

**UNIVERSITY OF NEVADA, LAS VEGAS  
SCHOOL OF INTEGRATED HEALTH SCIENCES  
OCCUPATIONAL THERAPY PROGRAM  
Course Syllabus**

**Course Number:** OCT 742  
**Course Title:** Mental Health Practice with Children & Youth I  
**Credit Hours:** 3  
**Lecture Hours:** 3 hours/week  
**Weekly Schedule:** TBD  
**Location:** TBD  
**Instructor(s):** Donna Costa, DHS, OTR/L, FAOTA  
**Office hours:** by appointment  
**Office location:** BHS 200  
**Office telephone:** 702-895-1624  
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**Course Description:**

**Course Objectives:**

The following objectives are aligned with curriculum standards from the Accreditation Council for Occupational Therapy Education (ACOTE) (AOTA, 2018):

B.3.5 Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.

B.3.7 Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

B.4.1 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.4.2 Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.

B.4.3 Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention

Additionally, this course has been designed to be consistent with the following guidelines:

- Occupational Therapy Practice Framework: Domain and Process, 3rd Ed (AOTA, 2014)
- Blueprint for Entry-Level Education (AOTA, 2010)
- Standards of Practice for Occupational Therapy, (AOTA, 2016)
- American Occupational Therapy Association. (2016). Occupational therapy services in the promotion of mental health and well-being. American Journal of Occupational Therapy, 70, 7012410070. <http://dx.doi.org/10.5014/ajot.2016.706S05>
- American Occupational Therapy Association. (2017). Mental health promotion, prevention, and intervention in occupational therapy practice. American Journal of Occupational Therapy, 71(Suppl. 2), 7112410035. <https://doi.org/10.5014/ajot.2017.716S03>
- American Occupational Therapy Association. (2016). Occupational therapy's distinct value in mental health promotion, prevention, and intervention across the lifespan. <https://www.aota.org/~media/Corporate/Files/Practice/MentalHealth/Distinct-Value-Mental-Health.pdfPsychosocial...>

Learning Objectives:

At the completion of this course the student will be able to:

- Describe the signs and symptoms of the major psychiatric disorders seen in mental health occupational therapy practice with children and youth
- Identify the focus of occupational therapy intervention for each of the major psychiatric disorders seen in mental health occupational therapy practice with children and youth
- Demonstrate competency in administering the most commonly utilized assessments in mental health occupational therapy practice with children and youth
- Identify the different types of interventions utilized in working with persons with psychiatric illnesses
- Demonstrate competence in writing treatment plan goals for clients based on results of assessment
- Demonstrate competence in documenting an occupational profile

## **Course Structure:**

The format for instruction is one that combines lecture, discussion, case studies and group projects.

## **Evaluation Methods:**

### 1. Testing

#### Written Exams

There will be 10 quizzes and 1 final exam. If any student does not or cannot take the exams due to an emergency, then plans must be made at the discretion of the professor to complete all coursework within a specified time period. Quizzes will not be comprehensive. Each student must take all exams.

### 2. Written assignments:

- a. Case Mapping Assignment
- b. Task Analysis Public Transportation
- c. Reflection paper on autism
- d. Classroom observation of executive functioning skills
- e. Role Checklist

### 3. Grading

The final course grade is a letter grade. The course will be based on the following:

Exams 50%

Project 50%

#### Numeric and Letter Grade Translation

A 93-100

A-90-92

B+ 87-89

B 83-87

B- 80-82

C+ 77-79

C 73-76

F <73

### **Instructional Practices:**

#### 1. Teaching Methods

- a. Lecture
- b. In class discussion
- c. Reading of text book
- d. Student self-study

#### 2. Teaching Aids

- a. White board
- b. Overheads
- c. Slides (Power Point)
- d. Video
- e. Guest practitioners

#### 3. Student Responsibilities

- a. Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture by reading the required materials prior to that session.
- b. Any student having particular difficulty with material presented in this course should seek direction and/or assistance from the professor as soon as the difficulty is perceived.
- c. Each student is expected to act according to the guidelines of Professional Abilities set forth in the Occupational Therapy Doctorate Program Manual.

### **4. Course Policies:**

For general Course Policies see the Occupational Therapy Doctorate Program Student Manual.

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>

**Classroom Conduct**—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC -A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: <http://www.unlv.edu/registrar/calendars>

**Incomplete Grades**—The grade of “I”—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of “F” will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Library Resources**—Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>. You can also ask questions via chat and text message at <http://ask.library.unlv.edu/>

**Rebelmail**—By policy, faculty and staff should email students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. As such, it is a primary way students receive official university communications such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Emailing within WebCampus is acceptable.

