# SACRED HEART UNIVERSITY

## GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

## OT 526 - TOPICS IN MENTAL HEALTH

## SPRING 2019

## COURSE SYLLABUS AND TOPICAL OUTLINE

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| CREDIT HOURS: | 2 |
| COURSE INSTRUCTOR: | Dr. Lola Halperin, OTR/L, Ed.D. |
| OFFICE PHONE: | 203-203-416-3796 |
| OFFICE EMAIL: | [Halperinl@sacredheart.edu](mailto:Halperinl@sacredheart.edu) |
| OFFICE HOURS: | Monday, Tuesday, Wednesday and Thursday (by appointment) |
| CLASS DAY AND TIME: | Thursdays; 12-2 pm for section B, and 2-4 pm for section A |
| CLASS FORMAT: | Course content will be provided through mini lectures, class discussions, Team-Based Learning (TBL) experiences and a service learning project. |

### COURSE DESCRIPTION

This course will examine the evidence that serves as a basis of occupational therapy assessment and intervention in current practice for clients with mental health conditions. Current theories will be examined and critically analyzed related to client factors, areas of occupation, performance skills, performance patterns, contexts and activity demands. Spirituality and the meaning of occupations for an individual will also be considered in the context of evaluation and intervention. Students will actively participate in discussion and debate regarding the work done in their PBL groups, to describe and defend the theoretical and research basis for their clinical decisions. The format for this course will be lecture and discussion as well as TBL experiences. Additionally, students will engage in a service learning project, which will involve developing a therapeutic activity for the clients in the community.

### RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND THE CENTENNIAL VISION

“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living”. In order for our profession to fulfill its centennial vision, we need professionals who are not only competent, but those who are ethical, able to communicate effectively with a team, able to use theory, able to consider contextual aspects of cases that might alter decision making, and comfortable using the available evidence to justify their clinical decision making. This course will help you begin to do all of that while practicing a client-centered approach.

### RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is portrayed in the symbol of the tree of life. This tree reflects our beliefs about the complexity and dynamic nature of human learning. In this tree, the roots consist of the foundational knowledge students need to become an exemplary practitioner; the trunk symbolizes the process that supports the scaffolding of knowledge and critical thinking; and the branching of the tree and leaves symbolizes the skills, abilities, and professional behaviors of the entry level clinician graduating from our program. This process is not a hierarchical, but a heterarchical one whereby learning occurs not in linear isolation, but in a dynamic environment, which constantly creates a stream of knowledge to nurture the unique development and emergence of the professional. The tree’s branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice. The entire tree is set within a nutrient rich environment, the faculty and the university, that supports its growth. This course, in the second academic semester, is one that will allow the student to apply knowledge gained in the first semester to clinical practice, and learn to communicate effectively with a team to make team clinical decisions.

### CONCEPTUAL MODEL FOR THIS COURSE

We will be using the occupational therapy model PEO as the conceptual model for this course. PEO stands for Person, Environment, and Occupation. You have learned this model in your Introduction to Occupational Therapy course, and we will be applying this model as we consider evaluation and intervention planning for clients with mental health conditions.

Copied from: Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy, 63*, (1), 9-23 for this syllabus and educational purposes only.

OUR THOUGHTS ABOUT KNOWLEDGE AND LEARNING(and how they will impact you in this course)

Acquiring knowledge is a dynamic process that is layered and supported by a solid foundation. Building a foundation of knowledge in a particular area takes patience, persistence, active engagement, and a willingness to accept that proficiency takes time and hard work. We believe that students learn best in a safe environment and a student’s ability to learn is dependent on perceived self-efficacy to succeed, and whether the environment is conducive to success. It is our commitment to each student to provide a positive safe learning environment with the perceived intention that all students will succeed in this course.

### TEACHING AND LEARNING METHODS

## This course will be taught through class discussions, mini lectures and a service learning project. Additionally, a Team-Based Learning (TBL) approach will be utilized for two clinical case studies presented after the Spring break. TBL is a new evidence-based pedagogy SHU OT department has been implementing since 2017. TBL incorporates individual student work, group collaboration, and immediate instructor and peer feedback provision.

### WHAT YOU CAN EXPECT FROM ME:

* I will always be prepared for class.
* Your materials will always be available to you prior to class.
* I will start and end class on time, unless there are extreme events beyond my control.
* I will answer your emails during the work week within 48 hours.
* While in class, you will have my undivided attention. We will all practice “being present in the moment” in our communication with each other. It is an important behavior to learn before working with clients.
* I will do my best to model the same professional behaviors I expect of all of you. I will treat you as a future colleague and an adult student. We will speak to each other using first names. I will also do my best to help you, should you report any difficulties with the course material.

