

LBCC Occupational Therapy Assistant Program
Course Syllabus
OTA 122 Mental Health Theory and Practice
Spring Term 2022

Day/Time: Tuesday and Thursdays 9:00 a.m. -11:20 a.m.

Location: Zoom

CRN: 41787

Instructor:

- Name: Emily Lorang, COTA/L
- Office Hours: Mondays from 1:00-3:00
- Office Location: HOC 225
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Resource(s):

- Required:
 - Mental Health Concepts and Techniques for the Occupational Therapy Assistant, 5th edition, Mary Beth Early
 - The Intentional Relationship: Occupational Therapy and Use of Self, Renee R. Taylor

Course Prerequisite(s): Admission into OTA Program

Course Description: This course explores mental health conditions and the occupational performance challenges commonly associated with these conditions. Students learn theory and practice skills for performing assessments and providing interventions (preparatory, purposeful, and occupation-based) for occupational therapy clients with mental health challenges. Safety, documentation, and mental health promotion are addressed.

This course also provides the opportunity to develop basic skills related to establishing and maintaining therapeutic relationships with clients. Cultural diversity issues and their effect on the “therapeutic use of self” are examined.

ACOTE Standards: This course meets the following ACOTE standards: B.1.3, B.3.2, B.5.4, B.5.6, B.5.7.

Course Learning Outcomes:

1. Incorporate knowledge from pre-requisite general psychology and developmental psychology courses, and co-requisite abnormal psychology course into occupational therapy practice with clients with mental health challenges.

2. Describe common diagnoses of mental health conditions seen in occupational therapy practice.
3. Gather data to contribute to the evaluation of clients with mental health challenges, including information about occupational performance in ADL and IADL. Administer select screening and assessment instruments for clients with mental health challenges according to protocol. Use occupation for the purpose of assessment.
4. Contribute to the development of the intervention plan and intervention strategies through collaboration with the occupational therapist, using occupational theories, models, and frames of reference to support contributions. Use professional literature to support evidence-based decision-making.
5. Implement select interventions for clients with mental health challenges in a manner that is safe, effective, and ethical.
6. Educate clients and caregivers to facilitate the development of skills in areas of occupation, and to promote mental health and wellness.
7. Monitor client response to intervention. Assess need to continue, modify, or discontinue intervention, and make recommendation to occupational therapist accordingly.
8. Communicate with clients, caregivers, occupational therapists, and other healthcare team members appropriately, accurately, effectively, and in a clear, concise, and timely manner.
9. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies.
10. Demonstrate an understanding of the impact interpersonal communication styles have on the therapeutic relationship.
11. Demonstrate an ability to adapt one's interpersonal communication techniques to foster the therapeutic relationship.
12. Compare and contrast the predominant health beliefs of select cultural groups.
13. Articulate one's current level of cultural awareness/cultural competency.

Learning Activities: Completing reading and writing assignments. Listening to lectures. Observing demonstrations. Practicing skills. Returning demonstration with feedback from instructor. Participating in group discussions and activities.

Assessment Tasks: Achieving passing grades on written examinations and on oral and/or written assignments. Satisfactory skill demonstration of select assessments and treatments, including related communication (verbal and written) and adherence to safety precautions.

Grading Criteria:

Quizzes (5)	15%
Self-Care Plan	10%
Midterm Examination	20%
Lab Project A (Individual Intervention)	15%
Final Examination	20%
Lab Project B (Group Intervention)	20%

Grading Scale:

- A = 90% to 100%
- B = 80% to 89%
- C = 75% to 79%
- Fail = < 75%

Class Schedule

Please note: The three topics noted below are covered in much more depth in the General, Developmental, and Abnormal Psychology courses taken in the 1st, 2nd, and 3rd terms of the OTA program respectively. Nonetheless, you are expected to read the corresponding chapters in your Early textbook as a review and/or preview to aid in your understanding of the material that will be covered in this course.

