

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

OTAH 221- PSYCHOSOCIAL FIELDWORK I

I. Basic Course Information

- A. Course Number and Title: OTAH 221- Psychosocial Fieldwork I
- 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: **1**
- G. Weekly Contact Hours: Field Experience. A total minimum of 45 hours required.
- H. ☒ Prerequisite (s):
 - OTAH 120 – Pediatric/Adolescent OTA
 - OTAH 121 – Pediatric/Adolescent Fieldwork I
 - OTAH 122 – Pediatric/Adolescent Clinical Condition for the OTA
- ☒ Corequisite (s):
 - COMM 110 – Interpersonal Communication
 - EXSC 201 – Kinesiology
 - SOCI 101 – Introduction to Sociology
 - OTAH 200 – Psychosocial OTA
- I. Additional Fees: None

II. Catalog Description

- Prerequisites (s):
- OTAH 120 – Pediatric/Adolescent OTA
 - OTAH 121 – Pediatric/Adolescent Fieldwork I

OTAH 122 – Pediatric/Adolescent Clinical Condition for the OTA

Corequisite (s):

COMM 110 – Interpersonal Communication
EXSC 201 – Kinesiology
SOCI 101 – Introduction to Sociology
OTAH 200 – Psychosocial OTA

Level I Fieldwork in Psychosocial OTA is the second among the primary clinical experiences as the student progresses through the lifespan curriculum. The students will have the opportunity to observe and interact off-campus with the psychosocial population under the supervision of an OTA or OT clinician. The focus of this fieldwork experience allows the student to use observational and interactional skills to relate theoretical and scientific principles learned in the didactic portion of the academic program. Students observe psychosocial dysfunction as it impacts an individual's occupational performance and participation. The student will have the opportunity to gather information regarding the client's personal and medical history to realize the importance in developing an occupational profile. This will assist in determining client centered groups that are meaningful and occupationally based. This clinical experience will also provide the student the ability to observe therapeutic use of self and allow the student to exercise their professional communication and interpersonal skills through their interactions with clients, supervisors and other members of the psychiatric team. Specific assignments and objectives will be given to the students to serve as a guide during this clinical experience.

III. Statement of Course Need:

- A. The focus of this fieldwork experience allows the student to concurrently observe and interact with the psychosocial dysfunction population. These experiences enable the student to observe real life situations and scenarios and its relationship to the theoretical and scientific principles being learned in both the psychosocial dysfunction lecture and lab. Under the supervision of an OTA or OT, the student is able to develop and enhance their judgement, thinking and skills clinically. This course facilitates a beneficial collaboration of theory and practice to optimize a student didactic experience. Upon completion, a student is able to perceive the OTA's responsibility for direct patient/client care and daily operations in a psychiatric setting.
- B. There is no lab in this course.
- C. This course is not designed to 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

- A. Introduction and orientation to the staff, facility tour, and clinical instructor (CI).
- B. Review of expectations and facility supervisor's plans for clinical experience.
- C. Observations of clinical activities at the sites.
- D. Completion of selected documentation activities.
- E. Completion of selected interactional activities.
- F. Completion of assignments designated by fieldwork supervisor.
- G. Completion of assignments designated by course faculty per due dates (See below)
- H. Closure with facilities' clients and supervisors.

VI. A. Course Learning Outcomes:

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

1. Analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems presented to occupational therapy assistants by psychiatric clients. (GE- 8, IL)
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems presented to occupational therapy assistants by psychiatric clients. (*)
3. Use basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry in the field-based study. (GE-3)
4. Identify, locate, evaluate, and use information obtained through field-based study effectively and responsibly to increase understanding of the role of the occupational therapy assistant in a psychiatric setting. (GE-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 structure and function of the human body including the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Concepts of development psychology, human behavior to include the behavioral sciences, social sciences, and science of occupation. **(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. 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)****

14. 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)****
15. 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)****
16. 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)****
17. 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)****

*embedded critical thinking

**represents ACOTE Standards required for accreditation

B. Assessment Instruments

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

VII. Grade Determinants

What factors may enter into the determination of the final? LIST the grade determinants. Please note any grade determinants that will be *required* for the course. For example:

- A. Virtual Posting/Participation

- B. Fieldwork Assignments
- C. TOTAL AVERAGE from Fieldwork Instructor Evaluation

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

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

VIII. Texts and Materials

A. Required Textbooks

American Occupational Therapy Association. (2020). Exploring the Occupational Therapy Practice Framework Domain and process, 4th ed. American Journal of Occupational Therapy

Cole, Marilyn B. (2017). Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Intervention. 5th Edition. Slack Incorporated ISBN-13: 9781630913687

Keough, J. & Manville, C.(2016). Mental Health Practice for the Occupational Therapy Assistant. Thorofare, NJ; Slack ISBN: 978-1-61711-250-8

Morreale, M.J. (2015). Developing Clinical Competence: A Workbook for the OTA. Slack Inc. ISBN: 978-1-61711-815-9

Morreale, M. J. (2021). Developing Clinical Competence, A Workbook for the OTA. 2nd Edition Thorofare, NJ: Slack Incorporated ISBN-10 1630918962 ISBN-13 978-1630918965

Morreale, M. J. & Borcharding, S. (2013). The OTA's Guide to Documentation, Writing SOAP Notes (4th edition). Thorofare, NJ: Slack Incorporated ISBN: 9781630912963

Morreale, M. (2022). The OTA's Guide to Documentation: Writing SOAP Notes (Fifth). Slack Incorporated. Thomas, H. (2015). Activity Analysis (2nd ed.). Thorofare, NJ: Slack Incorporated ISBN-13: 978-1617119675 ISBN-10: 1617119679

Napier, Bonnie. (2011). Occupational Therapy Fieldwork Survival Guide: A Student Planner, 2nd Edition. AOTA Press. ISBN: 978-1-56900-292-6

Thomas, H. (2015). Activity Analysis (2nd ed.). Thorofare, NJ: Slack Incorporated
ISBN-13: 978-1617119675 ISBN-10: 1617119679

Thomas, H. (2022). Occupational and Activity Analysis (Third). Slack Incorporated.

B. Supplemental Books

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)

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

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