



OTA 117: Psychosocial Performance

This course explores the role of the Occupational Therapy Assistant in various service delivery models in the psychosocial area of Occupational Therapy practice. Students learn selected frames of reference, concepts of mental health and mental illness across the life span, and the effects of psychosocial dysfunction on areas of occupation. Client factors, therapeutic interaction concepts and skills, and occupational therapy process and methods are studied. Lab sessions incorporate the theoretical principles presented in lecture. Students learn to analyze activity demands relative to performance skills and contexts in areas of occupation. The therapeutic media component of the lab provides additional opportunities to demonstrate understanding of the meaning and dynamics of occupation by leading and/or evaluating activity groups utilizing purposeful activity. Prerequisite: Admission to the OTA program or permission of the program director. Pre- or co-requisite: PSY 101. Three lecture hours and two laboratory hours. Instructional Support Fee applies.

Course Student Learning Outcomes

Lecture Objectives: 1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy. 2. Articulate to actual and potentially concerned parties both the unique nature of occupation as viewed by the profession and the value of occupation to support participation and engagement in context for the client. 3. Describe models of practice and frames of reference that are used in psychosocial occupational therapy. 4. Delineate the domain and roles of the occupational therapy assistant, and the roles of other team members in psychosocial practice settings. 5. Recognize, describe and utilize common psychosocial and OT terminology and selected practice theories used in the profession. 6. Demonstrate knowledge and understanding of human development throughout the life span, with emphasis on psychosocial skills development. 7. Demonstrate knowledge and understanding of the concepts of human behavior, motivation and change drawn from principles of occupational therapy, psychology, sociology, biology and abnormal psychology and occupational science. 8. Recognize, describe and discuss common psychosocial dysfunctions, and occupational therapy treatment considerations. 9. Understand the effects on occupational performance of physical and mental health, disease processes, disability, loss, and traumatic injury to an individual within the cultural context of family, community and society. 10. Articulate the influence of social conditions and ethical contexts upon persons with psychosocial dysfunction. 11. Express support and advocacy for quality of life, wellbeing, and occupation of the individual, group, organization or population to promote physical and mental health and prevent injury or dysfunction while considering context (e.g. cultural, physical, social, personal, spiritual, temporal, and virtual). 12. Describe a range of practice settings where psychosocial interventions occur. 13. Demonstrate knowledge of global social issues and healthcare needs with respect to the psychosocial domain. The following objectives will be met through on campus participation in laboratory sessions: 14. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, contexts, and psychosocial client factors. 15. Describe, discuss, demonstrate and evaluate group leadership skills and effective therapeutic use of self through leading a group in class. 16. Describe and discuss selected activity demands and factors and demonstrate the psychosocial applications of activity analysis. 17. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement intervention plan. 18. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. 19. Describe and discuss concepts of health, recovery and wellness as applied to psychosocial client populations. 20. Demonstrate a range of approaches to group intervention using principles of group development and group dynamics across the lifespan to include training in self-care, self-management, health management and maintenance, home management, and community and work integration. 21. Demonstrate research skills in areas of psychopathology and therapeutic activity selection. 22. Describe, demonstrate and evaluate the use of therapeutic media through class activities, such as teaching a therapeutic media



project using oral presentation skills. 23. Identify the mechanisms, systems and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings including inventories. 24. Develop beginning occupational therapy process skills of data collection, observation, evaluation, treatment planning, implementation, and documentation. 25. Evaluate considerations of how client gender, age, race, socioeconomic, religious, and cultural identification can best be utilized for sensitive and effective implementation of the OT process. 26. Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice. 27. Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy. 28. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy. 29. Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.

Credits: 4

Program: Occupational Therapy