OTA 215
Mental Health and Psychosocial Practice

Course Syllabus
Fall 2021

Clinical Instructor:
Missouri Health Professions Consortium
Occupational Therapy Assistant Program

OTA 215

Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes.
Mental Health and Psychosocial Practice
4 Credit Hours (lecture, fieldwork)

CLASS MEETINGS:
- Mondays, 1:00 pm to 2:20 pm
- Wednesdays, On campus 9:00 am-12:00 pm
- Thursdays, 1:00pm to 2:20 pm
- Fieldwork, Tuesday starting Week one 9:00 am

INSTRUCTOR:

Phone:
Email:
Office Hours
Email or call to schedule an appointment

*Every effort will be made to answer student emails within 24 hours when emails are sent between 8am and 5pm Monday through Thursday. Emails sent on Fridays, after 5pm on weekdays, or on the weekend will be addressed the next business day.

MISSION OF MHPC OTA PROGRAM:
The mission of the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant Program is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice.
COURSE DESCRIPTION:
This course presents the role of the Occupational Therapy Assistant in the psychosocial area of Occupational Therapy practice. Students will learn selected frames of reference, and explore the effects of psychosocial dysfunction on areas of occupation. Students will learn skills necessary to assess, implement and document intervention in a variety of mental health settings. Client factors, including culture and diversity, therapeutic interactions and methods are studied. Students will develop skills in administering individual and group interventions, professional communication, conflict negotiation, and advocacy. Course activities, site visits and Level I fieldwork opportunities will enable students to participate in and apply psychosocial principles to practice.

Relationship to Curriculum Philosophy and Design:
Mental Health and Psychosocial Practice support the curriculum design by educating future OTA practitioners on seeing clients holistically and as occupational beings. Through a fieldwork placement in or near their own community, the Mental Health and Psychosocial Practice class will provide students with the opportunity to practice their learned skills, identify community resources for the mental health population, and advocate for mental health clients and their families within their community. Students will not only practice and learn how to use traditional methods of locating research based methods, such as medical journals and textbooks, but also how to utilize the internet to locate appropriate treatment methods and evaluate their effectiveness. The utilization of the internet and online learning opportunities will foster and promote life-long learning of the students, as they will be able to determine appropriate training, methods, education, research, and their own accessibility to materials online.

PREREQUISITES:
- Admission to the MHPC OTA Program
- Successful completion of required pre-requisite courses, grade of “C” or better
- Minimum cumulative GPA of 2.5

Required textbook(s):


Use of Technology in this Course:
Students will be expected to utilize Canvas for course organization, obtaining course materials, submitting assignments, and accessing recorded lectures. Students will be encouraged to utilize computer searches during in-class activities, either through personal laptops, mobile devices, or on site computer labs.

EMERGENCY PROCEDURES:
Each student needs to be aware of the specific emergency procedures at their home campus. This includes location of emergency procedures, evacuation routes, and first aid kit(s). The on-site coordinator will review the specifics at the beginning of the first lab of the semester.

STUDENT EXPECTATIONS:
• Attendance and class participation is expected in each class. Students are encouraged to ask questions, make relevant contributions, and clarify issues as needed. If a student is not able to attend class and/or lab, they need to contact the course instructor by email prior to the absence. It is the student's responsibility to ensure acquisition of all materials and content of any missed classes.
• While class participation is expected, at all times students will be respectful in their language choice. This includes but is not limited to the following:
  • The use of person first language. This means putting the person first. Example of person first language: “I am going to be working with a 4 year old boy who has autism.” Example of non-person first language: “I am working with an autistic 4 year old.” Or “He is autistic.”
  • Never, ever use the “r-word” in a derogatory manner. This means never say that something is “retarded” when you are frustrated, or say that someone is “retarded” when they are acting silly or make a mistake. I will personally not tolerate this in my presence and you will be asked to leave my class for the remainder of the time. In addition, before you may return to my class, you will have to make a public apology to all in attendance, as well as write a personal letter of apology to the course instructor, and provide a list of adjectives that would better describe the emotions that you were experiencing in that moment. And no...I am not kidding.
• Students are expected to turn in assignments on or before the due date. No exceptions. No extensions. No late work will be accepted for points.
• An assignment that has any form of plagiarism will result in a score of zero for that assignment, regardless of intent. In extreme situations, be advised that cases of plagiarism will be handed over to your respective college which could result in not only dismissal from the OTA program, but also expulsion from the institution.
• Students are expected to turn in assignments on or before the due date. No exceptions. No extensions.
Students MUST BE PRESENT in class to complete and turn in in-class assignments for points. If the student is absent without medical documentation provided, or if the student has exceeded their excused absences allowed, the student will NOT be able to make up missed in-class assignments for course credit. The student will receive a score of “0” on in-class assignments missed.

- Examinations (i.e. quizzes, midterm, final exam) are due by or before the due date/time with no acceptance of a late examination. Professional behavior is essential and expected at all times.
- Cell phones are to be turned off or on vibrate and laptops are to be used for class purposes only, unless noted otherwise by the instructor.
- Students may not access any social networking sites while in class or lab (i.e., Facebook, Twitter, etc.).
- If student is having difficulty with writing, they are STRONGLY encouraged to utilize the writing labs and/or tutoring services available on their home campus.