#### **WHAT I EXPECT FROM YOU:**

* I expect you to participate during class activities and service learning experiences, ask questions, and request clarification if you need it.
* I expect you to demonstrate the professional behaviors you will need as an occupational therapist. You should behave in this class and during your service learning experiences just as you would behave for your first job as an OT. This includes being on time and completing assignments on time; coming to class/service learning experience prepared; treating your instructor, peers and community partners with respect; and refraining from using electronic devices for any purposes other than classwork while in class or during the service learning experiences.
* I expect you to be responsible to learn all material and fulfill all course requirements missed due to absence or lateness.

### COURSE POLICIES

* As per school policy, an 85% attendance rate for all courses is required. Absences from classes or tardiness (coming in 10 or more minutes into the class) are allowed under extraordinary circumstances only (such as illnesses, emergencies, etc.). Please contact me and the Program Assistant (Ivy Sailor) in advance of an absence, unless there is an emergency. In case of emergency notify the department as soon as possible. **Please provide documentation confirming the extraordinary circumstances that have resulted in an absence from class before the end of the semester.**
* **Unless arrangements are made with the course instructor in advance, assignments submitted after the due date will receive a reduction of one letter grade increment each day following the due date.**
* All courses follow the University’s Academic Integrity Policies as outlined in the Sacred Heart University Graduate Bulletin, as well as the program’s policies, which can be found in the Occupational Therapy Student Manual. Please refer to the *Occupational Therapy Program’s Student Manual* and *Sacred Heart University’s Graduate Bulletin* for policies and procedures regarding professional behaviors and academic integrity. Students are also expected to adhere to the American Occupational Therapy Association’s Code of Ethics. Additionally, all assignments unless otherwise specified, must adhere to the *Publication Manual of the American Psychological Association* (6th ed.)formatting and writing requirements*.* Please refer to the *APA Manual* for specific guidelines.

INDIVIDUAL AND GROUP WORK:Your participation in class and quizzes will be graded on individual basis. You will complete your service learning project in small groups, and the written report will be graded as a group assignment, but your performance as a group leader will be graded individually by the Bridge House, Merton House and Spooner House staff.

### ACADEMIC INTEGRITY

## Refer to Program Manual

### PROFESSIONAL BEHAVIORS

## Refer to Program Manual

### JANDRISEVITS LEARNING CENTER (JLC)

The Jandrisevits Learning Center (JLC) is Sacred Heart University’s central academic support service and is open to all SHU students. The JLC is located at the new Student Success Center and offers a range of learning resources across a variety of subject and skills. The following resources are designed to help students connect to course material including:

* **Tutors:** Both professor and student tutors work with students on specific course material
* **Classroom Learning Assistants (CLA’s):** Students who have done well in a specific class lead study groups each week. This is a great way to learn and discuss information before handing in homework, or taking quizzes and exams.
* **Workshops:** The JLC offers workshops on much-needed skill development for college students. Watch your email for announcements!
* **Writing:** Students can review writing assignments in person with professional tutors who are professors of writing. In addition, students may submit papers electronically for review via the Online Writing Lab (OWL).
* **Academic Coaching:** Students can meet 1-on-1 with an academic coach to discuss academic needs, plans, struggles, and goals. Academic Coaches in the JLC are available to help motivate and strategize the best way to be successful both inside and outside the classroom.

### OFFICE OF SPECIAL LEARNING SERVICES

Sacred Heart University is committed to providing an equal educational opportunity for all students regardless of disability status. The Office of Special Learning Services (OSLS) provides reasonable accommodations for students with disabilities. In order to receive these services, students who request accommodations must have a documented disability, submit appropriate documentation, and register with the Office of Special Learning Services at the Jandrisevits Learning Center. For further information about requesting accommodations, please contact Beth Skudzienski, Assistant Director Special Learning Services at [skudzienskie@sacredheart.edu](mailto:skudzienskie@sacredheart.edu). Students are responsible for utilizing academic support resources and for requesting accommodations in advance in order to implement them in their courses. Accommodations are not retroactive and must be renewed each and every semester. Students are also expected to discuss accommodations with their instructors. All information shared with instructors will be kept confidential.

