

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5345 Occupation, Evaluation, Conditions, & Interventions in Occupational Therapy I**  
**Summer 2022**

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\*prefer email appointment requests for on-campus or phone appointments.

**Course Description:** Application of client-centered outcomes and evaluation for psychosocial practice in community and clinical settings. Focus on psychosocial frames of reference including MOHO. Application of client-centered outcomes in intervention planning for psychosocial practice in community and clinical settings. Focus on group process, therapeutic communication and therapeutic use of self

Credits: 3

**Course Objectives**

1. Discuss the changes in neurophysiology, behavior, contexts and environmental factors on mental health (psychosocial) and the development of psychiatric conditions across the life span.
2. Discuss basic concepts about the role of sociocultural, socioeconomic, diversity factors, and lifestyle on daily activities and occupations.
3. Analyze the external and internal factors associated with mental health that support or restrain occupational performance or participation in environments.
4. Demonstrate understanding through application of theoretical frames of reference and intervention models that support engagement in social participation.
5. Select, administer and analyze assessment tools and data for clients with mental health and create occupation-based plans, strategies and/or interventions (consider pharmacology, social support systems, healthcare access, evidence and theoretical approaches)
6. Demonstrate leadership and intervention skills to implement interventions to enhance social participation and engagement with individuals with mental health needs; evaluate outcomes through self-reflection.
7. Explore and implement group process strategies
8. Implement and engage in therapeutic use of self and therapeutic communication strategies
9. Describe and advocate environments and settings in which occupational therapy practitioners can have a role in mental health promotion, prevention and interventions.
10. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.

**Connection to the MOT Curriculum**

***Essential knowledge and Professional Skills***

This course focuses on essential knowledge and professional skills in psychosocial practice and social participation across the life span and environments. Assessment tools and interventions, including group process and therapeutic use of self, are practiced and demonstrated as related to mental health practice and social engagement in various environments. Students are encouraged to implement and apply the occupational therapy process to various contexts, traditional and emerging, to support client outcomes, in particular for clients with mental health needs and environmental barriers. Students will reflect on professional experiences and engage in exploring additional accessibility points and roles for occupational therapy practice in mental health.

## **Learning Activities Required for Course Credit**

Assignments	35%
Exams and Quizzes	35%
Presentations & Final	20%
Participation & Prof Behavior	10%
TOTAL	100%

## **Specific Content Areas**

Mental Health Practice

Group process

Therapeutic communication

Therapeutic use of self

Social participation

Health management

Environmental barriers/supports

Psychotic disorders

Models/theories/Frames of reference

Behavioral, Cognitive-Behavioral, Psychodynamic

Community Models

Recovery, Clubhouse, Case Management, Assertive Community

Treatment

Assessments

A/IADL, MOHOST, KELS, TOGSS, ACIS, ACLS, Sensory Profile, Community Integration

Assessment

## **Grading Policies**

Written assignments are graded on content, style, clarity, conciseness and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 6<sup>th</sup> edition. Some of the required assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending class.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted without prior arrangement with the instructor, and may still be subject to penalty.

## **Grading Scale**

A=90-100% total points

B=80-89% total points

C=70-79% total points

D=60-69% total points

F= less than 60% total points

**Date of Final Exam:** TBD, check announcements/course calendar

**Date to withdraw without penalty:** Please check academic calendar

**Attendance Policy:** Since “on-campus” meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed.

## ***UNIVERSITY POLICIES***

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that

will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

## **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

## **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the 2nd class meeting of the semester. Revised 05/17 Student Absence for University-Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

## **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other

assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. Lazy plagiarism is unintentional plagiarism and important to avoid.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted as a concern from the Instructor will be subject to review by plagiarism software and/or the UT Tyler Conduct Committee for a formal process. To appeal or discuss this please contact the Professor then Program Director.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

### **ACOTE Standards**

#### ***Assessment Measures***

1 Assignment

2 Lab Test

3 Objective Test

4 Essay Test

5 Project

6 Presentation

7 Demonstration

8 Alternative Assessment: Group

ACOTE Standard		Syllabus Objective Number	Assessment Measure Number
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B.1.3	Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, social sciences, and occupational sciences	1,2,6	1, 3
B.1.4	Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	2	
B.2.7	Demonstrate task analysis in areas of occupations, performance skills, performance patterns, activity demands, contexts, and environments and client factors to formulate an intervention plan	1, 2, 5,6, 8	1, 3, 8
B.2.8	Use sound judgement in regard to safety and self and others and adhere to safety regulations through the occupational therapy process as appropriate to the setting and scope of practice	1, 2, 5, 6, 8	1, 3, 8
B.2.9	Express support for the quality of life, well being and occupation of the individual, group or population to promote physical and mental health and prevention of injury and disease considering the context and environment	1-7	1, 3, 8
B.2.10	Use of clinical reasoning to explain rationale for and use compensatory strategies when desired life tasks cannot be performed	2, 4	1, 3, 8
B.2.11	Analyze, synthesize, and apply models of occupational performance	2, 3, 4	1, 3, 8
B.3.1	Apply theories that underlie the practice of occupational therapy	3, 4, 6, 7	1, 3, 8
B.3.2	Compare and contrast models of practice and frames of reference that are used in occupational therapy	3	1, 3
B.3.3	Use theories, models of practice and frames of reference to guide and inform evaluation and intervention	2,3,4,5,6,7	1, 3, 8
B.3.5	Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupational outcomes	2,3	1, 3, 8
B.4.2	Select appropriate assessment tools on the basis of client needs, contextual factors and psychometric properties of test	4	1, 8