**Missed Classwork**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531> In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es). The spirit and intent of the policy is to offer fair and equitable opportunities to all students, including those representing the university in extracurricular activities. Instructors should consider, for example, that in courses which offer a "drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work and fairly earn her or his grade in the course. This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

**Transparency in Learning and Teaching**—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities

benefit student success: [https://www.unlv.edu/sites/default/files/page\\_files/27/TILT-Framework-Students.pdf](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf)

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC -3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

## 5. Required Textbooks/Readings:

Brown, C. & Stoffel, V. (2019). *Occupational Therapy in Mental Health: A Vision for Participation*, 2nd Ed. F.A. Davis

AOTA. (2017). Mental health promotion, prevention, and intervention in occupational therapy practice.

AOTA. (2016). Occupational therapy services in the promotion of mental health and well-being.

AOTA (2012). Occupational therapy's distinct value mental health promotion, prevention, and intervention across the lifespan  
<https://www.aota.org/~media/Corporate/Files/Practice/MentalHealth/Distinct-Value-Mental-Health.pdf>

American Psychiatric Association. (2013). Highlights of changes from DSM IV-TR to DSM-V. Available from:  
[file:///C:/Users/costad2/Downloads/APA\\_DSM\\_Changes\\_from\\_DSM-IV-TR\\_to\\_DSM-5.pdf](file:///C:/Users/costad2/Downloads/APA_DSM_Changes_from_DSM-IV-TR_to_DSM-5.pdf)

Substance Abuse and Mental Health Services Administration (2010). Illness Management and Recovery Evidence-Based Practices (EBP) KIT. Available from:  
<https://store.samhsa.gov/product/Illness-Management-and-Recovery-Evidence-Based-Practices-EBP-KIT/sma09-4463>

## 6. Recommended Readings, Textbooks: to be assigned in class

## 7. Course Schedule:

WEEK/MODULE	TOPIC	READINGS	ASSIGNMENTS
Week 1 / Module 1	Mental Health Needs in Children		
Week 2 / Module 2	Autism Spectrum Disorder	B & S, Ch. 7	Reflection on Video The Horse Boy
Week / Module 3	Intellectual Disabilities	B & S, Ch. 8	Analyze Public Transportation
Week 4 / Module 4	Attention Deficit-Hyperactivity Disorder	B & S, Ch. 9	Classroom Observation
Week 5 / Module 5	Disruptive, Impulse-Control and Conduct Disorders	B & S, Ch. 10	
Week 6 / Module 6	Early Intervention Anxiety & Depression in Children	B & S, Ch. 36	Teach an Infant Mental Health "Lecture"
Week 7 / Module 7	Early Psychosis Programs	B & S, Ch. 37	Develop an OT in Early Psychosis Brochure, or, Teach an Early Psychosis Lecture
Week 8 / Module 8	Wraparound Services	B & S, Ch. 43	Inventory Strengths
Week 9 / Module 9	School Mental Health Programs	B & S, Ch. 50 Review Every Moment Counts Website	
Week 10 / Module 10	Parenting Skills		
Week 11 / Module 11	Families & Family-Centered Practice	B & S, Ch. 32	Complete the Role Checklist
Week 12 / Module 12	Substance Use in Children		
Week 13 / Module 13			Case Mapping Assignment Due
Week 14 / Module 14			

## Assignments:

### Reflection on Video *The Horse Boy*:

- In what ways did the individual encounter success in his or her day? In what ways did he or she encounter difficulty?
- What were the discrepancies between the individual's and family's desired roles and activities, and what was actually possible for them?
- Imagine this individual participating in the different contexts of your life. What would be his or her difficulties? What would need to be done to support his or her participation?
- What is a place that the family goes to or would enjoy visiting in the community and what could be done to make the setting more accessible?

**Analyze Public Transportation:** Community mobility is a predictive factor of employment outcomes for people with intellectual disabilities. Complete a task analysis of a public transportation route in your local city (e.g., bus, subway, trolley). What are all the steps necessary to independently navigate a public transportation route? Pay attention to the steps before leaving the home, during the ride, and while getting to the point of destination. There are many, many steps. Also complete an activity analysis of a public transportation route in your local city. Consider sensory, cognitive, motor, perceptual, social, and emotional skills. Identify the contextual facilitators and barriers for independent travel on public transportation in your local city. What role can occupational therapy practitioners play in travel training?