## **REQUIRED TEXTS** (You will be using all of your textbooks for Lab, Seminar and PBL!)

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Ed*. (DSM-5™). Washington, DC: American Psychiatric Publishing.
2. Brown, C. & Stoffel, V.C. (2011), *Occupational Therapy in Mental Health: a Vision for Participation.* FA Davis, Philadelphia, PA.
3. Cole, M. B. (2018). *Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Therapy, 5th Ed.* Thorofare, NJ: Slack, Inc.
4. Cole, M. B. & Tufano, R. (2008). *Applied Theories in Occupational Therapy: A Practical Approach.* Thorofare, NJ: SLACK.
5. Sames, K.M. (2015). *Documenting Occupational Therapy Practice,* 3rd Ed. Pearson Education Inc., Upper Saddle River, NJ.

### RECOMMENDED RESOURCES

1. Brown, C. (2012). *Occupational Therapy Practice Guidelines for Adults with Serious Mental Illness.* AOTA.
2. Bazyk, S. (2013). *Occupational Therapy Practice Guidelines for Mental Health Promotion, Prevention, and Intervention for Children and Youth.* AOTA.
3. Cara, E. & MacRae, A. (2013). *Psychosocial Occupational Therapy: a Clinical Practice,* 3rd Ed. Delmar, Clifton Park, NY.
4. Pedersen, D.D. (2014). *Psych Notes: Clinical Pocket Guide,* 4th Ed. FA Davis, Philadelphia, PA.
5. Yalom, I.D. (2005). *The Theory and Practice of Group Psychotherapy*, 5th Ed. New York, NY: Basic Books.

### GRADING

This course will require active participation in weekly class/small group discussions[[1]](#footnote-1). In addition, there will be two quizzes (midterm and final), and a service learning project and paper.

Professional discussions will be an important part of your career as an occupational therapist. In almost every practice setting, you will be required, as a part of your job, to explain your evaluation results, describe and defend your treatment plan, and discuss client progress in relation to your intervention. Not participating in team meetings is not an option and can harm your client. Not participating in class discussions is also not acceptable, as it can hinder the learning of your peers. Each person’s ideas are valuable, and no questions are bad questions. One never knows how much learning will occur from one statement made by you or by a peer. We will have discussion rules, however.

Guidelines for Classroom Discussion (adapted from [Guidelines for classroom discussion](http://learnercenteredteaching.wordpress.com/teaching-resources/real-world-model-of-classroom-discussion/) )

1. Everyone has an obligation to participate in discussions, and, if called upon, is expected to respond.
2. Always listen carefully, with an open mind, to the contributions of others.
3. Ask for clarification when you don’t understand a point someone has made.
4. If you challenge others’ ideas, do so with factual evidence and appropriate logic.
5. If others challenge your ideas, be willing to change your mind if they demonstrate errors in logic or use of the facts.
6. Do not introduce irrelevant issues into the discussion.
7. If others have made a point with which you agree, do not bother repeating it (unless you have something important to add).
8. Be efficient in your discourse; make your points and then yield to others.
9. Above all, avoid ridicule and try to respect the beliefs of others, even if they differ from yours.

### DESCRIPTION OF ASSIGNMENTS

| **Assignment** | **Description** |
| --- | --- |
| **Class Discussions** | Each seminar section will include a few members from each PBL group so that we can discuss similarities and differences in the way the PBL groups approached the case of the week. You will be expected to speak up in class, answer directly posed questions, ask questions, summarize information pertaining to the case, defend your choices with evidence from your readings or research articles while using theory and well-articulated clinical reasoning, and demonstrate attention and respect when your instructor or peers are speaking. To assure successful participation in class discussions, please bring at least two flashcards with your questions/comments to each class. You can occasionally use your flashcards while speaking up in class, but please refrain from reading off your cards the entire time. The instructor will collect your flashcards before the class is over to keep a track of your participation. Your weekly participation in class discussions will be graded on a scale from 0 to 3 (see below), over 10 weeks for a total of 30 points possible and will be worth **30%** of your seminar grade.  **0 – Student was absent.**  **1 - Student was present, yet contributed minimally to the class discussion (spoke up only once while in class) OR Student participated moderately (spoke up on at least two occasions while in class), but did not interact professionally (e.g. did not demonstrate attention/respect when others were speaking).**  **2 – Student contributed moderately to the class discussion (spoke up on at least two occasions while in class, but looked at her/his flashcards most of the time and/or did not cite credible evidence/did not demonstrate solid clinical reasoning while speaking).**  **3 – Student contributed significantly to the class discussion (spoke up on at least two occasions and insightfully (as evidenced by well-articulated clinical reasoning based on diverse evidence). Student did not use flashcards/used flashcards occasionally only and interacted professionally the entire time while in class.** |
| **Quizzes** | There will be two quizzes (midterm and final), 27 questions each. Both quizzes combined will be worth **54%** of your final grade. |
| **Service Learning Project and Written Assignment** | You will complete this assignment in small groups. After reviewing information about the Bridge House (a clubhouse for individuals with mental illness), the Thomas Merton House of Hospitality and the Spooner House (a homeless shelter), you will select the facility you would like to conduct your service learning project at. After attending an orientation session at the selected site each group of students will develop and facilitate one therapeutic group activity for its clients and will submit a written report to the course instructor.  The written report is to be submitted within two weeks following your group facilitation to allow for a timely grading. The written report will be worth 10 points. Grading rubric for this assignment will be posted to BB. Additionally, each student’s individual performance as a group leader will be graded by the Bridge House, Merton House and Spooner House staff on a scale from 0 to 6 (please find the grading rubric on BB). In total, this assignment will be worth **16 points (16%** of the final grade**).** |

