

OT 530: GROUPS - SYLLABUS AND TOPICAL OUTLINE

SACRED HEART UNIVERSITY GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

OT 530: GROUPS SPRING 2019 COURSE SYLLABUS AND TOPICAL OUTLINE

CREDIT HOURS: 2

COURSE INSTRUCTORS: Morgan Villano, MPA, MSPS, OTR/L

OFFICE PHONE: 860-833-9318

OFFICE EMAIL: villanom11@sacredheart.edu

OFFICE HOURS: By appointment

CLASS DAY & TIME: Thursday Classes - Section A, 12-1:50, including breaks ; Section B, 2-3:50 including breaks

CLASS FORMAT:

Course content will be provided primarily in lecture format and also includes some in-class discussion, demonstrations, readings, experiential opportunities, and community-based observations. Students will experience a variety of some “hands-on” activities, role-plays, videos and demonstrations. In addition, each student will be required to participate in a group experience outside of class time (community-based group), and apply new learning during in-class therapeutic group for her/his peers (during Mental Health Clinical Lab).

COURSE DESCRIPTION:

In this course students will develop an understanding of groups theory, group process and practice; how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models.

RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND VISION 2025

“Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living”.

In order for our profession to fulfill its 2025 vision, we need professionals who are not only competent, but those who are ethical, able to communicate effectively with a team, able to use theory, able to consider contextual aspects of cases that might alter decision making, and comfortable using the available evidence to justify their clinical decision making. The central tenets of the 2025 vision include preparation of practitioners who become:

- **Effective:** Occupational therapy is evidence based, client centered, and cost-effective.
- **Leaders:** Occupational therapy is influential in changing policies, environments, and complex systems.
- **Collaborative:** Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- **Accessible:** Occupational therapy provides culturally responsive and customized services.

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This course will provide you with learning opportunities to become an effective practitioner within group contexts, collaborate with others, and develop intercultural competence, while being client-centered. This course will provide you with an introduction to social and interpersonal influences on group behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to assessment and group interventions.

RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is symbolized by the tree of life, an interconnected and entwined sphere, where faculty design experiences to provide foundational information (the roots), and through collaborative processes between faculty and students, knowledge emerges and is applied to an expanding repertoire of professional behaviors.



In life, we spend much of our time in one form of a group or other – family, classes, work etc. This course was designed to build on the experience that students have had in the naturally occurring groups by augmenting experience with knowledge and practice skills to assess and work with groups, teams and populations in order to understand and interact with them from a professional occupational therapy perspective. This course runs concurrently with OT 528 Clinical Lab in Mental Health where the students will have the opportunity to apply the knowledge and skills learned in OT 530 as they design and run groups.

THOUGHTS ABOUT KNOWLEDGE AND LEARNING

Acquiring knowledge is a dynamic process that is layered and supported by a solid foundation. Building a foundation of knowledge in a particular area takes patience, persistence, active engagement, and a willingness to accept that proficiency takes time and hard work. We believe that students learn best in a safe environment and a student's ability to learn is dependent on perceived self-efficacy to succeed, and whether the environment is conducive to success. It is our commitment to each student to provide a positive safe learning environment with the perceived intention that all students will succeed in this course.

FACULTY AND STUDENT EXPECTATIONS

What you can expect of me:

- I will be prepared for class.
- I will work hard to develop stimulating class materials and will offer multiple learning opportunities during the course.
- I will start and end class on time, unless there are extreme events beyond our control.
- I will answer your emails within 48 hours.
- I will make myself available for either face to face, phone communication if an arrangement is made in advance.
- You will have my undivided attention in class. I will explain what we are doing and why, and answer your questions as fully as possible.

What I expect of you:

- I expect you to complete your readings prior to each class.
- I expect you to participate during discussions and group activities, ask questions, and request help if you need it.

