. A combination of instructional tools, group discussions, student presentations, simulation, practice/repetition, reflection, and case studies will be used as teaching tools.

### **III. Statement of Course Need:**

- A. The lecture portion of Psychosocial OTA is another central course to the OTA program. This course will provide the foundation for the OTA student to acquire the knowledge, ability and skills needed for understanding and applying the OT process to address psychosocial dysfunction as it relates to the OT Practice Framework III. The course enables the students to decipher relevant practice models, theories, strategic interventions and treatments that facilitate an OTA's responsibility in direct patient/client care in various psychiatric settings. This course also supports and embodies a holistic viewpoint of patients/clients enhancing common educational threads within the program. Students will be expected to utilize the information learned in this class in their future academic, fieldwork, and professional experiences.
- B. The laboratory portion of Psychosocial OTA is dually vital, as it will allow the student to transfer information learned in lecture into direct practical and tangible hands-on intervention. In lab, students are provided the opportunity to explore, discover and organize appropriate materials, practical implementation of therapeutic intervention strategies in order to develop and deliver efficient clinical skills through individual and group dynamics & processes.

C. This course is not designed for transfer.

**IV. Place of Course in College Curriculum:**

- A. Free Elective
- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant

## V. Outline of Course Content

### Lecture

- A. The role of Occupational Therapy in psychosocial settings (pediatrics, adolescents, adults)
- B. Mental Health conditions, diagnoses, impairment, symptoms
  - 1. Childhood/Adolescent Disorders
    - a. Attention-deficit/hyperactivity disorder (ADHD)
    - b. Oppositional defiant
    - c. Mood Disorders
  - 2. Adult Disorders
    - a. Psychosomatic disorder
    - b. Anxiety disorders
    - c. Dementia
    - d. Depression and mania
    - e. Suicidal behavior
    - f. Eating disorders
    - g. Personality disorders
    - h. Schizophrenic and delusional disorders
    - i. Drug dependence and addiction
- C. Navigating the DSM- IV/V
  - 1. Psychiatric language and uniform terminology
  - 2. Classifications and Criteria
- D. Impact of dysfunction on occupational components and performance areas
- E. Psychosocial theories, frames of reference and models of practice
- F. Psychosocial evaluations, assessments, interviewing
- G. Psychosocial Interventions & Treatment Approaches
- H. Client and family factors, contexts, and performance patterns to be considered in the psychiatric population
- I. Cultural Competence & Ethical Components
  - 1. Cultural identity, behaviors, expectations
  - 2. Rights and Values
- J. Therapeutic Use of self

- K. Group Dynamics and processes
- L. Cognitive and Physiological Factors as it relates to psychosocial dysfunction
- M. Pharmacologic Treatment
- N. Trends in Occupational Therapy and mental health practice

## **Lab**

- A. Psychiatric Setting Expectations/Overview
  - 1. Environmental Structure/Contexts
  - 2. Traditional and Non-traditional settings
  - 3. Infection Control, Safety and Precautions
- B. Psychosocial Documentation & Forms
- C. Psychosocial Team Roles and Collaboration
- D. OT Practice Framework Process and Interventions
- E. Client-Centered Treatment Planning
- F. Utilization of therapeutic self
- G. Assessment Tools and Intervention Materials
- H. Implementation of Group guidelines, dynamics and design
- I. Leadership, Advocacy and Legislature
- J. Technology, assistive technology, and equipment

## **VI. A. Course Learning Outcomes**

### **At the completion of the course, students will be able to:**

- 1. Analyze information and ideas on interventional approaches, strategies and techniques carefully and logically from multiple perspectives to develop reasoned solutions utilizing occupational therapy (OT) treatment of psychosocial population with a wide variety of diagnoses and conditions. (GE-8, IL)\*

