

NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
OCT 201 – OCCUPATIONAL THERAPY WITH PSYCHOSOCIAL DYSFUNCTION (3 CR.)

Course Description

Focuses on the theory and application of occupational therapy in the evaluation and treatment of psychosocial dysfunction. Includes a survey of conditions which cause emotional, mental and social disability, as well as the role of the occupational therapy assistant in the assessment, planning and implementation of treatment programs. Lecture 3 hours per week.

General Course Purpose

The purpose of this course is to familiarize students with various psychosocial conditions across the lifespan and related theoretical underpinnings to psychosocial occupational therapy. This course is designed to provide students with an understanding of evaluation tools and client-centered occupational therapy interventions focused on enhancing occupational performance and participation in individuals and groups with psychosocial dysfunction.

Course Prerequisites/Co-requisites

Prerequisite: Completion of OTA program semester 1 and 2 coursework.

Course Objectives

Upon completing the course, the student will be able to:

1. Demonstrate knowledge of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content integrates developmental psychology and concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. **(aligns with 2018 ACOTE Standard B.1.1)**
2. 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). **(aligns with 2018 ACOTE Standard B.1.2)**
3. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **(aligns with 2018 ACOTE Standard B.B.4.3)**
4. 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. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **(aligns with 2018 ACOTE Standard B.4.4)**
5. Provide training in techniques to enhance community mobility, and address transportation transitions, including community access. **(aligns with 2018 ACOTE Standard B.4.14)**
6. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance. **(aligns with 2018 ACOTE Standard B.4.9)**
7. 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. **(aligns with 2018 ACOTE Standard B.4.1)**
8. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. **(aligns with 2018 ACOTE Standard B.4.27)**
9. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(aligns with 2018 ACOTE standards B.4.26)**
10. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the

needs of the client, caregiver, family, and significant others; available resources; and discharge environment. ***(aligns with 2018 ACOTE Standard B.4.28)***

11. Demonstrate knowledge of the effects of disease process including mental illness, trauma, and injury on occupational performance. ***(aligns with 2018 ACOTE standard B.3.5)***
12. Provide interventions and procedures to persons, groups, and/or populations to enhance safety, health and wellness, and performance in occupations. ***(aligns with 2018 ACOTE standard B.4.10)***
13. Demonstrate the principles of the teaching-learning process and health literacy to design appropriate interventions. ***(aligns with 2018 ACOTE standard B.4.21)***

Major Topics to be Included

- Common psychosocial conditions and related evaluation tools and interventions to enhance occupational performance and participation in areas of occupation.
- Cognitive deficits related to psychosocial conditions and strategies for remediation and/or compensation.
- Group dynamics and group development
- Therapeutic use of self and its application to occupational therapy practice.
- Occupational therapy process related to psychosocial dysfunction
- Prevention and promotion of wellness