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- I expect that you will demonstrate the professional behaviors you will need as an occupational therapist. You should behave in this class just as you would behave for your first job as an OT. This includes being on time, coming to class prepared, respectfully attending to your instructors and peers when they are speaking, and refraining from using electronic devices for any purposes other than classwork.
- I expect you to be responsible to learn all material and fulfill all course requirements missed due to absence or lateness. Opportunities to make up activities will be at the complete discretion of the course instructors.
- Lateness (coming in 15 or more minutes after the start of class) may result in your having to complete an assignment to demonstrate that you found and reviewed the material missed. If you are given such an assignment one point will be deducted from your overall grade if it is not turned in by the following class.
- Contact the course instructor in advance of an absence, unless there is an emergency. In case of emergency notify the department as soon as possible. **A half letter grade may be deducted from your overall grade, at the discretion of the instructor, for 2 or more absences.**
- In the event of an illness or emergency causing the student to miss the exam, the student must contact the instructor as soon as possible in order to make arrangements for a rescheduling the exam. The course instructor has total discretion if and when a missed exam will be rescheduled. Unexcused absences from an examination will result in a failing grade for that exam.
- I expect you will follow all additional policies and procedures outlined in your student manual.

TEACHING LEARNING METHODS

The course will consist of lecture and discussion, demonstrations, community-based observations and experiential learning activities.

COURSE POLICIES

- As per school policy, an 85% attendance rate for all courses is required. Absences from classes or tardiness (coming in 10 or more minutes into the class) are allowed under extraordinary circumstances only (such as illnesses, emergencies, etc.). Please contact course instructor in advance of an absence, unless there is an emergency. In case of emergency notify the department as soon as possible. **Please provide documentation confirming the extraordinary circumstances that have resulted in an absence from class before the end of the semester.**
- All courses follow the University's Academic Integrity Policies as outlined in the Sacred Heart University Graduate Bulletin, as well as the program's policies, which can be found in the Occupational Therapy Student Manual. Please refer to the *Occupational Therapy Program's Student Manual* and *Sacred Heart University's Graduate Bulletin* for policies and procedures regarding professional behaviors and academic integrity. Students are also expected to adhere to American Occupational Therapy Association's Code of Ethics. Additionally, all assignments unless otherwise specified, must adhere to the *Publication Manual of the American Psychological Association* (6th ed.) formatting and writing requirements. Please refer to the *APA Manual* for specific guidelines.

INDIVIDUAL AND GROUP WORK:

All assignments in this course will be completed and graded as individual assignments.

ACADEMIC INTEGRITY:

refer to Program Manual

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ATTENDANCE:

refer to Program Manual

PROFESSIONAL BEHAVIORS:

refer to Program Manual

REQUIRED TEXTS:

1. Cole, M. B. (2017) *Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Application, 5th Ed.* Therefore, NJ: Slack, Inc.

Recommended Text:

2. Yalom, I.D. (2005). *The theory and practice of group psychotherapy*, (5th Ed.). New York, NY: Basic Books.

PULLING IT TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below. To review each standard, please refer the AOTA website at www.aota.org/.../accreditation/standards/2011

The course learning objectives are linked to the ACOTE standards as well as the program's objectives, mission and vision, and the overall curricular design. The program's objectives were developed based upon our PRIDE vision. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom's Taxonomy of Learning Domains (Remember, Understand, Apply, Analyze, Evaluate, and Create). This course will facilitate students to perform within the Domains of Apply, Analyze, Evaluate and Create. Refer to <http://www.celt.ias-tate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

COURSE ASSIGNMENTS

All written assignments must be uploaded as a Word document into the appropriate assignment folder on BB. Due dates for all assignments are listed on the Topical Outline. Assignments are due by the end of the day (midnight) on the date they are due. All assignments must use APA style for formatting, person-first language, non-sexist language, citations and referencing. Points will be deducted if not the case. Sacred Heart University provides assistance in writing skills. Submitted papers should exhibit the basic writing skills of a college graduate. Students are to utilize the services available if in doubt about their ability to use English grammar, punctuation, and spelling. All papers should be proofread, and slang expressions should not be used unless needed for illustration, and handled according to APA style.