NOTES ON FIELDWORK:
1. Students must successfully complete and pass the fieldwork portion of this course. If a student does not successfully complete or pass the fieldwork portion of this course, they will fail the course, which will result in dismissal from the OTA program.
   - Students MUST have a current (and negative) TB test to be able to attend Level I fieldwork (FW) rotations. Proof of a negative TB test MUST be turned in as indicated during the admissions process.
   - If a student’s TB test expires during the Level I FW rotation, it is the student’s responsibility to get another TB test and turn in the results to course instructor and AFWC.
   - If a student lets their TB test expire and does NOT provide the course instructor with a new TB test result, the student will NOT be allowed to attend FW rotations. This may result in delay or failure of FW, which may result in failure of the course and dismissal from the OTA program.
2. Students MUST attend ALL fieldwork (FW) dates on the day/time assigned. There are NO excused absences. There are NO excused reasons for arriving late to a site. There are NO excused reasons for leaving a site early.
   - If a student has a DOCUMENTED medical reason (i.e, active vomiting or GI issues) and needs to miss a FW day, they MUST contact the course instructor and FW supervisor prior to their absence and provide medical documentation (doctor’s note) of absence within 24 hours of absence (email or fax is encouraged). If medical documentation is not received within 24 hours, the student may be removed from their fieldwork site due to professionalism concerns. This removal may result in failure of the course and dismissal from the program.
   - FW hours will ONLY be made up if allowed and agreed upon by the course instructor AND the FW Educator/site. If a student does not notify their instructor AND fieldwork site PRIOR to an absence and missed or late arrival, this will be considered as a no call/no show, and may result in a removal from the fieldwork site, potential failure of the course, and potential dismissal from the program due to professionalism concerns.
Students may NOT independently decide on a FW day and time. Their FW assignment (including day and time) will be assigned by the Academic Fieldwork Coordinator and/or course instructor.

If a student does not follow the assigned FW day and time, they may be dismissed from the MHPC OTA program due to professionalism concerns.

Regardless of documentation and signatures provided on time logs associated with FW rotations, if the course instructor or other faculty or staff members of the MHPC program receive reports from FW sites, other students, etc. that a student did not fulfill FW time requirements, MHPC faculty will investigate these reports. This may result in a minimum of a learning contract up to a possible dismissal from the OTA program due to professionalism concerns.

3. While on a FW site, students will ONLY complete assignments and tasks affiliated with that particular FW rotation. Please see your FW packet for specific FW assignments and guidelines.

4. If a student has a positive hit on their criminal background check, has a change in criminal background status, gets arrested while completing the program, etc., they need to immediately notify the MHPC OTA office. This change in status may affect placement for fieldwork. If the student has a change in background check status and fails to notify the MHPC office, this may result in permanent removal from the FW placement, which will result in failure of the course and dismissal from the program due to professionalism concerns.

Fieldwork Responsibility

Upon successful completion of Psychosocial fieldwork I student will be able to describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator in this field of Occupational Therapy.

Review of Psychosocial competencies and or checklist derived from the student’s progress in curriculum assessment records.

Review of fieldwork objectives.

Level I fieldwork rotation is a component to the Mental Health and Psychosocial Practice course. Students will learn about various mental health concerns that may be present across the lifespan. In addition to regular classroom assignments and projects, students are required to complete assignments during their fieldwork rotation. Students are responsible for initiating and completing the assignments as given, and the course instructor is responsible for grading any work. Students will benefit from assisting with the leading of an individual and/or group activity and need to perform a group protocols that care performed at the fieldwork site and/or simulations.

Instructional Method

- Live Lecture
- Interactive class discussions
- In-class activities
Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 215 Mental Health and Psychosocial Practice

- Reading assignments
- Research online
- Online lecture capture
- Fieldwork experiences and assignments
- Fieldwork assignments
- Fieldwork Simulation Environments
- Standardized patients
- Faculty Practice
- Faculty led site visits
- Supervision by a fieldwork educator in a practice environment
- Study Guides

Assessment Methods *
- Midterm and final project
- Class Participation
- Clinical case presentation
- Quizzes
- Fieldwork assignments
- Fieldwork Simulation Environments
- Standardized patients
- Faculty Practice
- Faculty led site visits
- Supervision by a fieldwork educator in a practice environment

*All point distributions are subject to change.

**Quizzes will be online; closed books and notes. If a student takes a quiz during any scheduled LIVE lecture time of any class, they will receive a grade of 0 (F) on that quiz.

Evaluation Methods

**Point distribution subject to change**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes (cumulative)</td>
<td>200 points = 20% of final grade</td>
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<tr>
<td>Class Participation Assignments &amp; Discusses board</td>
<td>150 points = 15% of final grade</td>
</tr>
<tr>
<td></td>
<td>1. In-class participation (10 points)</td>
</tr>
</tbody>
</table>

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## Mid-Term Project
- 2. Discussion Board (50 points)
- 3. Diagnosis Book (90 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Mid-Term Project</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Final Project</td>
<td>100</td>
<td>15%</td>
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<tr>
<td>Lab Check-out Mid-term</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Lab Check-out Final</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Fieldwork Case Simulations</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lab</td>
<td>150</td>
<td>10%</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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### GRADE PERCENTAGE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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*grades will be rounded up to the 10th...i.e., if a student has an 89.5, has had good class participation AND completes the end of semester class survey, they will be rounded up to a 90 (A).