**Classroom Observation:** Compile a list of executive function components (initiation, planning, distraction, sequencing, short-term memory, attention, organization in space, time organization). Prepare a list of sensory components (auditory, olfactory, gustatory, visual, tactile, proprioceptive, and kinesthetic). List primary motor processes (praxis, motor planning, and so on). With your educator's help, get permission to visit a typical school classroom. Using your list, identify the executive functions and sensory and motor skills required for each activity during the school day, including breaks and transfers from one class to another. Performing this activity with another student or small group of students may enhance the observation. Pay careful attention to the way in which directions are given, what knowledge or sequencing ability is assumed, and how behavioral expectations are reinforced. Based on your observation and analysis, create a list of strategies that would support inclusion of students with ADHD.

**Teach an Infant Mental Health "Lecture":** Infant mental health is not a familiar topic to many people. Write a brief 10- to 15-minute lecture for a fictitious "class" of expectant parents to introduce the topic of infant mental health, including the influence of chronic stress on brain development and the critical role of relationships. Use information found in the text chapter, as well as that supplied by the World Association for Infant Mental Health at [www.waimh.org](http://www.waimh.org). Create a short PowerPoint presentation or an infographic handout for the parents (<https://piktochart.com/formats/infographics/>).

**Develop an OT in Early Psychosis Brochure:** Using the information in the text chapter (see Table 37-1: Core Principles and Components of Early Psychosis Programs) and content from websites of current early psychosis programs in the United States, design a fact sheet or brochure that describes a model program, with a focus on the contributions of occupational therapy practitioners. What services and interventions are offered? What professionals comprise the team? Include the program's mission, philosophy, and components that reduce disability and promote recovery. Include outcomes information that shows the program is promising, as well as testimonial quotes from past participants.

**Teach an Early Psychosis "Lecture":** Early psychosis is a topic with which many college students are unfamiliar. Assume you have been asked to briefly present on this topic to college freshmen and sophomores living in a campus dormitory. Write a brief 10- to 15-minute lecture with a PowerPoint presentation to introduce the topic of early psychosis. Include an overview of early psychosis programs. Use information found in the text chapter, as well as that supplied by sources found in the Reference list at the end of the chapter. If possible, arrange to present your lecture on your university campus.

**Inventory Strengths:** One of the 10 core principles of the wraparound process is the utilization of strengths to meet needs, and care coordinators must identify the strengths of the client and family. To gather this information, a face-to-face interaction is encouraged. There are several tools available to complete a strengths inventory. In a brief introduction to the process, find someone in your school or work environment whom you don't know well. Use the following sample questions to begin a strengths "chat" in an effort toward completing a strengths inventory:

- If you could say one good thing about yourself, what would it be?
- Describe your personality in three words.
- If you could live anywhere, where would you live? Why?
- What do you do for fun? When was the last time that you did that?
- What is your favorite book? Movie? Song? Why?
- Name one close friend and why he or she is special to you.
- Who has been the biggest influence on your life? Why?
- What was the best vacation you ever took? What made it the best?
- What really makes you smile?
- What do you do to "blow off steam"?
- If you had one goal to accomplish this next year, what would it be?
- How do you picture your life in 5 years from now?

- Reflect on how it felt to interview someone that you were not very familiar with. Was it difficult to get your interviewee to answer certain questions? If so, how did you handle that challenge (e.g., did you adjust or rephrase the questions)? How might you use the information gathered to assist the individual in working toward meeting a “need”?

Complete the Role Checklist: Complete the Role Checklist (Oakley et al, 2006), considering all the roles in which you currently participate (e.g., student, worker, volunteer, caregiver, home maintainer, friend, family member, religious participant, hobbyist/amateur, and participant in organizations). Reflect on how your identity roles would be impacted if a member of your family were diagnosed with a mental illness. The family member could be your son or daughter, spouse, parent, sibling, or grandparent.

- Would you continue to participate in these roles?
- Considering participation within these roles, would your participation continue at the current level, or would it change? How?
- Are there some roles you would not find as valuable as others that you may relinquish because of family demands and time?
- How would you feel if your caregiver role was consuming 99.9% of your time?
- How would you work toward developing balance between the roles you feel you “must” fulfill and those roles you participate in because of the enjoyment and fulfillment they provide in your life?
- How would the diagnosis of mental illness within your family impact the occupations you perform on a regular basis?
- How would you work with family members who are experiencing similar situations (change in roles and change in occupational participation)?
- How could you as an occupational therapy practitioner assist a family member who is experiencing significant role change because of his or her loved one’s mental illness?

**5/13/19**