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Assignment	% of Final Grade	Due Date
3 Exams	30% (10% each)	Feb 14, March 21, April 25
Community Groups Comparative Analysis Assignment	25%	April 18
Photo Story Assignment	35%	March 28th and April 4th
PBL Journal Experience	10%	Due every almost every two weeks: Jan 17, Jan 31, Feb 14, Feb 28, Mar 14, Mar 28, April 11, April 18
Total	100%	

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COURSE OBJECTIVES

Learning Objective Students will:	Program Objective	ACOTE standard	Learning Experiences	How will the Learning Objective be Measured?
<p>Reflect on how group theories/ group process, and OT models of practice and frames of reference shape OT group interventions.</p>	<p>Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.</p>	<p>B.3.1. Apply theories that underlie the practice of occupational therapy. B.3.2. Compare and contrast models of practice and frames of reference that are used in occupational therapy. B.3.3. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.</p>	<p>Readings, lectures and discussions on group therapy theories/ research and on the application of OT frames of reference to group interventions.</p>	<p>Community Group Comparative Analysis assignment. PBL Journal experience. Exam</p>
<p>Monitor and reflect on group leaders' and members' behaviors and interactions as seen in different group contexts.</p>	<p>Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.</p>	<p>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 occupation outcomes.</p>	<p>Readings/lectures on group process, dynamics and roles; participation in discussion of videos/ descriptions of group therapy interventions.</p>	<p>Community Groups Comparative Analysis assignment, PBL Journal Experience, Photo Story Assignment</p>

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Identify different client populations that can benefit from a particular type of a group intervention.	R espond to unmet needs in underserved communities through leadership, advocacy or service.	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 occupation outcomes.	Readings, lectures and discussions on group therapy theories/ research and on the application of OT frames of reference to group interventions with diverse populations.	Exam
Select group interventions while integrating literature/ research evidence, expert opinion and personal experience.	E xhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.	B.3.3. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.	Readings, lectures and discussions on group therapy theories/ research and on the application of OT frames of reference to group interventions; participation in class discussions.	Exam
Reflect on personal traits and abilities and determine areas for personal growth and professional development to ensure therapeutic use of self as a group leader.	D emonstrate self-reflection.	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. B.9.6. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities.	Readings, lectures and discussions on the therapeutic use of self as a group leader; participation in class discussions	Exam

Academic Honesty and Integrity

Please refer to the *Occupational Therapy Program's Student Manual* and *Sacred Heart University's Graduate Bulletin* for policies and procedures regarding professional behaviors, academic policies and procedures, and academic integrity.

Occupational Therapy Program students and faculty are expected to adhere to the policies outlined in these manuals. Additionally, all assignments unless otherwise specified, must adhere to the *Publication Manual of the American Psychological Association* (6th ed.) formatting and writing requirements. Please refer to the *APA Manual* for specific guidelines.

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Week Of...	Class Content	Class Activities	Readings
Jan 10, Wk 1	<p>Course Introduction Review of Assignments Introduction to Groups</p> <p><i>Types of Groups - task/ activities group; social groups; support/process-focused; psychotherapy</i> <i>Essential elements of group communication</i> <i>Advantages/ disadvantages of working in groups</i> <i>Group dialectics</i> <i>Group Leadership - Overview of Coles 7 Steps</i></p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities</p> <p>What happens in a group: Formation Dynamics Therapeutic Factors</p> <p>Best of Groups/Worst of Groups</p> <p>Essential Group Elements</p>	<p>Cole Text: Chapter 1</p> <p>Look over before class: http://www.awesomelibrary.org/multiculturaltoolkit-patterns.html.</p>
Jan 17 Wk 2	<p>Group Leadership</p> <p><i>General theories of group leadership: trait theory; styles; situational; and transformational</i> <i>Qualities of group leader</i> <i>Leadership Development</i> <i>Types of power in groups</i> <i>Occupational Therapy Leadership styles</i> <i>General Principles of group leadership/Co-Leadership</i> <i>Introduction to Yalom therapeutic factors, and understanding group dynamics</i></p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities</p> <p>Leadership Evaluation</p> <p>Therapeutic Factors Exercise</p>	<p>Cole Text: Chapter 2 Cole Text: Appendix E</p> <p>Watch before class: https://www.youtube.com/watch?v=6xNTuj7Q0ns https://www.youtube.com/watch?v=qyzVdn4IGxU</p> <p>Yalom Chapters 4-6-7</p>

