

OCT 724 COURSE SYLLABUS

UNIVERSITY OF NEVADA, LAS VEGAS

SCHOOL OF INTEGRATED HEALTH SCIENCES

DEPARTMENT OF BRAIN HEALTH

OCCUPATIONAL THERAPY PROGRAM

Course Title: Mental Health Practice I with Adults/Older Adults
Credit Hours: 3
Lecture Hours: 3 hours/week
Weekly Schedule: Wednesdays 12:00 – 2:45 pm
Location: BHS 131
Instructor(s): Donna Costa, DHS, OTR/L, FAOTA
Office hours: by appointment
Office location: BHS 200
Office telephone: 702-895-1832
Email: donna.costa@unlv.edu

Course Description:

Mental health skills needed in the practice of occupational therapy with adults and older adults is the focus of this course. The most common mental health disorders, how they impact occupation, and evidence-based interventions will be studied. Occupational therapy assessment and intervention skills will be explored that address occupational performance. Students will learn how to locate evidence to support individual and group interventions.

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.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, 4th Ed (AOTA, 2020)
- 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...>
- American Occupational Therapy Association (2010). Specialized Knowledge and Skills in Mental Health Promotion, Prevention, and Intervention in Occupational Therapy Practice. Posted in Canvas.

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;
- Identify the different types of interventions utilized in working with persons with psychiatric illnesses;
- Identify the components of executive functioning and functional cognition;
- Describe the etiology of mental illness from a neuroscience perspective, as well as the neuroscience principles involved in intervention/psychopharmacology; and,

Competencies

- Demonstrate competency in administering the most commonly utilized assessments in occupational therapy practice;
- Demonstrate competence in documenting an occupational profile.
- Demonstrate competence in writing treatment plan goals for clients based on results of assessment;

Course Structure:

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

Evaluation Methods:

1. Testing: 50 points

Written Exams

There will be 13 quizzes (3 points each) and 1 final exam (11 points). 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, but the final exam will be based on the entire course content. Each student must take all exams.

2. Written assignments: 50 points

- Occupational Profile – 10 points
- Diagnostic Worksheets (8) 5 points each

3. Grading

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

Exams: 50%

Written Assignments: 50%

Numeric and Letter Grade Translation

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

F <73

Instructional Practices:

1. Teaching Methods

- a. Lecture
- b. In class discussion
- c. Readings
- d. Student self-study

2. Teaching Aids

- a. White board
- b. Slides (Power Point)
- c. Video

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.

5. University Policies:

Academic Policies:

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#),

https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

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 devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). 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 withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade 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](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment 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 for the course.

This policy will 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 be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School 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 academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

6. Required Textbooks/Readings:

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

Taylor, R. (2020). *The Intentional Relationship*, 2nd Ed. Philadelphia, PA: FA Davis.

AOTA. (2017). Mental health promotion, prevention, and intervention in occupational therapy practice. <https://ajot.aota.org/article.aspx?articleid=2652592>

AOTA. (2016). Occupational therapy services in the promotion of mental health and well-being. <https://ajot.aota.org/article.aspx?articleid=2545293>

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 Occupational Therapy Association (2010). Specialized Knowledge and Skills in Mental Health Promotion, Prevention, and Intervention in Occupational Therapy Practice. Posted in Canvas.

American Psychiatric Association. (2013). Highlights of changes from DSM IV-TR to DSM-V. Available from: <https://www.psychiatry.msu.edu/files/docs/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>

