

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

**Course Number:** OCT 724  
**Course Title:** Mental Health Practice with Adults & Older Adults 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  
**Email:** donna.costa@unlv.edu

**Course Description:** Therapeutic use of self and theoretical models for the use of groups in occupational therapy practice will be explored. Group structure, dynamics, process, development, and roles will be studied and students will develop group leadership skills by participating in group activities, developing a group protocol, and leading/co-leading therapy groups.

**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, 3<sup>rd</sup> 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.pdf](https://www.aota.org/~/media/Corporate/Files/Practice/MentalHealth/Distinct-Value-Mental-Health.pdf) Psychosocial...

### **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 occupational therapy practice
- Identify the focus of occupational therapy intervention for each of the major psychiatric disorders seen in occupational therapy practice
- Demonstrate competency in administering the most commonly utilized assessments in occupational therapy practice
- 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:

## 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*, 2<sup>nd</sup> 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	Recovery History of Mental Health OT	B & S, Ch. 1-2 AOTA, 2012 Distinct Value Statement	
Week 2/Module 2	PEO Model Evaluation in MH	B & S, Ch. 3-4 AOTA, 2016 AOTA, 2017	Examine Your PEO Fit Role-Play an Evaluation
Week 3/Module 3	EBP in MH OT	B & S, Ch. 5 SAMHSA EBP KIT	
Week 4/Module 4	Intro to the person	B & S, Ch. 6 APA, 2013	Assessing Your Performance Skills
Week 5/Module 5	Eating Disorders	B & S, Ch. 11	
Week 6/Module 6	Personality Disorders	B & S, Ch. 12	Video on Borderline Personality Disorder
Week 7/Module 7	Mood Disorders	B & S, Ch. 13	Find Evidence to Support Intervention Approaches
Week 8/Module 8	Anxiety Disorders	B & S, Ch. 14	
Week 9/Module 9	Trauma-Related Disorders	B & S, Ch. 15	Compare Trauma- and Stress-Related Disorders
Week 10/Module 10	Schizophrenia	B & S, Ch. 16	Video on schizophrenia
Week 11/Module 11	Substance Abuse Disorders	B & S, Ch. 17	Review Opioid Use Disorder Resources
Week 12/Module 12	Cognition	B & S, Ch. 20	Administer and Take a Cognitive Assessment
Week 13/Module 13	Cognitive Beliefs	B & S, Ch. 21	Examine Your Cognitive Beliefs
Week 14/Module 14	Sensory Processing	B & S, Ch. 22	Self-Administer the Sensory Profile, score, and design a plan

### Assignments:

Examine Your PEO Fit: Choose an activity that you really enjoy. Reflect on what makes it a successful experience for you. Identify how the PEO transactions are congruent at this time. Has this activity always been a positive experience for you? If not, what was different at that time? Was there a fit between your skills, abilities, values, the demands of the occupation, and the environmental conditions? Share with a partner.

**Role-Play an Evaluation:** Team up with one other student. Together, select an interview assessment from Table 4-5: Therapeutic Reasoning Assessment Table: Interview Assessments and access the tool. With one individual playing the role of occupational therapy practitioner, administer the assessment to the other individual. Afterward, discuss how the interview went. What was challenging? How could it have gone smoother? Did the “client” feel the assessment was person-centered? Why, or why not? What would the administrator have done differently, if possible? Time permitting, select another assessment and switch roles.

**Assessing Your Performance Skills:** Chapter 6 introduces the nine performance skills that are covered in this textbook. Reflect on personal skills in these areas, and identify your strengths and weaknesses in each, recording them in the table that follows. Also consider how a serious mental illness could impact each performance skill; that is, what challenges might a mental illness pose in that area that would potentially interfere with successful participation in valued occupations? As you learn more throughout the course, look back on your notes and update them as appropriate.

<b>Performance Skill</b>	<b>My Strengths</b>	<b>My Weaknesses</b>	<b>Potential Impact of Mental Illness</b>
Cognition			
Cognitive beliefs			
Sensory processing			
Communication and socialization			
Coping and resilience			
Motivation			
Emotion regulation			
Pain regulation			
Time use and habits			

**Find Evidence to Support Intervention Approaches:**

**Administer and Take a Cognitive Assessment:** Form a team of two to four students. Access two of the assessment tools in Table 20-2: Therapeutic Reasoning Assessment Table: Cognitive Skills. Taking turns, administer the assessments to each other. Discuss what went well and any difficulties you had administering the assessments. Share any insights gained from the experience—both regarding the individual’s cognition and the process of administering an assessment. Consider what would have been different about the experience if the individual being assessed were challenged by a severe mental illness. How could the administrator facilitate the process?

**Examine Your Cognitive Beliefs:** Begin to examine your cognitive beliefs by taking a closer look at the common distortions in thinking and their significance for human functioning. Using the table that follows, identify one or more of these distortions that you have found yourself using and provide an example.

The chapter describes several intervention approaches for individuals with mood disorders. Search the literature to find evidence supporting each of the approaches in the table that follows:

Intervention

Study(ies) Offering Support for Intervention & Summary of Strategy Used in Study

- Cognitive behavioral therapy
- Exercise and other physical activity
- Family psychoeducation
- Psychopharmacology
- Electroconvulsive therapy

Compare Trauma- and Stress-Related Disorders: The text chapter outlines adjustment disorder, acute stress disorder, posttraumatic stress disorder, reactive attachment disorder, and disinhibited social engagement disorder. Use the table that follows to summarize key information about these disorders and compare their features – diagnostic features, etiology, risk factors, impact on occupational performance.

5/13/19