B.4.3	Use appropriate procedures and protocols when administering assessments	4	1, 8
B.4.4	Evaluate client(s)'occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes <ul style="list-style-type: none"> <li>•The occupational profile, including participation in</li> </ul>	2, 4, 5	1, 3, 8
	activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. <ul style="list-style-type: none"> <li>•Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</li> <li>•Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>•Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>•Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>		
B.4.7	Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context	2,4,5	1,3,8
B.4.8	Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks	2,4,5	1,,3, 8

B.5.1	<p>Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components:</p> <ul style="list-style-type: none"> <li>· _The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li> <li>Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).</li> <li>· _Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>· _Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>· _Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul>	2, 3, 4,	1,3, 8
B.5.2	Select and provide direct occupational therapy interventions and procedures to enhance safety,	2, 3, 4	1, 3, 8



	health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.		
B.5.3	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).	2,3,4	1, 3, 8
B.5.4	Design and implement group interventions based on principles of group development and group dynamics across the lifespan.	2,3,4,5,6	1, 3, 8
B.5.7	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.	6	1, 3, 8
B.5.8	Develop and implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.	5,6	1, 3,8
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention	5, 6	1,3
B.5.23	Grade and adapt environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context and technological advances	5,6,7	1,3,8
B.5.27	Describe the role of occupational therapist with the care coordination, case management and transition services in traditional and emerging practice	8	1,3,8
B.6.4	Articulate the role and responsibility of the practitioner to advocate for change in service delivery policies, to effect changes in the system and to identify opportunities in emerging practice areas	6,7,8	1, 3
B.6.5	Analyze the trends in models of service delivery, including but not limited to medical, educational, community, and social models and their potential effect on the practice of occupational therapy	8	1, 3
C.1.1	Ensure that the fieldwork program reflects the sequences and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork experiences	1-9	

## **NBCOT Domain, Task & Knowledge**

### Domain 1

- 010102 Expected patterns, progressions and prognoses associated with conditions that limit occupational performance
- 010103 Processes and procedures for acquiring client information
- 010105 Influence of client factors, context and environment on habits, routines, roles and rituals
- 010104 Administration, scoring, purpose, indications, advantages and limitations of standardized and non-standardized screening and assessment tools
- 010105 Influence of client factors, context and environment on habits, routines, roles and rituals
- 010106 Methods for recognizing and responding to typical and atypical physiological, cognitive and behavioral concerns
- 010201 Therapeutic approaches, model of practice, and frames of reference
- 010203 Internal & external influences on occupational performance

### Domain 2

- 020101 Methods for analyzing results from screening and assessments
- 020102 Integration of screening and assessment results with client occupation profile, client condition, expected outcomes, and level of service delivery to develop a targeted action plan, monitor progress and reassess the plan
- 020103 Methods for determining program development and client advocacy needs
- 020201 Interprofessional roles, responsibilities and care coordination
- 020202 Management of collaborative client centered intervention and transition plans based on client skills, abilities and expected outcomes in relation to level of service delivery, frequency, and duration of intervention, and available resources
- 020203 Prioritization of goals based on client skills, abilities and expected outcomes in relation to level of service delivery and frequency and duration of intervention

### Domain 3

- 030301 Influence of psychosocial, cognitive and developmental abilities on areas of occupation
- 030302 Methods for facilitating groups to enhance participants' psychosocial, cognitive and developmental skills
- 030303 Approaches and interventions appropriate for psychosocial and cognitive models of practice
- 030304 Environmental modifications to enhance community safety and well being consistent with occupational roles and client needs
- 030305 Assistive technology and adaptive devices to enhance participation in occupation consistent with psychosocial, cognitive and developmental abilities
- 030306 Methods for adapting and grading an intervention based on psychosocial, cognitive and developmental abilities
- 030307 Methods and techniques for promoting the continuation of the interventions within multiple context based on psychosocial, cognitive and developmental abilities

### Domain 4

- 040102 Methods of analyzing and interpreting research and its application to practice

- 040103 Methods for evaluating, monitoring and documenting service competency
- 040201 Influence on policy, procedures and guidelines on service delivery
- 040202 Licensure laws, federally mandated requirements, and reimbursement policies related to occupational therapy service delivery
- 040204 Methods for applying continuous quality improvement processes and procedures to occupational therapy service delivery
- 040205 Scope of practice and practice standards in occupational t therapy

**NBCOT Texts Commonly Used**

Brown, C., & Stoffel, V. C. (2010). *Occupational therapy in mental health: A vision for participation*. Philadelphia, PA: F.A. Davis Company.

Cara, E., & MacRae, A. (2012). *Psychosocial occupational therapy: An evolving practice* (3rd ed.). Clifton Park, NY: Delmar Cengage Learning.

Cole, M. B. (2017). *Group dynamics in occupational therapy. The theatrical basis and practical application of group intervention.*(5<sup>th</sup> ed.) Slack

Scaffa, M. E., & Reitz, S. M. (2013). *Occupational therapy in community-based practice settings* (2nd ed.). Philadelphia, PA: F.A. Davis Company.