7. Recommended Readings, Textbooks:

to be assigned in class

8. Course Schedule: Subject to change

Week/Module	Topic	Readings	Assignments
Week 1/Module 1 History of OT in MH 8/25/21	Recovery History of Mental Health OT	B & S, Ch. 1-2 AOTA Distinct Value Statement	
Week 2/Module 2 Theories in MH 9/1/21	PEO Model; Other Theories, Models and Frames of Reference in MH	B & S, Ch. 3-4 AOTA, 2016 AOTA, 2017	Quiz #1 In-Class Assignment: Examine Your PEO Fit
Week 3/Module 3 EBP in MH 9/8/21	EBP in MH OT Evaluation in MH COPM	B & S, Ch. 5 SAMHSA EBP KIT	Quiz #2 Competency: Role-Play the COPM
Week 4/Module 4 Occupational Profile 9/15/21	Intro to the person Occupational Profile	B & S, Ch. 6 APA, 2013	Quiz #3 In-Class Assignment: Assessing Your Performance Skills
Week 5/Module 5 MH Disorders 1 9/22/21	Neurocognitive Disorders	B & S, Ch. 18	Quiz #4 Assignment: Neurocognitive Disorders Table
Week 6/Module 6 MH Disorder 2 9/29/21	Personality Disorders	B & S, Ch. 12	Quiz #5 Video: Borderline Personality Disorder Assignment – Diagnostic Worksheet 1
Week 7/Module 7 MH Disorder 3 10/6/21	Mood Disorders	B & S, Ch. 13	Quiz #6 Assignment – Diagnostic Worksheet 2
Week 8/Module 8 MH Disorder 4 10/13/21	Anxiety Disorders	B & S, Ch. 14	Quiz #7 Assignment – Diagnostic Worksheet 3
Week 9/Module 9 MH Disorder 5 10/20/21	Trauma-Related Disorders	B & S, Ch. 15	Quiz #8 Assignment – Diagnostic Worksheet 4
Week 10/Module 10 MH Disorder 6 10/27/21	Schizophrenia	B & S, Ch. 16	Quiz #9 Assignment – Diagnostic Worksheet 5
Week 11/Module 11 MH Disorder 7 11/3/21	Substance Abuse Disorders	B & S, Ch. 17	Quiz #10 Assignment – Diagnostic Worksheet 6
Week 12/Module 12	Eating Disorders	B & S, Ch. 11	Quiz # 11

MH Disorder 8 11/10/21			Assignment – Diagnostic Worksheet 7
Week 13/Module 13 Cognition & Functional Cognition 11/17/21	Cognition Cognitive Beliefs	B & S, Ch. 20, 21	Quiz # 12 In-Class Assignment: Examine Your Cognitive Beliefs
Week 14/Module 14 Sensory Aspects MH 11/24/21	Sensory Processing	B & S, Ch. 22	Quiz #13 Competency: Self-Administer Sensory Profile, score, make plan
Week 15 12/1/21	Review for Final		Assignment: Occupational Profile Due
Week 16 12/8/21	Final Exam		

Assignments: *All assignments need to be submitted in APA format.* Please refer to the following table to insure you are following the department writing rubric for first year students.

Year 1

APA (Chapter 2-Format, Chapter 6-Mechanics, Chapter 8-Citation, Chapter 9-Reference) and fundamental Writing Mechanics and Grammar.

Grade is separated by APA and Writing Mechanics for a total of 10% of the assignment.

Category	Criterion	Poor	Needs Improvement	Good	Excellent
APA	Format, organization, in-text citation, reference list, headings, title, page numbers, number rule, paraphrasing	The errors in APA distract from the paper	There are noticeable APA errors but these do not distract from the paper.	There are few APA errors present, and they do not distract from the paper.	There are no errors in APA style.
Writing Mechanics and Grammar	Fundamental writing mechanics, (Introduction, body, conclusion), capitalization, punctuation, spelling, parts of speech, sentence structure, sentence style - flow, grammar,	The paper has substantial mechanical, grammatical, and punctuation errors that distract the reader and the writing style is difficult to follow.	The paper has noticeable mechanical, grammatical, and punctuation errors that do not distract the reader, and the writing style is adequate.	The paper has rare mechanical, grammatical, and punctuation errors and the writing style is clear.	The paper is free of mechanical, grammatical, and punctuation errors and the writing style is engaging.
All categories					

Total 10% of assignment					
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1. **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.
2. **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. Addresses ACOTE Standards B.4.2 and B.4.3

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

3. **Diagnostic Worksheets** - There will be 8 worksheet assignments due throughout this course which you will submit on Canvas; these will be based on the book chapters assigned, powerpoints, and independent research. Includes link to neuroscience underlying psychopathology, interventions, and psychopharmacology. Addresses ACOTE Standard B.3.5.
4. **Occupational Profile** – using AOTA template, write up occupational profile on client you worked with on Level I fieldwork
5. **Neurocognitive Disorders Table** - 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 Chorea. 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.

Mental Health Practice Competencies:

1. ***Practice Administering the COPM Evaluation:*** Team up with one other student. Together, administer the COPM on each other. 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. You will be assessed in competence with the COPM administration with a standardized patient in OCT 729. Addresses ACOTE Standard B.4.2.
2. ***Self-Administer the Sensory Profile*** – following that, score the assessment and then create a “plan” for yourself to address sensory needs/issues. Addresses ACOTE Standard B. 4.2 and 4.3

8/19/21