### Master Rubric:
The below rubric will be used for all MHPC OTA assignments in all courses. Point totals may differ and will be indicated in each course.

#### MHPC OTA Program Rubric

This rubric will be used for all assignments, except when noted. Points will vary for each assignment; however the same scale will be used for all.

Students will be rated by the following scale:

- **Not Meeting (NM) 69% and below** — Student has not met the requirements as given in the assignment description for this assignment. Student has several grammatical, punctuation or spelling errors. (NOTE: If a student has more than 3 spelling, grammatical, and/or punctuation errors, they will automatically be given a score of “Not Meeting”. The student will receive a score of “0” for that portion of the assignment.)
• **Developing (D) 70%-78%** — Student demonstrates a beginning level of understanding of the given topic. Student’s responses are superficial, or are taken directly from an outside source without appropriate citation. Student’s critical thinking is not specific or presents with illogical elements. Reader is unsure of how content relates to given assignment. Student uses minimal sources (i.e. only textbooks) to support ideas.

• **Meets Expectations (M) 80%-94%** — Demonstrates work expected of students at this level of OT education. Student accurately cites and uses outside resources to support their work, including OT specific interventions and suggestions as applicable. Demonstrates clear understanding of given assignment.

• **Exceeds Expectations (E) 95%-100%** — Demonstrates work at the level of an entry level OTA. Uses evidence-based sources with accurate citation to support, extend, and inform, but not substitute the student’s own development of the idea. Combines material from a variety of sources, including personal observation, lecture and lecture notes, class discussions, and OT peer-reviewed journal articles. Student doesn’t overuse quotes.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>M</th>
<th>D</th>
<th>M</th>
<th>E</th>
<th>Points</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Student fulfilled all areas of assignment, as indicated in the assignment description, or in the assignment rubric. (70%)</td>
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<td>Life-Long Learning (10%)</td>
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<td>Student included use of evidence to support work</td>
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<td>Student demonstrated knowledge of content of major concepts</td>
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<td>Implemented current practice trends</td>
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<td>Occupation-Based Theory (10%)</td>
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<td>Student identified impact (enhance &amp;/or hinder) on occupational performance</td>
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</table>

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• Identified community involvement of client
• Functional, meaningful activity
• Productive living

Ethics & Professionalism Standards (10%)
• Student demonstrated familiarity with grammar, punctuation, spelling, and word usage; little or no surface detail errors. Presentation is professional.
• Showed clarity regarding the order in which content is presented
• Appropriate use of citations when used
• Reflection of various perspectives of individuals

Assignment Grade
Overall Comments

Assignment and Exam Descriptions:

*Please see the Fieldwork packet for fieldwork assignment descriptions.

All assignments are listed on canvas in the assignment tab.

Quizzes & Online Exams: All quizzes and exams will be multiple-choice, true/false or essay, online, independent, closed-books and notes. The questions will largely come from course readings. All quizzes and exams will be CUMULATIVE. This means that any information covered in class or during online lecture on or before the quiz/exam date could be included.

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Class Participation / In-Class Work: NOTE: ALL information presented and/or provided in live and online formats will be included as part of “in-class” work. Students are responsible for all information presented regardless of format (live or online). Live work will be completed during the Monday live lectures. Points will be earned for quality contribution to course discussion per the MHPC OTA grading rubric. Points may be deducted for any unexcused absences, lack of preparation, or participation not reflective of the expected level of performance.

MHPC ATTENDANCE POLICY

Students enrolled in the MHPC OTA program are expected to attend all scheduled class sessions. Students are expected to be prepared, and demonstrate timely attendance for all class/lab/fieldwork sessions and appointments. Attendance will be taken at the discretion of the instructors. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade.

In the event of an unexpected absence, it is the student’s responsibility to notify the course instructor and their advisor by e-mail PRIOR to their absence. The instructor on record can then make a determination with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences. Students aware of an anticipated absence should inform the course instructor at least 24 hours in advance, in writing; email is acceptable.

For students exhibiting habitual tardiness or absence (i.e. more than one occurrence) the course instructor will note the issue on the student’s academic advising form and put a copy in the student’s file.

If two consecutive weeks of class are missed during the regular 16-week semester, the student will be dropped from that class unless acceptable justification is supplied to the instructor, Program Director, and Dean of the community college. Additionally, a student who misses more than one-fourth of the class during any scheduled session may be dropped from that class by the instructor if in the opinion of the instructor the student does not have a reasonable opportunity to succeed in the class.

MHPC ACADEMIC POLICY

The Missouri Health Professions Consortium (MHPC) considers academic dishonesty a serious offense. Students are expected to be familiar with their home campus’ definitions and explanations of academic dishonesty. MHPC will uphold and refer to those definitions.

The department will not tolerate plagiarism, cheating, unauthorized possession of exams or exam questions/information, tampering with instructor’s grade book or grades, or in any way producing class work, papers, or exams through deceptive, illegitimate means. Any student who commits an act of academic dishonesty is subject to disciplinary action and possible dismissal from the program.