Psychiatric Diagnoses **Read Early Ch 5:** Understanding Psychiatric Diagnosis: The DSM-VTR

Psychological Models **Read Early Ch 2:** Medical and Psychological Models of Mental Health and Illness

Across the Lifespan **Read Early Ch 4:** Human Occupation and Mental Health Throughout the Life Span (pages 129-140 only)

Week	Date	Topic	Assignment	Assessment
1	3/29/22	Introduction to Occupation-based Practice with Clients with Mental Health Conditions Impact of Mental Health Disorders on Participation in Occupations Intro to Self-Care Plan	Read Early Ch 1: History and Basic Concepts Review Early Ch: 5 Understanding Psychiatric Diagnosis: The DSM-V	
1	3/31/22	Psychological Models of Mental Health	Review Early Ch 2: Medical and Psychological Models	Quiz 1 (ch. 1, 2, 3) Opens: 4/1/22 @ 8 am, closes

		Occupational Therapy Models used in Mental Health	of Mental Health and Illness Read Early Ch 3: Selected Practice Models for Occupational Therapy in Mental Health	due 4/5/22 @9 am
2	4/5/22 30 minute Q&A with Jamie Hahn	Psychosocial Aspects of MH Exploration of the populations served	Read Early Ch 6: Who is the Consumer?	
2	4/7/22 Guest Speaker: Jenni Caster, COTA	Therapeutic Use of Self -Self Awareness -Therapeutic Communication -Therapeutic Modes -Therapeutic Relationships	Read Early Ch 9: Therapeutic Use of Self Review Taylor Ch 8: Therapeutic Communication Review Taylor Ch 9: Establishing Relationships	Quiz 2 (Ch. 6, 9) opens 4/8/22 @ 8 am, closes 4/12 @ 9 am
3	4/12/22	Evaluation Basics Conducting an Occupational Profile Administering a Standardized Assessment Specific Assessments Lab Project A Discussion	Read Early Ch 13: Evaluation and Data Collection	Self-Care Plan Part 1 due 4/12 at 9 am
3	4/14/22	Evaluation Specific Assessments Cont. Introduction to Problem-Based Learning Case	IN CLASS: Demonstration & Discussion of Assessments -Allen Cognitive Level Screen (ACLS) -Sensory Profile (Adolescent/Adult) -Occupational Self-Assessment (OSA) -Beck Depression Inventory (BDI) -Beck Anxiety Inventory (BAI) -St. Louis University Mental Status Examination (SLUMS)	Quiz 3 (Ch. 13, select assessments) open 4/15 @ 8 am, closes 4/19 @ 9 am

4	4/19/22	Planning Developing an Intervention Plan: Factors to Consider	<p>Read Early Ch. 11: Safety Techniques</p> <p>Read Early Ch 14: Intervention (pgs 444-453): Planning, Clinical Reasoning, and Review</p>	
4	4/21/22	Intervention-Part I Implementing an Intervention Plan ...monitoring client response to intervention ...reviewing the implementation plan ...assessing need recontinued intervention ...educating Clients & Caregivers	<p>Read Early Ch 14: Intervention (pgs 453-471): Planning, Clinical Reasoning and Review</p> <p>Read Early Ch 20: Cognitive, Sensory, and Motor Factors: Performance Skills and Activities</p>	
5	4/26/22	Intervention-Part II Implementing an Intervention Plan ...monitoring client response to intervention ...reviewing the implementation plan ...assessing need recontinued intervention ...educating Clients and Caregivers	<p>Read Early Ch 10: Responding to Symptoms and Behaviors</p> <p>Read Early Chapter 15: Analyzing, Adapting, and Grading Activities</p>	Self-Care Plan Part 2 due 4/26 by 9 am
5	4/28/22	Midterm		
6	5/3/22	Group Intervention -Designing a Group Session	<p>Read Early Ch: 12: Group Concepts & Techniques</p>	Lab Project A (Individual Intervention Essay & Video) Due by 8:00 a.m.

6	5/5/22 Guest Speaker: Stephanie Wagers, OTR/L	Group Intervention Frames of Reference for children with anxiety and depression	Read Early Ch: 19: Emotion Regulation, Self-Management, Communication and Interaction	
7	5/10/22	Group intervention Cont'd Facilitating a Group Session -monitoring client response to intervention -grading & adapting activities -Safety	Review Early Ch: 19: Emotion Regulation, Self-Management, Communication and Interaction Early Ch 18: Leisure and Social Participation	Self-Care Plan Part 3 due 5/10 @ 9 am
7	5/12/22	Documentation	Read Early Ch 13: Documentation and communication of evaluation data (Page 438 only) Review Morreale: pgs 237-242	
8	5/17/22	Meeting the Needs of Diverse Populations	Diverse Populations in Mental Health Settings Select materials posted in Doc Share	Quiz 4 (Self-reflection) due 5/24 @ 9 am
8	5/19/22	Medication Alternative/Non Pharmacological interventions	Read Early Ch 8: Psychotropic Medications and Other Biological Treatments (focus pages 261-270)	

