

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

Course Number: OCT 731
Course Title: Mental Health Practice with Adults & Older Adults II
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
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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 older adults in occupational therapy practice
- Identify the focus of occupational therapy intervention for each of the major psychiatric disorders seen in older adults in occupational therapy practice
- Demonstrate competency in administering the most commonly utilized assessments with older adults in occupational therapy practice
- Identify the different types of interventions utilized in working with older adults 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. Neurocognitive Disorder Table
- c. Evidence paper on one non-pharm pain management approach

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

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

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>

American Occupational Therapy Association. (2017). Occupational therapy services for individuals who have experienced domestic violence. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410037. <https://doi.org/10.5014/ajot.2017.716S10>

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

7. Course Schedule:

Week / Module	Topic	Readings	Assignments
Week 1 / Module 1	Neurocognitive Disorders (Dementia)	B & S, Ch. 18	Examine Subtypes of Neurocognitive Disorders
Week 2 / Module 2	Psychosocial Concerns with Physical Disability Case Management & Entitlements	B & S, Ch. 19 SSA Red Book	Video House with no steps Create chart of entitlements
Week 3 / Module 3	Pain and Pain Management	B & S, Ch. 27 ACPA Guide to Non-Pharm Therapies	Create Table of Pain assessments; evidence paper on one non-pharm pain management approach
Week 4 / Module 4	Environments Public Policy	B & S, Ch. 29 B & S, Ch. 30	Your Political Identity
Week 5 / Module 5	Stigma Sociocultural Perspectives in MH	B & S, Ch. 31 B & S, Ch. 33	Self-Assess using the Self-Stigma of Mental Illness Scale
Week 6 / Module 7	Volunteerism Social Participation	B & S, Ch. 53 B & S, Ch. 54	Apply the Kawa (River) Model
Week 7 / Module 7	Neighborhoods Supported Housing	B & S, Ch. 34 B & S, Ch. 35	Examine the Experience of Living Independently
Week 8 / Module 8	Peer-Led Services State Hospitals	B & S, Ch. 38 B & S, Ch. 40	
Week 9 / Module 9	OT in Criminal Justice System	B & S, Ch. 39	Case Mapping Assignment Due
Week 10 / Module 10	Supporting Community Living Work Programs	B & S, Ch. 41 B & S, Ch. 52	Examine Your Community's Continuum of Care
Week 11 / Module 11	Homeless Shelters Domestic Violence	B & S, Ch. 42 AOTA, 2017	Video The Healing Years

Week 12 / Module 12	OT with Military Supported Education	B & S, Ch. 44 B & S, Ch. 51	Read and Watch Military Stories
Week 13 / Module 13	Integrated Behavioral Health & Primary Care	B & S, Ch. 45	Advocate for Integrated Behavioral Health
Week 14 / Module 14	Being an Entrepreneur in MH	B & S, Ch. 46	Complete a Self-Assessment

Assignments:

Examine Subtypes of Neurocognitive Disorders: Using the information and resources within the text chapter, as well as Internet research, examine more closely the subtypes of neurocognitive disorders – Alzheimer’s Disease, frontotemporal lobar degeneration, Lewy Body disease, vascular disorder, human immunodeficiency virus, Creutzfeldt-Jacob disease, Parkinson’s disease, & Huntington’s Chore.. Using the table that follows, outline the prevalence, etiology, signs and symptoms, and common impact of the disorder on occupational performance. Once you have completed the table, identify the key differences among the subtypes – prevalence, etiology, signs/symptoms, and impact on occupational therapy performance.

Your Political Identity: Reflect on your personal political identity, and write a Political Identity Statement. Consider the following guiding questions:

- What words would you use to describe your political identity?
- What factors have influenced your political identity—both before and during college?
- For what causes have you engaged in political activity (i.e., willingness to dedicate time, money, or both to a cause), or wish that you had?
- Do your professional identity as an occupational therapy student or practitioner and your political identity overlap?

Apply the Kawa (River) Model: The Kawa framework asks you to utilize the metaphor that life is a river. If life is a river, have you experienced a drought in your life? If life is a river, how do the currents in your river of life run? If life is a river, can people, metaphorically speaking, experience a flood? If your life is a river, would you rather be a meandering stream or a river with forceful rapids?