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Academic honesty is fundamental to the activities and principles of a program. All members of the academic community must honorably have acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

**OTA Lab Remediation Policy**

- **Lab Practical's** - Lab practical's are competency-based. This means that you must achieve competency to go to the next level. Students should strive to pass lab practical's (checkouts) for the first time to keep pace with the rest of the class. A failed lab practical or checkout must be retaken until the student demonstrates 100% proficiency or competency. The lab grade recorded will reflect a 10% markdown from 100% for each retake necessary to achieve acceptable proficiency.

**Missed, Make-up Work**

This policy applies to work missed due to absences or failure to submit or complete assignments. Except in the situations outlined herein, any and all graded work or performed competencies (letter grade or pass / fail) not completed by the due date or missed due to absence, including being tardy or leaving early, will not be eligible for a grade. Students will receive a zero (0) for missed classwork.

- Instructors may make case by case exceptions with Program Director’s approval if a significant, documentable, and infrequent situation caused a student to miss a submission deadline.
- Work submitted and accepted for grading after the original due date will receive a maximum grade of C. In the case of a pass / fail assignment the student may receive a pass (P) or fail (F) grade.
- Extensions may only be granted by the OTA Program Director for a reasonable period after the original due date. Missed work should be submitted for grading within 24 hours of the student’s return to school unless that timeline extends beyond the last day of the term.

**Exams / Tests:**

In each OTA course, a number of tests will be given. Students are expected to prepare and be present for examinations on the scheduled dates. Make-up examinations are reserved for those students who are ill or have other significant life issues such as death in their family that prevent them from taking the exam on the scheduled date. Students who will be absent must contact the OTA department and / or course faculty member before exam time indicating the problem preventing them from taking the exam. Exam make-ups must be coordinated with the faculty member in a timely manner within a 24-48 hour time period. Students who fail to make
prompt arrangements to make up the exam are at risk of receiving a zero for the exam. Students can only receive a minimum of C on a make-up exam.

**Inclement Weather**

A. The policy of MHPC is to conduct scheduled classes, keep offices open and carry on normal college operations under conditions deemed to be reasonably safe. When adverse weather conditions or other events force the temporary closing of the college or postponement of classes, students and faculty will be notified via email and postings on the home campus web site. It is the responsibility of the student to ensure that the MHPC OTA office has up-to-date contact information.

B. In the event that program activities are being held, students should not attempt to travel under unsafe conditions or to take unnecessary risk due to inclement weather if they must travel some distance to get to campus. The department administrator and/or course director should be notified if the student is unable to attend class or other activity due to the weather.

C. If classes are canceled a make up assignment will be posted for the day or days the college is closed due to inclement weather. It is the responsibility of the student to sign on to canvas to receive the assignment and or instructions for that day or day’s classes and review the due date. If student was unable to do the assignment the student must contact the course instructor to apply for an extension of due day.

**AMERICANS WITH DISABILITIES ACT**

Students who have disabilities that qualify under the Americans with Disabilities Act (ADA) should register with their home campus if requesting accommodations and/or assistance. All members of the Missouri Health Professions Consortium comply with ADA guidelines. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately and contact the Access/ADA Office at your college to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. Students may register for assistance through their respective home campuses. The student’s home campus is the point of contact for issues related to accommodations. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

**NOTICE OF NON-DISCRIMINATION**

The Missouri Health Professions Consortium and its member institutions do not discriminate on the basis of race, color, religion, sexual orientation, genetics, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the student’s home campus. The student’s home campus is the point of contact for issues related to discrimination. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

**MHPC TITLE IX STATEMENT**

The MHPC OTA Program will not tolerate a hostile environment. Thus, prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.
Course Objectives:
Course objectives correlate with the Standards for an Accredited Educational Program for the Occupational Therapist (ACOTE). This course meets the intent of the following Standards from the *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (ACOTE, 2018)*:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>B.2.2</td>
<td>- Define the process of theory development and its importance to occupational therapy</td>
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</tbody>
</table>
| B.1.2    | Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).  
  - Students will participate in class discussions and in-class assignments, chapter and supplemental readings, and projects in order to explore the relationship between context, client behavior, and occupational performance.  
  - Cole, Chapter 1  
  - Group Process |
| B.3.2    | Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.  
  - Using the OTPF as a guide, students will participate in class discussions and in-class assignments, chapter and supplemental readings, and projects in order to explore the relationship between context, client behavior, and occupational performance.  
  - Students will discuss how disruption or discontinuation of participation in meaningful occupations can negatively impact a client.  
  - Cole, Chapters 3-6  
  - Diagnosis Book |
| B.3.5    | Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.  
  - Through written work, projects, class discussions, and chapter and supplemental readings, students will identify active symptoms of various mental health diagnoses and how those symptoms impact occupational performance.  
  - **DIAGNOSIS BOOK** |
| 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.

