# SACRED HEART UNIVERSITY

## **GRADUATE PROGRAM IN OCCUPATIONAL THERAPY**

## **OT 528: CLINICAL LAB IN MENTAL HEALTH OT**

## **SPRING 2019**

## **COURSE SYLLABUS AND TOPICAL OUTLINE**

**CREDIT HOURS**: 5

**COURSE INSTRUCTORS:** Sharon McCloskey, MBA, OTR/L, DipCOT; Morgan Villano, MPA/MSPS, OTR/L; Lola Halperin, Ed.D, OTR/L

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**OFFICE HOURS**: Monday, Tuesday, Wednesday and Thursday, by appointment

**CLASS DAY & TIME:** Twice a week for 2.5 hours (9:30 to 12 on Tuesdays and Wednesdays for sections A and B; 1 to 3:30 on Tuesdays and Wednesdays for Sections C and D)

**CLASS FORMAT:** Course content will be provided in laboratory/workshop format with a variety of “hands-on” activities, role-plays, videos and demonstrations. In addition, each student will be required to plan and facilitate an in-class therapeutic group for her/his peers.

**COURSE DESCRIPTION:** In this laboratory course students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during “hands on” learning experiences. The focus will be on developing basic clinical skills of the occupational therapy evaluation, individual and group interventions, as well as professional behaviors and team collaboration skills within the contexts of the daily lives of clients with mental illness and their families.

### **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.

### **WHAT YOU CAN EXPECT FROM US**

* We will always be prepared for class.
* Your materials will always be available to you prior to class.
* We will start and end class on time, unless there are extreme events beyond our control.
* We will answer your emails during the work week within 48 hours.
* We will grade your papers and have things back to you within 2 weeks following submission (if you submit them on time).
* While in class, you will have our 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.
* We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. We will speak to each other using first names. We are flexible, reasonable, and understand that things happen in life. Please speak with us if you are having any difficulties with the material or the assignments.

### **WHAT WE EXPEXT OF YOU**

* We expect you to participate during discussions and group activities, ask questions, and request help if you need it.
* We expect you to use solid clinical reasoning and creativity when designing and facilitating a therapeutic group activity for your peers. Please consult with your lab instructor if you have any questions when planning your group activity.
* We expect that you will demonstrate the professional behaviors you will need as an occupational therapist. You should behave in this class just as you would behave for your first job as an OT. This includes being on time, coming to class prepared, respectfully attending to your instructors and peers when they are speaking, and refraining from using electronic devices for any purposes other than classwork.
* We expect you to be responsible to learn all material and fulfill all course requirements missed due to absence or lateness.

### **TEACHING LEARNING METHODS**

This course will be taught primarily through “hands-on” laboratory activities, such as live and video demonstrations, guest speaker presentations and demonstrations, visiting sites in the community, as well as in-class practice of OT assessments, and individual and group OT interventions.

### **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 your instructor 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 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:** all assignments in this course will be completed and graded as individual assignments.

**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.

**PULLING IT TOGETHER WITH LEARNING OBJECTIVE**

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 Apply, Analyze, Evaluate and Create. To review the above standards, please refer to [Bloom's Taxonomy](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)