### PULLING IT TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education(ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below. To review each standard, please refer the AOTA website at [ACOTE Standards](https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx)

The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom’s Taxonomy of Learning Domains (Remember, Understand, Apply, Analyze, Evaluate, and Create). This course will facilitate students to perform within the Domains of Understand, Apply, Analyze, Evaluate and Create. Refer to [Bloom's Taxonomy of Learning](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objective** | **Program Objective** | **ACOTE Standard** | **Learning Experiences** | **How will the Learning Objective be measured?** |
| Summarize the clinical presentation of an occupational therapy client, describing strengths and weaknesses in occupational performance and the impact of client’s contextual factors on occupational therapy practice. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | B.6.2  Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.  B.7.1  Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services. | In-class discussions  Mini lectures  Service learning project and written assignment | Class participation rubric  Quizzes  Service learning project and written assignment |
| Defend choice of assessment or intervention using varied methods of clinical reasoning, appropriate theory, and/or research evidence.  Apply research evidence appropriately to the decision making process in clinical cases. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency.  Practice in a safe, legal, and ethical manner.  Identify areas for creativity and innovation in practice and scholarship. | B.2.11  Analyze, synthesize, and apply models of occupational performance.  B.3.2  Compare and contrast models of practice and frames of reference that are used in occupational therapy.  B.3.3  Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention  B.4.2  Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.  B.2.10  Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. | In-class discussions  Mini lectures  Service learning project and written assignment  TBL experiences | Class participation rubric  Quizzes  Service learning project and written assignment |
| Choose occupational therapy interventions for each case and defend decisions using evidence. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency.  Practice in a safe, legal, and ethical manner.  Identify areas for creativity and innovation in practice and scholarship. | B.5.2  Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. | In-class discussions  Mini lectures  TBL experiences  Service learning project and written assignment | Class participation rubric  Quizzes  Service learning project and written assignment |
| Share information with peers/instructor using appropriate terminology, concise communication, and professional demeanor. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency.  Practice in a safe, legal, and ethical manner. | B.5.20  Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. | In-class discussions  TBL experiences | Class participation rubric |
| Develop and conduct a group intervention for clients in the community, while applying the knowledge and skills gained throughout the mental health semester.  Interpret client behaviors to adjust interventions accordingly.  Skillfully report project results to peers and instructor. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency.  Practice in a safe, legal, and ethical manner.  Respond to unmet needs in underserved communities through leadership, advocacy or service.  Demonstrate self-reflection. | B.5.4.  Design and implement group interventions based on principles of group development and group dynamics across the lifespan.  B.5.20  Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.  B.6.2  Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy. | Service learning project and written assignment | Service learning project and written assignment |