- Students will discuss personal safety when working within a mental health environment, specifically when on fieldwork.
- Cole, Chapter 16

<table>
<thead>
<tr>
<th>B.4.1</th>
<th>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.</th>
</tr>
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</table>
|       | • Group Process  
|       | • Simulation Activities |

<table>
<thead>
<tr>
<th>B. 4.4</th>
<th>SCREENING, EVALUATION, AND INTERVENTION PLAN</th>
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<tbody>
<tr>
<td></td>
<td>The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations.</td>
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<tr>
<td></td>
<td>INTERVENTION AND IMPLEMENTATION</td>
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<td></td>
<td>The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</td>
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<td></td>
<td>The program must facilitate development of the performance criteria listed below. The student will be able to:</td>
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<tr>
<td></td>
<td>• Major assignments require identification of screening or evaluation tools, examples of communication with the supervising OTR, and recommendations for referral to other health care disciplines.</td>
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<td></td>
<td>• Mental Health Level I Fieldwork requires skilled observation of client interactions and building rapport.</td>
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<tr>
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<td>• Full Simulation Activities</td>
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</tbody>
</table>
| B. 4.6 | Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of clients outcome.  
|        | - Fictional Case Study  
|        | - Simucase Case  
|        | - De-brief sessions FW 1 |

| B.4.10 | Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  
|        | This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.  
|        | - Students will develop and plan implementation of OT interventions during class discussions, written assignments, and projects.  
|        | - Cole, Chapters 6-8, 12-13, 16-18  
|        | - Group Process  
|        | - Daily Observations |

| B.4.23 | Use the teaching–learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods.  
|        | - Students will participate in class discussions, in-class assignments, chapter and supplemental readings, projects, including providing constructive feedback to peers and asking clarifying questions. Students will develop written items for various target clients.  
|        | - Cole, Chapter 12  
|        | - Students will participate in class discussions, in-class assignments, chapter and supplemental readings, projects, including providing constructive feedback to peers and asking clarifying questions.  
<p>|        | - Students will practice communicating directly with a supervising OTR regarding the occupational therapy treatment of a client, the client’s progress, need for referrals to other disciplines, and need for re-evaluation or discharge. |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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</table>
| B.4.26    | Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.  
  - Students will practice communicating directly with a supervising OTR regarding the occupational therapy treatment of a client, the client’s progress, need for referrals to other disciplines, and need for re-evaluation or discharge.  
  - Debriefing |
| B.4.28    | Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.  
  - Discharge planning Simulation  
  - Case Study |
| B.4.29    | Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.  
  - Students will practice documentation formats through fieldwork and in-class assignments including but not limited to SOAP note format and identification of CPT codes based on case reviews, class discussion, and fieldwork observations and experiences. Students will additionally practice development and presentation of client information to their supervising OTR.  
  - Students will practice communicating directly with a supervising OTR regarding the occupational therapy treatment of a client, the client’s progress, need for referrals to other disciplines, and need for re-evaluation or discharge. Students will practice developing and will role play interactions with caregivers and various treatment team members, including the supervising OTR. Students will develop their writing skills to reflect observable and measurable changes when present.  
  - Students will have multiple opportunities to practice documentation skills while observing during Level I fieldwork rotations.  
  - Simulations: Evaluation, Treatment Plans, Interventions linked to evidence, Documentation, Debriefing, Discharge Planning |
| B.5.25    | Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions.  
  - Students will practice communicating directly with a supervising OTR regarding the occupational therapy treatment of a client, the client’s progress, need for referrals to other disciplines, and need for re-evaluation or discharge.  
  - Simulations: Evaluation, Treatment Plans, Interventions linked to evidence, Documentation, Debriefing, Discharge Planning |
At least one fieldwork experience (either level 1 or level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

- Simulation assignments in Mental Health
- Mental Health weekly agenda

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS (To be completed prior to class)</th>
<th>ASSIGNMENT DUE DATES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Review of Syllabus, Assignments, &amp; Schedule</td>
<td>Early, Chapter 1</td>
<td>Review handouts on Canvas (study guides; group roles)</td>
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<tr>
<td></td>
<td></td>
<td>History and Basic Concepts</td>
<td>Supplemental: Cole, Chapter 1</td>
<td>Syllabus Signature page DUE to Canvas Friday, 11:59pm</td>
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<td></td>
<td>Mon, Aug 23</td>
<td>Fieldwork one Simucase training Tuesday 10:00 am</td>
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<td>OTA Assignments Part 1 COPM / Interview skills</td>
<td>Early, Chapter 2</td>
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<td></td>
<td>LAB Aug 25</td>
<td>- Medical and Psychological Models</td>
<td></td>
<td>Quiz 1 opens at 11:59 pm Closes 11:59 pm on August 26</td>
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<td>Practice Models for OT</td>
<td>Early, Chapter 3</td>
<td>Classwork:</td>
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<tr>
<td></td>
<td></td>
<td>• Development of Adaptive Skills</td>
<td>Supplemental: OTPF; Cole, Chapters 2, 6, &amp; 12</td>
<td>Quizzes</td>
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<td></td>
<td></td>
<td>• Role Acquisition &amp; Social Skills Training</td>
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<td>Simulations Assessments</td>
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<td>• Psychoeducation</td>
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<td>CEU courses</td>
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<td></td>
<td>• Sensory integration</td>
<td></td>
<td>Debriefing sessions</td>
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<td></td>
<td>• Cognitive disabilities</td>
<td></td>
<td>Part – Task Trainers</td>
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<td></td>
<td></td>
<td>• Model of Human Occupation</td>
<td></td>
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<td></td>
<td>Mon., Aug 30</td>
<td>Virtual Hospital Excursion Simulations with SIMUCASE CEU courses:</td>
<td>Pre-brief 9:00 am Zoom Link</td>
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<td></td>
<td></td>
<td><a href="https://www.occupationaltherapy.com/Clinical">https://www.occupationaltherapy.com/Clinical</a> Experience (optional)</td>
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<td></td>
<td></td>
<td>Debbie Case Study</td>
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<tr>
<td>LAB</td>
<td>Sept 1</td>
<td>Mental Health Assessments Part Two Allen Cognitive, COPM</td>
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<tr>
<td><strong>WEEK 3</strong></td>
<td><strong>Mon., Sept 6</strong></td>
<td><strong>NO CLASS—Labor Day</strong></td>
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<tr>
<td>FW</td>
<td><strong>Tue Sept 7</strong></td>
<td>Simucase Aidan</td>
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</tbody>
</table>
|          |                 | Debrief at 9:00
Aidan Pre-brief at 10:00 am  Zoom link
Classwork:
Quizzes
	- Simulation Assessments
	- CEU courses
Debriefing sessions
	- Part – Task Trainers
Simulation Interventions – Individual & Group
Clinical Day – Group Treatment (optional)
Homework: (completed in class, may continue at home)
	- Group Protocol

