

OC TH 6313 OT Process – Psychosocial III

Fall Semester 2024

Meeting Day Wednesday Time 2:00 pm – 5:00 pm, Location: HPEB 322

3 Credit Hours

Instructor: Leanne Seckinger

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Office Hours/Location: By Appointment.

Course Description: This course covers psychosocial and behavioral dimensions of occupational therapy practice across setting, as well as information related to the specialized practice of occupational therapy in mental health. Learning topics include: practice models, impact of specific psychosocial challenges on human performance across the lifespan, and occupational therapy assessment and intervention skills relevant to psychosocial functioning and occupational performance. Students will also demonstrate competency in interviewing skills by participating in a standardized client assessment activity. The Occupational Therapy Practice Framework: Domain & Process will be integrated as a way to introduce client-centered and occupation-based practice.

Pre- or co-requisites

- Full major status in occupational therapy
- OCTH 6311 OT Process – Psychosocial I
- OCTH 6312 OT Process – Psychosocial II

Required Materials

AOTA. (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74(Supplement 2), 7412410010.

Brown, C & Stoffel, V. Eds. (2019). Occupational therapy in mental health: A vision for participation (2nd ed.). F.A. Davis.

Other required readings will be available on Canvas

Student Learning Outcomes. By the end of the course, students will:

1. Identify, discuss, apply, and compare practice models relevant to psychosocial occupational therapy practice (B.2.1, 3.1, 3.2, and 3.3).
2. Understand the importance of applying psychosocial components to all practice areas of occupational therapy.
3. Assess occupational concerns and reason for referral, select appropriate methods of assessment for clients with psychosocial issues, and demonstrate assessment administration and interpretation skills (4.1, 4.2, 4.3, 4.4, 4.7).
4. Apply appropriate occupational therapy interventions and grading of tasks for clients with psychosocial issues (B.5.1, B5.2, 5.8). Identify strategies to manage behavioral emergencies.
5. Demonstrate beginning skills in documentation of assessment findings, plans, and intervention results incorporating appropriate practice models.
6. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities

to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety

7. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of a population.
8. Demonstrate sensitivity to cultural, socioeconomic, gender, and other contextual factors that affect health and occupational competence.

Teaching and Learning Methods. Learning methods will include: interactive lectures, discussions, video, case studies, individual learning activities, reading assignments, independent research, written assignments, and examinations.

Assignments: All assignments are due on the date given in the course schedule at 11:59 pm, unless otherwise specified. Assignments must be submitted electronically on the Canvas system by the due date/time as specified in the assignment instructions. There will be a deduction of 10% off the total grade for each day that an assignment is late (see below). Students are expected to come to class prepared, read the assigned readings, and be ready to actively engage in group discussions and activities. More information about individual activities and assignments may be found on Canvas and during class. You are encouraged to contact the instructor if you have additional questions about any assignments.

Late/Missing Assignments Policy: Late assignments are accepted up to 2 days after the assigned due date (unless otherwise specified). There will be a deduction of 10% off the total grade for each day that an assignment is late (up to 50%) unless prior arrangements are made with the instructor prior to the deadline for extenuating circumstances. All assignments must be completed and turned in prior to the last day of classes in order to be counted toward your grade in the class. Note that **no late work will be accepted after December 10**, regardless of the assigned due date.

Independent Work & Citations: All assignments will be graded according to the Division's policy on plagiarism – see OT Student Handbook for details. Citations should always be in APA (7th edition) format. I recommend the Purdue OWL website as a helpful reference that you can use to supplement the APA manual.

Formatting: Unless otherwise stated, assignments should be submitted as documents using the following formatting: Times New Roman font, size 12, double-spaced, 1-inch margins (no title pages or headers needed for assignments). APA guidelines should be used for language and grammatical style recommendations. Stated lengths should be adhered to. Reference lists in APA format should be included where appropriate (not counted in page specifications).

Feedback: Feedback on assignments will be provided via rubrics and comments through Canvas assignment features. I will also often make comments/edits directly on your submitted documents. Please be sure you know how to access these comments.

Assignments Overview:

Assignment	Date Due	Points
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MH Program Presentation	Various/Sign Up	50
Various assignments and activities done in class. Credit/No Credit	Various – Typically the following Saturday	100% = 30 pts 90% = 25 points 80% = 20 points >79% = 15 points
Kawa	9/9	20
CDM	9/23	20
DIM	9/23	20
ACLS/ADM Recommendations	9/30	20
TOGSS Assessment	11/18	20
Sensory Profile	11/25	20
Midterm	10/7	50
Final	12/15	50

Assignment Descriptions

Presentation

- **Evidence-Based, Mental Health Program Presentation.** Students will work with a small group of peers to identify and research an evidence-based intervention program that is being used (or could be used) in Mental Health Occupational Therapy treatments and interventions.

In-Class Activities

- Students are expected to be present, attentive, and actively engaged in their own learning process. This is a hands-on, experiential course with multiple in-class learning activities. Some will be turned in and some will not. Turned in assignments are graded as "complete/not complete". It is expected that students will complete 100% of these activities. Incomplete/missed assignments will result in a lower grade in this area.

Model Analyses

- Students will complete an analysis on the following models and frames of reference: The KAWA Model, The Cognitive Disabilities Model, and The Dynamic Interactional Model.

Assessment Assignments

- Students will have the opportunity to learn, administer, score and document the following assessments: The Allen Cognitive Level Screen (ACLS) and Allen Diagnostic Modules (ADM), The Test of Grocery Shopping Skills (TOGSS), and Adult/Adolescent Sensory Profile (AASP).

Exams

- There will be a mid-term and final exam. More information is available on Canvas and in class.

GRADING SCALE FOR THE COURSE

A	94-100%	C	75-77.9%
A-	91-93.9%	C-	72-74.9%
B+	88-90.9%	D	69-71.9%
B	85-87.9%	D	51-55%
B-	81-84.9%	E	64-68.9%
C+	78-80.9%		

**A Grade of "C" must be earned to pass a class as per OT policy*

Course Schedule:

Available on Canvas. Please note - Our schedule is subject to revision based on the needs and circumstances of our class; any updates will be made available for students through Canvas.

Course Policies:

Exam Policies: The mid-term and final exams will be conducted online during the open window on the Canvas assignment. Online exams are "open book/open note", but are not "open other people". The exam is timed, you will not have time to look up every answer, so it is advised that you study. The final exam should be taken individually without assistance from other persons or peers. Do not discuss the exam with others until after it has closed for everyone.

Professional Behaviors: The professional behavior grade represents a student's consistent commitment to following the professional behaviors outlined in the student handbook. For guidelines regarding the evaluation of student professional behavior, please see the student handbook. If circumstances arise causing a student to miss class, the student must notify the instructor by either phone or e-mail prior to the start of class. Failure to do so will result in points deducted -- problem behaviors in class, missed assignments, non-participation, and/or non-communication can affect your final grade. Your cumulative score will be multiplied by 1.0 for appropriate professional behavior. Lack of attendance, participation or inappropriate behavior will result in a lower cumulative score (i.e. multiplied by .98 or less depending on the number and severity of infractions).

Mandatory Reporter: As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counsellors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Other information:

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.
- 2. *University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
- 3. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- 4. *The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.
- 5. *Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.
- 6. *Drop/Withdrawal.*** The last day to drop (delete) classes is [TBD]; the last day to withdraw from this class is [TBD]. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
- 7. *Veterans Center.*** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside

resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

- 8. *LGBT Resource Center.*** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.
- 9. *Learners of English as an Additional/Second Language.*** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.