### TOPICAL OUTLINE

**Please note that the topical outline is one document that includes the entire course series of the PBL, Lab, and Seminar (Topics in MH) together, so that you can see the cohesive whole. Please also note that the topical outline may be subject to change.**

| **Week of** | **Readings\*\*\*** | **PBL Case/(Monday)** | **Lab 1 (Tuesday)** | **Lab 2 (Wednesday)** | **Seminar (Thursday)** |
| --- | --- | --- | --- | --- | --- |
| Jan 7th | - Chapters 8, 29, 30 & 48 in Brown & Stoffel  - Chapter 12 in Sames | **Jacob** (a boy with ADHD/  behavioral issues from an observant Jewish family treated in a private OT clinic) | * Conducting interviews with OT clients * COPM (for clients and care-givers): video and demonstration/   Practice   * Sample psychiatric interviews (videos) * Goal-writing in MH OT | * Behavioral strategies for children and adolescents (video!) * Token Economy * CBT Strategies for children and adolescents | * Case overview * Behavioral and cognitive-behavioral strategies for children with ADHD and other mental health conditions * Cultural aspects of OT services provision to mental health consumers |
| Jan 14th | - Chapters 9, 18, 20, 52 in Brown & Stoffel  - Chapters 15 &16 in Sames  - Articles posted to BB | **Lucy and Alex** (adapted siblings from Belarus with Fetal Alcohol Syndrome and ODD) | * Pediatric Interest Profile * AASP (to be filled out and scored individually in class) * DOTCA (demonstration and practice) | **Sections**  **A and C**   * Sensory Kits for children and adolescents * Environmental modifications and sensory strategies for home * Board games and other activities that enhance cognition in children   **Sections**  **B and D**   * EHR GO presentation with Dr. Stephen Burrows * SHU Health Sciences Library Resources presentation with Geoffrey Staysniak | * Case overview * Impact of orphanages on children’s emotional and cognitive development * Working with clients with intellectual disability and behavioral issues * Environmental modifications and sensory strategies for this population * Selecting activities for children with intellectual disability and/or behavioral issues |
| Jan 21st | Same as last week | **No PBL**  **(MLK Day)** | * Visits to the Bridge House, Merton House and Spooner House | **Sections**  **B and D**   * Sensory Kits for children and adolescents * Environmental modifications and sensory strategies for home   **Sections**  **A and C**   * EHR GO presentation with Dr. Stephen Burrows * SHU Health Sciences Library Resources presentation with Geoffrey Staysniak | * Dr. Amiya Waldman-Levi presentation on Play and Co-Play |
| Jan 28th | Chapters 7, 21 & 41 in Brown & Stoffel | **Rohit** (EMR case; a boy of Indian descent with PDD and SPD in an acute psychiatric setting) | * SIS (Social Interaction Scale) (demo) * ESI (Evaluation of Social Interaction) (discussion) * Social Skills Training for children with neuro-developmental conditions | * Using sensory strategies in MH groups (demo and practice) * Flaghouse presentation | * Case overview * Sensory processing of individuals affected by mental health conditions * OT assessments of social skills * The role of OT in acute psychiatric settings * Collaboration with an interdisciplinary team/referral making |
| Feb 4th | - Chapter 13 in Brown & Stoffel  - Pages 122-127 in Bazyk & Bazyk (posted to BB) | **David’s case** (adolescent with OCD in a school setting) | * Exposure and Response Prevention (ERP) therapy and OT role in regards to it * OT involvement in anti-bullying programs * Creating a protocol for an anti-bullying group intervention | * Self-esteem assessments * Individual and group activities to improve self-esteem | * Case overview * Developmental needs of adolescents * OT role with clients affected by OCD * OT role in addressing bullying in school settings |
| Feb 11th | Chapters 1, 14, 39, 47 and 50 in Brown & Stoffel | **Ernesto’s case** (a young adult of a Latino descent with Schizophrenia in an Intensive Psychiatric Rehabilitation Treatment facility) | * KELS * ACL * RTI * Role Checklist * AMPS * Worker Role Interview (OCAIRS) | * Creating group protocols in psychosocial rehab settings * Driving simulation for young adults with mental illness (with Professor Sheelagh Schlegel) | * Case overview * Developmental needs of young adults * IADL, Social Skills and Prevocational Training for people with Schizophrenia |
| Feb 18th | Chapters 10, 11, 22 and 49 in Brown & Stoffel | **Felicia** (EMR case; a female college student with Anorexia and a Borderline personality disorder in an outpatient setting) | * Collage (as a group activity) * Interest Checklist for adults * Weekly Calendar Planning Activity | * Joselyn Novella (Director of Counseling,   SHU Student Counseling Center) presentation | * Case overview * Working with challenging client behaviors (splitting, transference, resistance to treatment, etc.) * Use of Expressive Media in OT   (validity of the Lerner’s Collage assessment)   * Interventions aimed at helping clients improve self-esteem * Introduction to TBL (in preparation for TBL work after the spring break) |