- Create a drawing that depicts your current life situation as a river.
- Draw the floor and sidewalls of your life’s river. In the floor and sidewalls, embed the names of people who provide you with the most support—true friends. Include people who provide you with material support and resources. Now add places you frequent that build you up, refresh or replenish you, inspire you, or direct you.

- Somewhere along the bottom or the sides, draw the rocks. Label each rock as a problem or difficulty you are currently experiencing. Draw and label as many or as few rocks as you want. Make the size of each rock relative to the degree of impediment these problems create in your life.
- Draw driftwood in your river to represent your assets. Label some of the driftwood with your best features, strengths, or characteristics. Label other driftwood with some of your most important skills or attributes.
- Now focus on the spaces between the floor, walls, rocks, and driftwood. Label these spaces with the occupations in your life that hold the most meaning for you. Be judicious and include only those things that are important for you to carry on no matter what life throws at you; these are things that are the essence of you.

Look at what you have created and, if you feel comfortable, share the picture with a peer. Do you think you could use the metaphor of life as a river as a way to help you consider a person in a sociocultural context?

Examine the Experience of Living Independently: If you have lived independently or are currently living independently, reflect on your experience with meeting the day-to-day obligations of being a tenant. Consider the following guiding questions:

- What happens if you miss any of your rental, mortgage, or utilities payment deadlines? What happens if you miss more than one?
- What would you do if you were evicted or had your utilities turned off because of late or failed payments?
- How well are you maintaining the upkeep of your living environment? How would you feel if you had to pass random inspections of your care of your living environment?
- What emotional and physical resources do you need to call upon regularly to maintain the habits and routines related to maintaining your environment in a way that is satisfying to you?
- What supports have you needed or called upon to maintain your living situation?
- What interpersonal and other problem-solving strategies do you use to meet daily challenges?
- Did you feel a sense of home? If so, how did you make that happen?

Examine Your Community's Continuum of Care: Research the continuum of care for individuals with mental illness in your community. Identify inpatient mental health settings, partial hospitalization programs, intensive outpatient programs, and community mental health supports (e.g., psychiatric rehabilitation, community case management, and psychosocial clubhouses). Investigate the services provided in each setting, including the role of occupational therapy, when appropriate. Given what you have learned in the textbook chapter, do you notice any gaps in service or any other needs along the continuum that do not appear to be met? If you

identify needs, draft a compelling letter to a legislator identifying the needs and explaining why it is so important to remedy the problem. If you feel the supports throughout the continuum are adequate, summarize them and explain why you believe it is a complete and strong system of care

Read and Watch Military Stories: Make the Connection is an online resource designed to connect veterans, their family members and friends, and other supporters with information, resources, and solutions to issues affecting their lives. Information can be found by life events and experiences, signs and symptoms, and conditions. Access the website at <https://maketheconnection.net/whats-new> . More than 400 veterans and family members from across the country have shared their stories of strength and recovery. In addition to powerful stories, the viewers can learn about various life experiences and specific signs, symptoms, and conditions that are related to mental health and well-being. Read and watch three to five stories that are of greatest interest to you. Take notes and write brief reviews of each one. Include a summary of the individual's experience, the impact of the military experience on his or her physical and mental health, and what you learned from the story. Share these reviews with your educator and classmates.

Advocate for Integrated Behavioral Health: You are an occupational therapy practitioner who volunteers on a Community Health Board. Write a compelling 10-minute presentation regarding the importance of the integrating mental health, substance abuse, and primary care services. Include evidence concerning the impact of behavioral health on overall health, specifically with regard to disease burden, prevalence, mortality, and health disparities for people with serious psychiatric disabilities. Give examples of the challenges of nonintegrated health, and the benefits of integrated behavioral health care with regard to health outcomes and health-care costs. Include the important role of occupational therapy in health promotion and prevention and chronic disease management. Create a short PowerPoint presentation or an infographic handout for the Board (<https://piktochart.com/formats/infographics/>).

Complete a Self-Assessment: Review Table 46-2: Characteristics and Skills for Entrepreneurs to Develop and Practice, as well as the text section on this topic. Using the table that follows, reflect on each characteristic and skill in the first column. Note whether you think that this is a strength or area for growth for you related to you becoming an entrepreneur. Include examples, when possible. Finally, identify practical strategies that could help you develop or practice each skill or characteristic.