

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**

OCCU 1303

**Course Title**

Group Intervention Skills

**Course Description**

Group process and dynamics; occupational therapy intervention and activity across the lifespan. Development of leadership and skills for group intervention in various settings. Acceptance in the Occupational Therapy Assistant Program

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking

Responsibility

Communication

**ACTS Course**

**Program Course**

Occupational Therapy Assistant Program

**Program Outcomes- Student Outcome Goals**

- 6.1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
- 6.2 Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
- 6.3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
- 6.4 Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.

**ACTS Outcomes**

NA

**Course Outcomes**

#	Course Outcomes	Individual Student Objectives	ACTS	Program Goals	Critical Thinking	Communication	Responsibility	Assessment
1.	Work within the occupational therapist and occupational therapy assistant clinical partnership and perform all interactions with all parties ethically and legally. (manipulation, application,) (relate, modify)	1, 4, 6, 7, 8, 9, 10, 16, 19, 20, 22	NA	1-6			R5	Elder House Leadership Evaluation
2.	Use safety during teaching-learning and therapeutic intervention and effectively modify self and situation (including but not	1, 2, 3, 4, 5, 8, 9, 10, 16,	NA	1-6			R2	Elder House Leadership Evaluation

	limited to context and environment) to provide therapeutic environment (intake, manipulation, apply, cross apply) (recall, recognize, sequence, prioritize)	18, 19, 20, 22						
3.	Use therapeutic use of self (throughout the occupational therapy process) with clients to better clients' occupational performance. (manipulation, application) (execute)	1, 4, 5, 6, 7, 8, 9, 10, 11, 16, 17, 18, 19, 20, 23	NA	4, 6		C2		Elder House Leadership Evaluation
4.	Write protocols for clients and clientele based on consumer desires and occupational therapy knowledge. (intake, manipulation, application, cross application) (recognize, plan, induce, construct)	1, 6, 9, 11, 12, 13, 14, 15, 18, 21,	NA	1-4	CT3			Horticulture Group Protocol

### Unit Outcomes/ Competencies/Objectives

#### Individual Student Objectives

The student should, at the end of the course OCCU 1303 Group Intervention Skills:

1. Discuss concepts of group process for identification of types of groups and roles of group members, analyze own role in group participation, analyze other's role in group participation, use the group setting therapeutically in collaboration with the occupational therapist, and record and report observation of group interactions. B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.6, 2.7, 2.8, 5.4, 5.7, 5.18, 5.19, 5.28, 5.29, 5.31, 7.1, 7.4, 7.5, 9.6
2. Demonstrate an understanding of the importance of time management on the planning and implementation of group work. B: 5.4, 5.7, 5.20, 5.21, 5.25, 7.1, 7.5, 7.7, 9.6
3. Demonstrate an understanding of the importance of safety during group processes. B: 2.8, 5.7, 5.20, 7.1, 7.2, 7.5, 7.7, 9.5, 9.6
4. Perform professionally and therapeutically in adult day care setting both as a group leader and group helper. Report therapeutic group information in a professional rehabilitation situation. B.2.3, 5.4, 5.7, 5.19, 5.20, 5.21, 5.25, 5.32, 9.6, 9.8
5. Demonstrate ability to establish and maintain a therapeutic relationship with the client. B.1.3, 5.4, 5.7, 5.19, 5.20
6. Identify sociocultural influences and its impact on the therapeutic group relationship. B: 1.2, 1.4, 1.5, 1.6, 2.6, 3.4, 5.7, 5.9, 5.17, 5.18, 5.19, 5.22, 6.2, 7.1
7. Demonstrate basic effective/ineffective communication techniques. B.1.3, 5.4, 5.7, 5.18, 5.19, 5.20, 5.25, 9.6
8. Demonstrate an understanding of environmental and emotional changes, which may necessitate changes in intervention procedures. B. 1.3, 5.6, 5.7
9. Demonstrate awareness of the impact of a chosen approach and activity with a client. B.2.6, 2.8, 5.18, 5.19, 5.23,
10. Change and modify own behavior according to the demands of the situation. B. 5.4, 5.7, 5.18, 5.19, 5.20, 9.6
11. Recognize the value in using the most effective strategy (ies) to achieve individual goals and maximize the client's interest in the intervention program. B. 5.4, 5.6, 5.18, 5.19, 5.20, 5.23,
12. Recognize the use of therapeutic exercise, to ultimately use exercise in a group setting. 24. Recognize the use of therapeutic exercise, to ultimately use exercise in a group setting. B: 1.1, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.19, 5.22, 5.23
13. Demonstrate an understanding of the ROM Dance in a group intervention, including community occupational therapy. B: 1.1, 2.5, 2.6, 2.8, 2.10, 5.1, 5.3, 5.6
14. Demonstrate the use of Health and Wellness Promotion in a group format. B: 1.1, 1.2, 1.3, 2.5, 2.6, 2.7, 2.8, 5.1, 5.4, B.5.5, 5.6, 5.7, 5.8
15. Become familiar with various group protocol formats and demonstrate the ability to write group protocols based on particular clientele. B: 1.1, 1.2, 1.3, 2.5, 2.6, 2.7, 2.8, 5.1, 5.4, 5.6, 5.7, 5.8
16. Self-assess group leadership performance abilities and critique the leadership skills of another. B.5.7, 5.20, 5.25, 9.6
17. Demonstrate an awareness of the format of interdisciplinary group team approach to client care. B.2.3, 5.20, 5.21, 5.25, 9.3, 9.6
18. Utilize group process and implement groups across the lifespan (pediatric, adult, elder). B. 1.1, 1.2, 1.3, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.25, 5.26, 5.28, 6.4, 7.1, 7.5, 9.3, 9.6, 9.7
19. Demonstrate an ability to use decision making skills in a transition care plan client meeting. B: 1.2, 2.3, 5.4, 5.7, 5.20, 5.21, 5.22, 5.25, 5.27, 5.28, 5.29, 5.30, 5.31, 6.1, 9.3
20. Know uses of occupational therapy service delivery in a community setting and how to perform an agency needs assessment. B: 1.2, 1.3, 1.4, 1.8, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 5.1, 5.2, 5.4, 5.7, 5.17, 5.18, 5.19, 5.20, 5.21, 5.25, 5.26, 5.30, 6.1, 6.2, 6.4, 7.1, 7.2, 7.5, 9.3, 9.6, 9.7