Simulation Interventions – Individual & Group
Clinical Day – Group Treatment (optional)

Homework: (completed in class, may continue at home)
- Group Protocol

Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes. Page 19
| LAB       | Wed, Sept 8 | Pediatric task analysis | □ Evaluation Reports  
□ Partial & Full Treatment Planning  
□ Interventions Linked to Evidence  
□ Discussion from Clinical Exposure (optional)  
□ Documentation - Narrative Note  
□ Discharge Planning |
|-----------|-------------|-------------------------|----------------------------------------------------------------------|
| Thurs., Sept 9 | -A Public Health Approach to Children’s Mental Health in Occupational Therapy  
-Development and Participation in Occupation: The Early Lifespan | Early 4;  
Supplemental: OTPF; DSM | Quiz 2: opens Thursday; closes Friday 11:59pm |
| WEEK 4    | Mon., Sept 13 | Sensory Integration Model | Early, Chapter 20;  
Supplemental: Cole, Chapter 5  
Cole Group Dynamic Chapter 9 |
| FW        | Tuesday, Sept 14 | Sensory Integration Paidyn | Debrief 9:00 am  
Pre-brief 10:00 am | Classwork:  
Quizzes  
□ Simulation Assessments  
□ CEU courses  
□ Debriefing sessions  
□ Part – Task Trainers  
□ Simulation Interventions – Individual & Group  
□ Clinical Day – Group Treatment (optional) |
|           |             |                         | Homework: (completed in class, may continue at home)  
□ Group Protocol  
□ Evaluation Reports  
□ Partial & Full Treatment Planning  
□ Interventions Linked to Evidence  
□ Discussion from Clinical Exposure (optional) |
<table>
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<th>LAB</th>
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</thead>
</table>
|      | Wed       | Sensory Lab Jell-o Jambore!!!!!
Thurs., | Cognitive Behavioral Therapy
Sept 16 | Early, Chapter 2
Cole Group Dynamic Chapter 6 | Quiz 3: opens Thursday 5pm; closes Friday 11:59pm |
| WEEK 5 | Mon., Sept 20 | Developmental and Participation in Occupation: The Schizophrenia
|                     | Early, Chapter 4
Supplemental: Cole, Chapter 7 | Diagnosis Book Submission one Due by Thursday 11:59 pm |
|      | Tues Sept 21 | FW: Darryl Simucase | Debrief 9:00 am
Pre-brief 10:00 am | Classwork:
Quizzes
Simulation Assessments
CEU courses
Debriefing sessions
Part – Task Trainers
Simulation Interventions – Individual & Group
Clinical Day – Group Treatment (optional)
Homework: (completed in class, may continue at home)
Group Protocol
Evaluation Reports
Partial & Full Treatment Planning
Interventions Linked to Evidence
Discussion from Clinical Exposure (optional)
Documentation - Narrative Note
Discharge Planning |
<p>|      | Wed Sept 22 | COPM Comp Today |                                                                 |                                                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Quiz Deadline</th>
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<td>Thurs., Sept 23</td>
<td>Personally Disorder</td>
<td>Early Chapter 5; Cole Chapter 12, 13, 17 Developmental, Behavioral, MOHO</td>
<td>Quiz 4: opens Thursday 5pm; closes Friday 11:59pm</td>
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<td>Mon., Sept 27</td>
<td>Alzheimer’s</td>
<td>Early, Chapter 4</td>
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<td>Tuesday, Sept 28</td>
<td>Frank-Laundry Task</td>
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<td>Classwork: Quizzes Simulation Assessments CEU courses Debriefing sessions Part – Task Trainers Simulation Interventions – Individual &amp; Group Clinical Day – Group Treatment (optional)</td>
</tr>
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<td>Lab</td>
<td>Wed, Sept 29</td>
<td>Slum, Mini Mental, exam</td>
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<td>Occupational Environment of the Late Lifespan</td>
<td>Early, Chapter 4</td>
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<tr>
<td>WEEK 7</td>
<td>Mon., Oct 4</td>
<td>Mood Disorders -Practice run of clinical case discussion</td>
<td>Early, Chapter 5</td>
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<tr>
<td>FW</td>
<td>Tuesday, Oct 5</td>
<td>Debbie</td>
<td>Debrief 9:00 am Pre-brief 10:00 am</td>
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<table>
<thead>
<tr>
<th>LAB</th>
<th>Wed Oct 6</th>
<th>Modified Interest check-list, Beck Suicide Scale, Beck Depression scale</th>
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<tr>
<td>Thurs., Oct 7</td>
<td>Substance Abuse</td>
<td>Early, Chapters 5; Cole, Chapter 8 &amp; 16</td>
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<td>WEEK 8</td>
<td>Mon., Oct 11</td>
<td>Eating Disorders</td>
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<td>FW</td>
<td>Tue Oct 12</td>
<td>Ray</td>
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<td>Notes</td>
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<td>Thurs., Oct 14</td>
<td>Understanding Group Roles</td>
<td>Cole Group Dynamic book Chapter 2</td>
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<tr>
<td>WEEK 9</td>
<td>Mid-Term</td>
<td>Part 1 Mid-Term DUE Friday, 11:59pm.</td>
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<tr>
<td>FW 19</td>
<td>No fieldwork this week</td>
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</tr>
<tr>
<td>LAB Wed Oct 20</td>
<td>Lab Check-out mid-term Wednesday on campus</td>
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</tr>
<tr>
<td>Thurs., Oct 21</td>
<td>Mid-Term</td>
<td>Fictional Character Midterm Project Due Part 1</td>
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<tr>
<td>WEEK 10</td>
<td>Intro to small groups</td>
<td>Cole Group Dynamic book Chapter 2</td>
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<tr>
<td>Mon., Oct 25</td>
<td>Simucase Group</td>
<td>Debrief 9:00 am Pre-brief 10:00 am</td>
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<tr>
<td>Tue Oct 26</td>
<td>Simucase Group</td>
<td>Classwork: Quizzes Simulation Assessments CEU courses Debriefing sessions Part – Task Trainers Simulation Interventions – Individual &amp; Group Clinical Day – Group Treatment (optional) Homework: (completed in class, may continue at home) Group Protocol Evaluation Reports</td>
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</table>

