

**Course Code:** OTA 218

**Course Title:** Therapeutic Groups and Populations

**Department:** Allied Health

**Effective Date:** Summer 2026

**PCS Code:** 1.2 - Occupational/Technical Instruction

**CIP Code:** 51.0803

**Repeatability:** 0

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## Credit Hours

**Catalog Notation:** 2-3-3

**Credit Hour Distribution:**

Lecture: 2

Lab: 3

Clinical: 0

**Total: 3**

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## General Course Information

### Catalog Description

Focuses on OTA role in directing therapeutic groups in occupational therapy. Includes skills in group development, leadership, communication, conflict negotiation, and group treatment protocol plans. Applies group dynamics to professional team building and supervisory roles.

### General Course Objectives

1. Demonstrate ability to define and apply principles of group dynamics to therapeutic group activities, staff relationships and management. (B.2.1., B.5.7.)
2. Identify types of group membership roles and functions and their effect on the group process.
3. Describe different types of leadership styles, characteristics and skills needed to develop and lead a therapeutic groups with a broad range of abilities and for interprofessional collaboration. (B.4.21., B.4.23.)
4. Describe and demonstrate effective therapeutic communication skills to promote individual, group and population interactions. (B.4.21.)
5. Define and demonstrate therapeutic use of self to include one's personality, insights, perceptions and judgments as a part of the therapeutic group process. (B.4.1.)
6. Outline and demonstrate effective methods of conflict negotiation and management in therapeutic groups & staff interactions. (B.4.23., B.5.7.)
7. Identify how frames of reference used in OT influence development and implementation of group programs. (B.2.1.)
8. Define and demonstrate effective use of occupation-based (functional) activities in the therapeutic group process.
9. Describe and apply effective methods for guiding individuals during the termination of the therapeutic relationship. (B.2.1.)
10. Outline and describe the COTA's role in supervisory and managerial functions. (B.5.6., B.5.8.)
11. Demonstrate ability to conduct basic research in use of therapeutic groups in OT, fieldwork education and regional practice settings. (B.6.1.)

## Minimum Placement Levels

| English                  | Reading                  | Math |
|--------------------------|--------------------------|------|
| Placement out of ENG 099 | Placement out of CCS 099 | None |

## Prerequisites

Credit in OTA 214

Concurrent enrollment in OTA 215, OTA 216, and OTA 217

Admission into the Occupational Therapy Assistant program

## Methods of Evaluation

9-11 quizzes, 1 research online presentation, 2-3 presentations in class, 1-3 papers, 1 objective exam, 2-5 homework assignments, and 1 research-based video.

## Instructional Materials and Additional Supplies

Mental Health Concepts and Technique for Occupational Therapy Assistants, Early, M., Raven Press, current edition. 978-1617118333

Group Dynamics in Occupational Therapy, Cole, M.B., current edition. Thorofare, NJ: Slack, Inc. 978-1630913670

Willard and Spackman's Occupational Therapy, Schell, B. A. B., Gillen, G., current edition. Philadelphia, PA: Lippincott, Williams, Wilkins. 978-1975106584

Ryan's Occupational Therapy Assistant, Sladyk, K., current edition. Thorofare, NJ: Slack, Inc. 978-1556429620

## Course Content

### General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Critical Thinking and Information Literacy: Students will demonstrate the ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.

### Course Segments and Student Learning Outcomes

| Course Segment   | Learning Outcomes   | Lecture Hours | Lab Hours | Clinical Hours |
|--|---|---------------|-----------|----------------|
| Clinical Reasoning and Problem-Solving Using Theoretical Concepts in Papers and Projects | <ol style="list-style-type: none"><li>1. Articulate and develop different types of OT groups.</li><li>2. Articulate, construct, and compare plans for different stages of group development and maturation.</li><li>3. Articulate and compare task and maintenance role functions in task group interactions.</li><li>4. Characterize and demonstrate various leadership styles for conducting new therapeutic groups.</li><li>5. Define, characterize, and relate to content, relational, control, and affiliation issues of conflict.</li><li>6. Characterize, construct, and demonstrate use of effective problem-solving and conflict negotiation strategies.</li><li>7. Demonstrate ability to develop measures to assess group members' performance during group performance.</li><li>8. Relate and respond effectively to group members during group activities and discussions.</li></ol> | 8             | 15        | 0              |

| <b>Course Segment</b>   | <b>Learning Outcomes</b>  | <b>Lecture Hours</b> | <b>Lab Hours</b> | <b>Clinical Hours</b> |
|---|---|----------------------|------------------|-----------------------|
| Clinical Reasoning and Problem-Solving Using Theoretical Concepts in Papers and Projects (cont'd)                 | 9. Construct and examine group dynamics, communication, leadership, and conflict negotiation skills in relation to supervisory roles and attitudes and interprofessional team relationships.<br>10. Characterize and report appropriate service management skills needed as an OTA.<br>11. Articulate importance of effective COTA supervision of other personnel and fieldwork students.   |                      |                  |                       |
| Developing Ethical Standards Pertaining to Professional Interactions, Citations in Papers, and Classroom Behavior | 1. Classify and compare risk management and liability.<br>2. Articulate importance of professional liability and state licensure.<br>3. Articulate and outline continuing education requirements for credentialing.<br>4. Recognize and discriminate the roles of COTA in professional organizations.   | 3                    | 3                | 0                     |
| Communication Skills in Both Verbal and Written Work  | 1. Characterize, articulate, and demonstrate effective and advanced communication skills while leading groups.<br>2. Characterize, articulate, and demonstrate effective communication skills in group projects and class discussions.<br>3. Recognize and examine content and process of group performance.<br>4. Develop group intervention plans for effective group participation.<br>5. Characterize, articulate, and demonstrate group treatment protocol plan.<br>6. Recognize and examine peer performance in leading groups. | 8                    | 10               | 0                     |
| Teaching/Learning Through Leading Icebreakers and OT Group  | 1. Construct and implement icebreaker activity for group process.<br>2. Construct, implement, and modify group treatment protocol plan.<br>3. Develop, implement, and modify group member assessments based on group goals.<br>4. Record and summarize group members' performance based on group goals.<br>5. Summarize and review peer performance in leading groups.  | 6                    | 10               | 0                     |
| Evidence-Based Practice Demonstrated with Written Assignments   | 1. Articulate importance of maintaining and further developing professional skills throughout practice.<br>2. Identify, compare, and implement research on OT's use of groups in current fieldwork setting.   | 2                    | 2                | 0                     |
| Population Health and Education   | 1. Develop education information regarding health and wellness topics.<br>2. Implement educational program developed in order to educate specific population.   | 3                    | 5                | 0                     |

**Total Contact Hours**

| <b>Lecture Hours</b> | <b>Lab Hours</b> | <b>Clinical Hours</b> |
|----------------------|------------------|-----------------------|
| 30                   | 45               | 0                     |