

NOVA COLLEGE WIDE COURSE CONTENT SUMMARY OCT 206 - GROUP AND DYADIC COMMUNICATION (3 CR.)

Course Description

Provides theory and activity to develop positive interpersonal relationships and effective communication ability. Includes non-verbal communication, listening, observation, interviewing and documentation. Covers group process and its application to occupational therapy, including types of therapeutic groups, group membership roles, leadership skills and forces which affect group function and decision making.

Lecture 3 hours per week.

General Course Purpose

Occupational therapy is an interactive process whereby OT clinicians need to relate to others on a one to one basis and within a group setting. This course is designed to run in the fourth semester to refine the concepts of therapeutic use of self, listening skills, communication skills, observation skills, groups, and the group process.

This course will include both learning about the topics and applying the concepts through the provision of a group in a community setting such as at a pediatric and/or senior facility. This direct practice opportunity will foster a positive link between didactic coursework and fieldwork education, wherein clinical reasoning, critical thinking and principles of group process are necessary for application within individual and/or group treatments.

Course Prerequisites/Corequisites

Prerequisite: Admission into the OTA program.

Course Objectives

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

- 1) Document effectively for reimbursement and to communicate the need and rationale for OT utilizing groups
 - a) Demonstrate observation and listening skills for documenting group behavior.
 - b) Identify SOAP note format in documenting group behavior.
- 2) Demonstrate therapeutic use of self, including one's personality, insights, perceptions, judgments and values, and its influence on the therapeutic process when working with individuals and groups. **(aligns with 2018 ACOTE Standard B.4.1)**
- 3) Understand effective communication styles, skills and methods.
- 4) Demonstrate effective communication with patients, families, and members of the intra & interprofessional team to provide therapeutic interventions. **(aligns with 2018 ACOTE standard B.4.23)**
- 5) 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, education and training, and advocacy. **(aligns with 2018 ACOTE Standard B.4.10)**
- 6) Identify appropriate group interventions based on principles of group development and group dynamics with individuals with psychosocial and/or physical dysfunction across the lifespan. Facilitate participation and leading of groups
 - a) Describe the group process.

- b) Describe the models of practice and frames of reference that are used in occupational therapy as related to group development and implementation.
 - c) Identify interventions/goals consistent with the OTPF, models of occupational performance, and their application to groups.
 - d) Evaluate the benefits and limitations of groups.
 - e) Identify management of difficult behaviors in group situations.
 - f) List the responsibilities of the group leader and co-leader.
 - g) Write a group protocol with group sessions outlined.
 - h) Lead and/or co-lead a group with classmates in a “real-life” situation.
 - i) Implement group interventions based upon principles of group development and group dynamics across the lifespan.
 - j) Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches:
 - i) To design activities and clinical training for persons, groups, and populations.
 - ii) To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **(aligns with 2018 ACOTE Standard B.4.21)**
 - k) Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. **(aligns with 2018 ACOTE Standard B.4.25)**
- 7) Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services. **(aligns with 2018 ACOTE Standard B.5.7)**
- 8) Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. **(aligns with 2018 ACOTE Standard B.4.19 and B.6.1)**

Major Topics to be Included

- Demonstrate effective group skills
- Understand group dynamics
- Understand client-centered groups
- Understand groups from multiple frames of reference – psychodynamic, behavioral cognitive, developmental, sensorimotor and occupation-based approaches
- Write group protocols and group session plans
- Understand differences between teams and therapeutic groups
- Utilize evidence to support group interventions **(aligns with 2018 ACOTE standard B.6.1)**