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<table>
<thead>
<tr>
<th>LAB</th>
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<th>Oct 27</th>
<th>Partial &amp; Full Treatment Planning</th>
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<td>Thurs.,</td>
<td>Group Dynamic</td>
<td>Oct 28</td>
<td>Interventions Linked to Evidence</td>
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<td>Mon.,</td>
<td>Medical records Documentation</td>
<td>Nov 1</td>
<td>Discussion from Clinical Exposure (optional)</td>
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<tr>
<td>WEEK</td>
<td>Tue</td>
<td>Jeffery &amp; Debbie</td>
<td>Nov 2</td>
<td>Documentation - Narrative Note</td>
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<tr>
<td>11</td>
<td>Lab</td>
<td>Group Leader Practice</td>
<td>Nov 3</td>
<td>Discharge Planning</td>
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</tbody>
</table>

- Simulation Assessments
- CEU courses
- Debriefing sessions
- Part – Task Trainers
- Simulation Interventions – Individual & Group

Clinical Day – Group Treatment (optional)

Homework: (completed in class, may continue at home)
- Group Protocol
- Evaluation Reports
- Partial & Full Treatment Planning
- Interventions Linked to Evidence
- Discussion from Clinical Exposure (optional)
- Documentation - Narrative Note
- Discharge Planning

- Early, Chapter 13
- Diagnosis Book Submission one Due by Thursday 11:59 pm

- Debrief 9:00 am
- Pre-brief 10:00 am

- Bring Cole text to lab

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<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>Mon., Nov 8</th>
<th>Group Dynamic</th>
<th>Cole Group Dynamic book Chapter 2</th>
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<td>FW</td>
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<td>Jeffery &amp; Debbie Part 2</td>
<td>Debrief 9:00 am Pre-brief 10:00 am</td>
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<td>Classwork: Quizzes Simulation Assessments CEU courses Debriefing sessions Part – Task Trainers Simulation Interventions – Individual &amp; Group Clinical Day – Group Treatment (optional)</td>
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<td>Lab</td>
<td>Wed Nov 10</td>
<td>Group Presentations</td>
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<td>Homework: (completed in class, may continue at home) Group Protocol Evaluation Reports Partial &amp; Full Treatment Planning Interventions Linked to Evidence Discussion from Clinical Exposure (optional) Documentation - Narrative Note Discharge Planning</td>
</tr>
<tr>
<td>Lab</td>
<td>Thurs., Nov 11</td>
<td>Assertiveness</td>
<td>Cole, Chapter 20</td>
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<td>Quiz 8: opens Wednesday 5pm; closes Thursday 11:59pm</td>
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<table>
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<td><strong>Tue 16</strong></td>
<td>Mark</td>
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<td>Clinical Day – Group Treatment (optional)</td>
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<td>Homework: (completed in class, may continue at home)</td>
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<td>□ Evaluation Reports</td>
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<td>□ Discussion from Clinical Exposure (optional)</td>
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<td>□ Documentation - Narrative Note</td>
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<td>□ Discharge Planning</td>
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<td><strong>Lab</strong></td>
<td><strong>Wed 17</strong></td>
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<td>**Thurs.,</td>
<td>The Group Leader</td>
<td>Early, Chapter 12;</td>
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<td><strong>Nov 18</strong></td>
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<td>Quiz 9: opens Thursday 5pm; closes Friday 11:59pm</td>
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<td><strong>WEEK 14</strong></td>
<td>**Mon.,</td>
<td>Clinical Cases</td>
<td>Early, Chapter 8</td>
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<td>Psychotropic Medications</td>
<td>Quiz 10: opens Thursday 5pm; closes Friday 11:59pm</td>
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<td>- Ethical and Legal Issues in Mental Health</td>
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<td>□ Debriefing sessions</td>
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<td>□ Part – Task Trainers</td>
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<td>□ Simulation Interventions – Individual &amp; Group</td>
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<td>Clinical Day – Group Treatment (optional)</td>
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</tbody>
</table>