21. Demonstrate appropriate use of the data associated with an occupational history (interest checklist) with clients. B.4.1, B.4.4, 5.1, 5.2, 5.6

22. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faulty thinking regarding professional behavior expectations. (dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking, attitude). B. 5.20, B.5.21, 9.6

23. Correlate group process and apply diagnosis information into a protocol for horticulture in occupational therapy and with group populations. B: 1.1, 1.2, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.17, 5.18, 5.19, 5.22, 5.23.

### Assessment Descriptions

1. Prepare therapeutic intervention to ensure client success, as noted by Leadership Evaluation for Elder House with 75% accuracy or greater. (manipulation, application,) (relate, modify)

2. Observe clients and intervene therapeutically to limit inappropriate behavior and to redirect clients, to ensure group safety, as noted by Leadership Evaluation for Elder House with 75% accuracy or greater. (intake, manipulation, apply, cross apply) (recall, recognize, sequence, prioritize)

3. Interact with clients in group setting by actively listening to clients, as noted by Leadership Evaluation for Elder House with 75% accuracy or greater. (manipulation, application) (execute)

4. Write horticulture protocol linking clientele specifics (condition, contexts) to therapeutic activity and environment (intervention based and geographic) with 75% accuracy or greater. (intake, manipulation, application, cross application) (recognize, plan, induce, construct)

### Materials and Technological Requirements

Access to Black Board

American Occupational Therapy Association membership

Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. 2014. By: *American Occupational Therapy Association*. ISBN-13: 9781569003619

Lab uniform.

Required Textbook(s) and/or Supplies

Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques. 5th ed. Sladyk, K. & Ryan, S. E. ISBN: 9781556429620

Mental Health Concepts and Techniques for the Occupational Therapy Assistant. 4th ed. Early, M.

Padilla, R.L., Byers-Connon, S., & Lohman, H. L (2012). Occupational Therapy with Elders Strategies for the COTA. 3rd edition. Maryland Heights, MO: Elsevier Mosby.

The OTA's Guide to Documentation Writing SOAP Notes. 3rd ed. Borcharding, S., & Morreale, M. J.

Occupational Therapy in Community-Based Practice Settings. 2nd ed. Scaffa, M. and Reitz M.

Pocket hand sanitizer (for Elder House)

Wrist watch or pocket watch with a second hand or a stop watch (for Elder House)

### Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

### Regular Semester

Courses which meet once a week.....	2 absences
Courses that meet twice per week .....	3 absences
Courses that meet four times per week.....	5 absences

### Summer Session

Courses that meet four times per week in a five week session .....	3 absences
Courses which meet two evenings per week in a 10 week session.....	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

#### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

#### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

#### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

#### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

**Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

**Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

**The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

**Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262  
BRT@southark.edu

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