| Feb 25th | Chapters 15 and 16in Brown & Stoffel | **Midterm Evaluations**  **Martina** (a case study adapted from Bonder’s textbook; 26 year old female with a history of trauma, addiction to heroin and fibromyalgia) | * Presentation on biofeedback by Laura Koch, OTL, Family Holistic Healthcare of Fairfield * Motivational Interviewing (demonstration and practice) | **Lab Exam 1**  **(for the entire class)** | **Quiz 1** |
| Mar 4th | **Spring Break** | **Spring Break** | **Spring Break** | **Spring Break** | **Spring Break** |
| March 11th | Chapters 12, 42, 46 & 51 in Brown & Stoffel | **Patrick’s case** (based on the character from the *Silver Lining Playbook* movie; an adult male of Italian descent with Bipolar Illness; presumably treated on outpatient basis)  Students are expected to watch the movie and to independently create a treatment plan for Patrick prior to coming to class.  **TBL experience will take place during the PBL and seminar. The** **iRAT and tRAT will be administered in PBL.** | * Stress Management Principles * Time Management Strategies * Assertiveness Training * Individualizing group schedules (for clients with mania, depression, etc.) | * Stretch exercise and relaxation group demo * **Sensory Kits for Adults (students are to make at home and bring to class)** | **TBL experience will continue during the seminar.** |
| March 18th | - Chapters 12, 19 and 24 in Brown & Stoffel  - Chapters 5 and 6 in Cole | **Sally’s case** (EMR case; a Caucasian woman with Post-Partum Depression and an underlying Histrionic/ Dependent personality disorder hospitalized due to a suicidal attempt) | * Beck Depression Inventory * Hamilton Depression Rating Scale * CBT/DBT Strategies | * Psychodynamic FOR-based OT group demo and discussion * Cognitive-Behavioral FOR-based OT group demo and discussion | * Case overview * Suicide prevention * CBT and DBT for adults * Group therapy in acute psychiatric settings |
| March 25th | - Chapter 13 in Brown & Stoffel  - Chapters 1, 2 and 13 in Cole  - AOTA Fact Sheet about OT for PTSD (posted to BB)  - Plach & Sells’s article (posted to BB) | **June** (a U-Tube-based case; an African American female war veteran with a PTSD; presumably treated in an outpatient group therapy).  Students are expected to watch the U-tube video and to independently create a treatment plan for June prior to coming to class.  **TBL experience will take place during the PBL and seminar.** **The** **iRAT and tRAT will be administered in PBL.** | * Grounding Techniques for flashbacks * Anger Management Techniques/ Role-Play | **Documentary “Color of Fear”** (will be viewed in class, and basic group facilitation techniques and cultural aspects of group therapy will be discussed) | **TBL experience will continue during the seminar.** |
| April 1st | - Chapter 55 in Brown & Stoffel  - Chapters 8, 10 and 11 in Cole  - Chapter 17 in Sames | **Mrs. Kwan** (an older female widow of Korean descent with grief issues in a Senior Day Center) | * Grief Assessment * Coping strategies for grief (group demonstration) | * MOHO-and Developmental FOR-based groups demo and discussion * Creating a group protocol * Group notes | **Online seminar** (due to AOTA conference) |
| April 8th | - Chapters 17& 18in Brown & Stoffel  - Chapters 7 and 9 in Cole | **Albert’s case** (EMR case; an older man with dementia and depression in an acute psych setting) | * Mini-Mental versus Montreal Cognitive Assessment * LOTCA * Safety Assessments * Elder Depression Scale | Independent student group facilitation  (4 groups) | * Case overview * Developmental needs of older adults * OT role with clients with mild dementia * Cognitive assessments for older clients |
| April 15th | Chapters 16, 40, 43 and 47 in Brown & Stoffel | **Samson** (a 65 year old Native American male with PTSD, depression, substance abuse, grieving issues and possible alcohol-induced dementia in a homeless shelter setting) | Independent student group facilitation  (4 groups) | Independent student group facilitation   1. groups) | **No seminar**  **(Easter Holiday)** |
| April 22nd | Review all course materials | **Final Evaluations**  (no new case) | * Independent student group facilitation (4 groups) * Termination of the group process (as a large group) | **Final Lab Exam** | **Quiz 2** |

**\*Bonus activities will be offered as optional educational experiences to augment the course content. Students will earn 1 extra point for completing one of these activities. An extra point can be used by students, if needed, towards the total grade. Potential bonus activities will be announced as the semester progresses.**

1. **Please note that the points you earn during the TBL experiences will count towards your PBL grade.** [↑](#footnote-ref-1)