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Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 215 Mental Health and Psychosocial Practice

Homework: (completed in class, may continue at home)
- Group Protocol
- Evaluation Reports
- Partial & Full Treatment Planning
- Interventions Linked to Evidence
- Discussion from Clinical Exposure (optional)
- Documentation - Narrative Note
- Discharge Planning

Fieldwork Student Evaluation upload due

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<tr>
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<th>Mon., Dec 6</th>
<th>Congratulations! One semester done! 😊</th>
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<tr>
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<td>Fictional Character Final Project Due Part 2</td>
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</table>
OTA 215
Mental Health and Psychosocial Practice

Course Appendix

Group Work Concerns Form
A large part of working in healthcare is learning how to work as a part of a team. Unfortunately, it is not uncommon to have a team member who “doesn’t pull their weight” or performs at a lower level than expected or required. If a student perceives an inequity of individual student contributions during group projects, the student may bring it to the attention of the course instructor following the steps outlined on this form.
Complete, scan, and email this form to the course instructor a MINIMUM of 24 hours prior to assignment due date/time.

Student completing form: _______________________________________________

Student’s explanation of perceived inequity of group member’s contributions (please identify specific assignment and involved student). Include specific examples of behaviors that are of concern (i.e., lack of contribution, attend meetings, completion of assigned sections, lack of participation, lack of understanding/knowledge):

Date this group concern was brought to other student’s attention:

Response/outcome of meeting with group member:

Why the reporting student feels this issue needs to be brought to the attention of the course instructor:

If outcome did not resolve issue, what specifically are you requesting of the course instructor?

Signatures of ALL involved students must be below.

**FORMS OF ACADEMIC DISHONESTY**

**Plagiarism**

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the
originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

**Fabrication**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or the findings with the intent to deceive. Examples include, but are not limited to:

1. Citing information not taken from the source indicated;
2. Listing sources in a reference not used in the academic exercise;
3. Inventing data or source information for research or other academic exercises

**Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to:

1. Copying from another student’s test paper, project, product, or performance
2. Collaborating without authority or allowing another student to copy one’s work in a test situation
3. Using the course textbook or other material not authorized for use during a test
4. Using unauthorized materials during a test; for example notes
5. Resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

What can students do to protect themselves from being charged with academic dishonesty?

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments.
3. Check the course syllabus for a section dealing with academic dishonesty for that course.
4. Do not look in the direction of other students’ papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.
6. Discourage dishonesty among other students.
7. Refuse to assist students who cheat.
8. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
9. Inform the instructor if you are aware of other students cheating.

**SELF-ASSESSMENT OF MY WORK PRIOR TO TURNING IN**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I completely review the assignment description (if applicable)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I thoroughly and specifically include/address each component of the assignment requirements?</td>
<td></td>
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<tr>
<td>Did I check for spelling, grammar, and punctuation errors?</td>
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<tr>
<td>Do I know the due date of my assignment?</td>
<td></td>
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</tr>
</tbody>
</table>
Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 215 Mental Health and Psychosocial Practice

| Do I know where to turn the assignment in? (i.e., assignments tab, instructor, email, etc.) |
| Have I clarified any questions I have regarding the assignment with my instructor? |

**HOW TO STUDY FOR & SUCCEED IN THIS COURSE**

1. Read all assigned readings.
2. Prioritize your readings. Start with the Manville text; then Cole Group Dynamics; then Cole...
3. READ EVERY PAGE OF EVERY CHAPTER (including tables, reviewing Figures, Case Examples, Appendices, etc.)
4. Ask questions!
5. Read the examples and think through case studies.
6. Go to the websites and links provided by your instructor.
7. Watch the videos suggested by the instructor.
8. Download and save the resources provided by the instructor on an external hard drive.
9. Participate in class discussions.
10. Turn work in on time.
11. Refer to the syllabus FREQUENTLY for scheduled due times and student expectations.
12. Show initiative during your FW. Talk with the clients/residents. **Don’t sit in the corner.**
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SIGNATURE PAGE

- It is each student's responsibility to read the course syllabus.
- Students will be expected to abide by the regulations contained in it.
- If anything is unclear, discuss it with the instructor immediately.
- If any MHPC policy is unclear, discuss it with the Program Director immediately.
- You are encouraged to refer to the syllabus frequently.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this syllabus:

____________________________________________  _________________________
Student Signature                             Date

____________________________________________
Print Name

Please sign, scan, and submit to assignment tab listed on Canvas.