



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

OCC 3130 Professional Roles, Responsibilities and Practice Areas
3 Semester Hours

Student Learning Outcomes and Enabling Objectives

1. Formulate treatment intervention plans, including goals and objectives, based on occupation-based interventions, relevant frames of reference, and client performance patterns (habits, routines, rituals, roles) in a variety of practice contexts/environments to analyze and effect meaningful occupational outcomes. (B 3.5, B 5.1, B 2.11)
 - a. Develop rationale for use of various occupational therapy models/frames of reference in psychosocial group treatment intervention
 - b. Explain effect of environment on individual engagement in occupation and group process
2. Formulate treatment interventions that are based on the results of a standardized or non-standardized assessment. (B. 4.1)
 - a. Describe and delineate the role of the OTR and COTA in assessment
 - b. Identify assessments used in psychosocial treatment intervention planning
3. Justify and describe therapeutic use of self, group leadership, and group process for the following: (B. 5.7):
 - Activity groups
 - Group motivation
 - Setting limits
 - Leadership styles
 - Co-leadership
 - a. Delineate roles of leader and co-leader in group intervention
 - b. Identify leadership styles and appropriate use in groups
 - c. Define roles of OTR/COTA/aide in groups
4. Utilize principles of the teaching-learning process and design educational experiences to address the needs of the client, family, significant others, colleagues, other health providers and the public to address the following: (B. 5.2, B. 5.3, B. 5.8)
 - Stress management
 - Anger management
 - Assertiveness training
 - Motor skills group
 - Directive group
 - Leisure exploration group
 - Time management
 - Parenting skills

- Values clarification
 - Reminiscence group
 - Reality orientation/memory
 - Prevocational work skills
 - Money management
 - Emotional regulation skills
- a. Deliver treatment group protocol that demonstrate awareness of the client's perception of wellbeing and quality of life.
 - b. Develop observation and feedback forms
5. Design and implement group intervention based on group development and group dynamics across the lifespan. (B. 5.4)
 - a. Identify considerations related to client/patient status and developmental milestones.
 - b. Articulate factors in group protocol related to developmental considerations
 6. Monitor and reevaluate intervention strategies based on observation and feedback from client, family, and significant others to determine continued or modified interventions/treatments. (B. 4.5)
 - a. Develop group intervention observation forms
 - b. Develop group feedback for group members and observers
 - c. Demonstrate ability to implement changes in group protocol based on observation and feedback information
 7. Compare the differences and similarities between the various roles of occupational therapy practitioners in the screening and evaluation process including roles of supervision and collaboration. (B. 4.5)
 - a. Discuss AOTA document guidelines for supervision
 - b. Read State of Michigan documents and delineate roles of OTR/COTA
 - c. Delineate the role of the student and the supervisory role in fieldwork
 8. Compare and contrast practice settings (traditional, non-traditional, emerging) that employ occupational therapists. Focus on the contexts of healthcare, education, the community, political and social systems. (B. 6.1)
 - a. Explain the history of psychosocial occupational therapy and its relationship to current and emerging areas of practice.
 9. Justify the role, responsibilities, and collaboration of providing fieldwork education and supervision (including the relationship between the OTR and the COTA). (B. 9.8). Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. (B. 7.8).
 - a. Read and discuss AOTA documents/literature related to fieldwork, including the roles of OTR, COTA and student.
 10. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. (B. 9.4)
 - a. Articulate the role of evidence-based practice in contemporary occupational therapy practice
 - b. Perform a literature search and locate a research article related to psychosocial group intervention

11. Justify the use of ethical principles through participation in problem solving ethical dilemmas and understand formal and informal dispute resolution systems that have jurisdiction over occupational therapy practice. (B. 9.1, B. 9.10, B. 9.11)
 - a. Review the AOTA Code of Ethics
 - b. Describe the process for resolution of ethical dilemma/dispute
 - c. Describe the role of ethical practice in group treatment intervention
 12. Verify the importance of culture and its impact on the therapeutic relationship and the cultural implications when assessment and treating clients.
 - a. Identify personal diversity awareness through personal assessment
 - b. Outline cultural considerations in psychosocial group treatment interventions
 - c. Articulate the need and process for culturally appropriate assessment and intervention
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Required Elements

- RE 1. Students will download *The Occupational Therapy Code of Ethics* (AOTA, 2015), *Supervision, Roles and Responsibilities during the Delivery of Occupational Therapy Services* (AOTA), *Standards of Practice* (AOTA 2016) from the AOTA website.
 - RE 2. Students may be required to download the State of Michigan practice act from the State of Michigan website and/or download other documents from the AOTA website.
 - RE 3. Group treatment plan/protocol and observation and feedback forms are required for competency and program assessment.
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These SLOs are not approved for experiential credit.
SLOs revised and EOs developed by Susan G. Williams/FL

Effective: Fall 2017