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<p>Jan 24 Wk 3</p>	<p>Guest Lecture Speaker - Mary Ellen Johnson</p> <p><i>Time, Place, Space, Movement, Culture and Rituals and their influence on the emergence and dynamics of naturally occurring and therapeutic groups</i></p>	<p>Whole Class, sections A and B together-room and time TBA</p>	<p>Cole Text: Chapter 13 Lyman and Scott Snyder Johnson Essays Rituals Ch 9 Crepeau</p>
<p>Jan 31 Wk 4</p>	<p>Yalom therapeutic factors, and understanding group dynamics</p> <p>Group Development <i>Stages</i> <i>Group goals</i> <i>Group Norms</i> <i>Group Roles</i> <i>Characteristics of effective groups/problems and challenges in groups</i></p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities</p> <p>Yalom and understanding group dynamics Therapeutic factors Yalom Videos:</p> <p>https://www.youtube.com/watch?v=PwnfWMNbg48 https://www.youtube.com/watch?v=05Elmr65RDg</p> <p>Group Roles</p>	<p>Yalom Chapters 4-6-7</p> <p>Group Roles</p> <p>http://www.mindtools.com/pages/article/newTMM_85.htm</p> <p>http://www.stanford.edu/group/resed/resed/staffresources/RM/training/grouproles.html</p>
<p>Feb 7 Wk 5</p>	<p>Guest Lecture Speaker - Sharon McCloskey</p> <p>Comparison of various theories of group development</p> <p>Group Diversity <i>Understanding the other</i> <i>Personality dimensions</i> <i>Cultural dimensions, gender dimensions, generational dimensions, religious dimensions</i></p> <p>Writing a Group Protocol</p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities.</p>	<p>Cole Text: Chapter 11</p>

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Feb 14 Wk 6	<p>Models/Frames of reference Behavioral Cognitive Continuum</p> <p><i>Theory and Concepts</i> <i>Group evaluation, interventions and occupational therapy</i> <i>Group leadership</i></p>	<p><u>Exam 1 Weeks 1-5</u></p> <p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities related to behavioral/cognitive groups</p>	Cole Text: Chapter 6
Feb 21 Wk 7	<p>Models/Frames of reference Psychodynamic</p> <p><i>Psychodynamic focus, Freudian concepts in groups</i> <i>Group evaluation, interventions and occupational therapy</i> <i>Group leadership</i> <i>Cultural Competence related to groups</i></p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities related to psychodynamic groups</p>	Cole Text: Chapter 5 Cole Text: Appendix A and Appendix C
Feb 28 Wk 8	<p>Models/Frames of reference Cognitive Disabilities</p> <p><i>Allen's Cognitive Approach</i> <i>Six Cognitive Levels</i> <i>Groups - evaluation and interventions</i></p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities related to cognitive groups</p>	Cole Text: Chapter 7
March 7	Spring Break		
March 14 Wk 9	<p>Models/Frames of reference MOHO and other occupation-based models</p>	<p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities</p>	Cole Text: Chapter 10
March 21 Wk 10	<p>Models/Frames of reference Developmental group approaches</p>	<p><u>Exam 2 - Weeks 6-9</u></p> <p>Lecture, seminar, and group discussion</p> <p>In-class learning experiences and activities</p>	Cole Text: Chapter 8 Cole Text: Appendix B
March 28 Wk 11	Photo Stories	5-7 minute presentations for 15 people	
April 4 Wk 12	Photo Stories	5-7 minute presentations for 15 people	

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<p>April 11 Wk 13</p>	<p>Guest Speaker - Jody Bortone Trauma Sensitive Yoga Group experience</p>	<p>Guest speaker Please wear comfortable clothing - lecture, discussion, and experience</p>	<p>Readings TBD</p>
<p>April 18 Wk 14</p>	<p>Online class -No onsite lecture</p>	<p>Models/Frames of reference Sensorimotor Approaches/ Groups</p> <p>Ross - 5 Stage Group</p> <p>https://echo360.org/media/1d38368f2f122dfb51b9649d752c624e6f2b922d310c28f2034fb200b101e4a6407cc2fba535cc6b/public</p>	<p>Cole Text: Chapter 9</p>
<p>April 25 Wk 15</p>	<p>Final Exam covering weeks 10, 13, 14</p>		