2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to the OT practitioner. (GE- 3)\*
3. Obtain basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry through laboratory, activity, and/or field-based study to facilitate understanding of OT performance skills and patterns. (GE-3)
4. Identify, locate, evaluate, and use information on occupational therapy interventional approaches, strategies and techniques pertaining to the psychosocial population effectively and responsibly to increase understanding of how to treat various clients. (GE- ER, IL)\*
5. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate occupational therapy interventional approaches, strategies and techniques in writing for the purpose and audience. (GE- 1,)
6. Demonstrate knowledge of the structure and function of the human body including the biological and physical sciences, neurosciences, kinesiology, and biomechanics and Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). **(2018- B 1.1)\*\***
7. Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology). **(2018-B 1.2)\*\***
8. Demonstrate sound judgment in regard to the safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention **(2018- B 3.7)\*\***
9. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on the available evidence **(2018- B 4.4)\*\***
10. Demonstrate effective interprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(2018- B 4.24)\*\***
11. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(2018- B 4.26)\*\***
12. The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client-centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations. The process

of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **(2018- B 4.0)\*\***

13. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. **(2018- B 4.1)\*\***
14. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. **(2018- B 4.23)\*\***
15. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention **(2018- B 4.3)\*\***
16. Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, populations, and social systems as they relate to the practice of occupational therapy. **(2018- B 5.1)\*\***

#### **Lab course learning outlines:**

1. Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems, Virtual environments, and Telehealth technology. **(2018-B.4.15)\*\***
2. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan **(2018- B 3.6)\*\***
3. Use sound judgment in regard to the safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. **(B 2.8)\*\***
4. Apply 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. **(2018-B2.1)\*\***
5. The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client-centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations.  
**INTERVENTION AND IMPLEMENTATION** The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **(2018-B. 4.0)\*\***
6. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain

the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-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. (2018- B 4.4)\*\*

7. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third-party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. (2018- B 4.29)\*\*
8. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. (2018- B 4.10)\*\*
9. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these. (2018-B 3.1)\*\*
10. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (2018- B 4.1)\*\*
11. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (2018- B 4.9)\*\*
12. Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating, and positioning systems) used to enhance occupational performance and foster participation and well-being (2018- B 4.11)\*\*
13. Demonstrate 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. (2018-B 4.21)\*\*
14. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.. (2018- B 4.23)\*\*
15. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.. (2018- B 4.26)\*\*
16. 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. (2018- B 4.18)\*\*

**\*embedded critical thinking**

**\*\*represents ACOTE Standards required for accreditation**



## **B. Assessment Instruments**

1. Laboratory projects
2. Demonstrations Essays & papers
3. Journals
4. Tests & Quizzes
5. Presentations
6. Discussion
7. Case studies
8. Class participation
9. Online Forums
10. Assigned readings
11. Observational opportunities

## **VII. Grade Determinants**

- A. Laboratory projects
- B. Essays & papers
- C. Journals
- D. Tests & Quizzes
- E. Presentations
- F. Class participation
- G. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in this course:

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Laboratory
- E. Student oral presentations
- F. Simulation/repetition
- G. Student collaboration
- H. Independent study
- I. Case studies
- J. Audiovisual (DVD's, YouTube)
- K. Online Forum assignments
- L. Assigned readings
- M. Observational opportunities

## **VIII. Texts and Materials**

- A. Required textbooks

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (4<sup>th</sup> ed). *American Journal of Occupational Therapy*, 68(Suppl. 1) S1-S48. <https://doi.org/10.5014/ajot.2020.74S2001>  
ISBN-13: 978-1569004883

*The OTA's Guide to Documentation: Writing Soap Notes, 5<sup>th</sup> Edition*  
Marie J Morreale, OTR/L CHT ; Sherry Borcharding, MA OTR/L  
ISBN-13: 978-1638220367

*Psychopathology and Function 6<sup>th</sup> Edition*  
Bette R. Bonder ISBN-13: 978-1630918606

*Mental Health Concepts and Techniques for the Occupational Therapy Assistant-  
Access - 5th edition*  
Mary Beth Early  
ISBN13: 978-1496309624

*Diagnostic and Statistical Manual of Mental Disorders5-TR 5<sup>th</sup> Edition*  
American Psychiatric Association  
ISBN-13: 978-0890425763

## B. Supplemental textbooks

*The Thinker's Guide to Clinical Reasoning 1<sup>st</sup> Edition*  
Linda Elder, David Hawkins, Richard Paul  
ISBN-13: 978-0944583425  
ISBN-10: 0944583423

*Psychosocial Occupational Therapy: An Evolving Practice 4<sup>th</sup> Edition*  
Elizabeth Cara & Anne MacRae  
**ISBN-13: 978-1630914776**

\*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

**IX. Resources**

- A. Library
- B. Computer/computer lab
- C. Lab equipment\

**X. Check One:** ☐ Honors Course ☐ Honors Options ☒ N/A