9	5/24/22	Working with Challenging Clients: Suicide Prevention Aggressive Behaviors Lack of initiation/Withdrawal Manic/Monopolizing	Select Readings will be posted on Doc Share	Lab Project B Part 1 & 2, Self-Care Plan Part 4 Due by 9:00am
9	5/26/22	Maintaining Mental Health & Wellness	Select Readings will be posted in Doc Share	Quiz 5 due (Ch. 8, readings and PPTs from 5/21 and 5/26 lectures) 6/1/21 @ 9am
10	5/30/22	TBA		
10	6/2/22	Group presentations		Self-Care Plan Final due @ 5 pm
11	6/9/22	FINALS WEEK		

Diversity Statement:

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

Services to Students with Disabilities Statement:

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

Philosophy on Attendance and Participation:

See Occupational Therapy Assistant Student Manual

Policy on Late Assignments and Missed Examinations:

See Occupational Therapy Assistant Student Manual

Policy on Academic Integrity:

See Occupational Therapy Assistant Student Manual

This syllabus is subject to change.

General Course Expectations

Course Questions: General questions pertaining to the course should be posted in *The Office* forum in Moodle, in case there are other students with the same question. This allows the instructor to answer the question one time for everyone instead of multiple times. If you have a personal question or one that does not pertain to the course, please contact the instructor via email for the timeliest response as **email is the instructor's preferred method of communication**. Please allow 24-48 hrs. for the instructor to respond to email.

Preparation: Students are expected to attend class on time and be prepared. Additionally, **all students** (both traditional and DE) are expected to have the required technology in place and in good working order at the beginning of each term, per the OTA bulletin. Frequently tardiness or absence due to chronic technology issues could negatively impact your overall grade in this course.

Cell phones: Cell phones must be turned off, silenced or set to “vibrate” during lecture. If there is an emergency and you need to take a call, please excuse yourself from class so as to not distract your classmates.

Assignments: All written assignments for this course must be submitted electronically to the corresponding assignment link in Moodle on or before the due date listed for each particular assignment, **unless otherwise noted**. A template has been provided for your convenience, following the format outlined below:

- **All assignments** must have the student's name, course number and course name, and term in the ***upper left hand corner*** of the document.
- **All assignments** must be saved and named according to the following example: Lastname_Firstname_Nameofassignment_S20 (i.e. Lorang_Emily_Assignment1_S20)
- The required format for written assignments is MS Word (97 or higher) to enable the instructor to make comments directly into the document. Assignments submitted in all other formats (PDF, Google Docs, JPEG, OpenOffice, RTF, WordPad, Pages, etc.) are unacceptable and will be returned to the student.
- The required font size for all written assignments is 12pt. Arial or Calibri with 1” margins and double-spaced, **unless otherwise noted**. Assignments that are not correctly formatted will be returned to the student and subject to an automatic grade reduction of 10%. Late assignments will not be accepted per the OTA Student Manual.
- Research papers (if assigned) are to be formatted in accordance with APA guidelines. Students are encouraged to utilize resources such as the Publication Manual of the American Psychological Association, online writing labs or the Learning Center to assist them with these assignments.
- This course uses Turnitin plagiarism checker. Assignments must be submitted to Turnitin prior to submission to the instructor. Turnitin reports **must be kept under 15%** - it is your responsibility to make adjustments if necessary BEFORE your assignment is due - if the score is too high the paper will be returned for revision and late penalties may apply.

Zoom Video Conferencing: Use of the chat window in Zoom during lecture is **not allowed**, as it is distracting to the instructor. However, the instructor will monitor the chat window in the event that there are technical issues or if there is an emergency that the instructor needs to be aware of. Persistent use of the chat window during lecture may result in the chat window be disabled by the instructor for the duration of the term. Students must also stay on camera during class, unless otherwise instructed.