| **Learning Objective** | **Program Objective** | **ACOTE standards** | **Learning Experiences** | **How will the Learning Objective be measured**? |
| --- | --- | --- | --- | --- |
| Demonstrate professional and client-centered interaction skills with families, clients, and other professionals | 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.9.1 Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. | In-class role-play  Visits to the Merton House/  Bridge House/  Spooner House  In-class demonstrations and discussion of group interventions  Participation in student peer-facilitated groups | Midterm and final exams  Student group facilitation evaluation as provided by the instructor and peers |
| Use appropriate safety precautions with all OT evaluations and interventions | Practice in a safe, legal, and ethical manner.  Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | B.2.8  Use 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.  B.4.3  Use appropriate procedures and protocols (including standardized formats) when administering assessments.  B.5.8  Develop and implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance. | In-class demonstrations and practice of OT assessments and interventions  Videos | Midterm and final exams |
| Select appropriate evaluation and assessment tools for clients with mental health conditions | Practice in a safe, legal, and ethical manner.  Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | 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. | In-class demonstrations, practice and discussion of OT assessments | Midterm and final exams |
| Follow proper administration procedures for evaluation and assessment in mental health occupational therapy | Practice in a safe, legal, and ethical manner.  Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | B.4.3  Use appropriate procedures and protocols (including standardized formats) when administering assessments.  B.4.4  Evaluate client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and  nonstandardized assessment tools includes  • The occupational profile, including participation in  activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.  • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).  • Performance patterns (e.g., habits, routines, rituals, roles).  • Context (e.g., cultural, personal, temporal, virtual)  and environment (e.g., physical, social).  • Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and  communication and social skills. | In-class demonstrations and practice of OT assessments  Videos | Midterm and final exams |
| Interpret evaluation results correctly | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | B.1.7  Demonstrate the ability to use statistics to interpret tests and measurements for the purpose of delivering evidence-based practice.  B.4.6  Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.  B.4.7  Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.  B.4.8  Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks. | In-class demonstrations and practice of OT assessments  In-class discussions of OT assessments | Midterm and final exams |
| Summarize the clinical presentation of an occupational therapy client, describing strengths and weaknesses in occupational performance and the impact of contextual factors on it, while relying on OT theories and models of occupational performance. | 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.2.11  Analyze, synthesize, and apply models of occupational performance.  B.3.1  Apply theories that underlie the practice of occupational therapy. | In-class discussions of OT assessments | Midterm and final exams |
| Create a treatment plan based on a client's occupational profile analysis.  Select appropriate therapeutic activities to enhance and support client’s occupational engagement. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | B.5.1  Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence.  Interventions address the following components:  • The occupational profile, including participation in  activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular,  sensory and pain, visual, perceptual, cognitive,  mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary,  integumentary systems).  • Performance patterns (e.g., habits, routines, rituals, roles).  • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).  • Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. | In-class demonstrations and practice of OT interventions  Videos  In-class practice of OT goal writing  Activity grading and modification during in-class group demonstrations | Midterm and final exams |
| Grade and modify interventions according to client behaviors. | 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.2.7  Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.  B.5. 23  Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances. | In-class demonstrations and discussion of group interventions  Participation in student peer-facilitated groups  Presentation on biofeedback  Activity grading and modification during in-class group demonstrations | Midterm and final exams  Student group facilitation evaluation as provided by the instructor and peers |
| Design a group protocol while integrating group therapy principles, OT Practice Framework and OT Frames of Reference. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.3.3.  Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.  B.5.4. Design and implement group interventions based on principles of group development and group dynamics across the lifespan. | In-class demonstrations and discussion of group interventions  Participation in student peer- facilitated groups | Group Protocol Design assignment |
| Select and implement group interventions while integrating literature/ research evidence, expert opinion and personal experience. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Practice in a safe, legal, and ethical manner. | B.3.3.  Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.  B.5.4.  Design and implement group interventions based on principles of group development and group dynamics across the lifespan. | In-class demonstrations and discussion of group interventions  Participation in student peer-facilitated groups | Student group facilitation evaluation as provided by the instructor and peers |
| Monitor and reflect on group leaders’ and members’ behaviors and interactions as seen in different group contexts. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Demonstrate self-reflection. | B.3.5.  Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and affect meaningful occupation outcomes. | In-class demonstrations and discussion of group interventions  Participation in student peer-facilitated groups  Discussion of the *Color of Fear* video  Visits to the Merton House/Bridge House/Spooner House | Student group facilitation evaluation as provided by the instructor and peers |
| Identify different client populations that can benefit from a particular type of a group intervention. | Respond to unmet needs in underserved communities through leadership, advocacy or service.  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.3.5.  Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and affect meaningful occupation outcomes. | In-class demonstrations and discussion of group interventions  Participation in student peer-facilitated groups  Discussion of the *Color of Fear* video  Visits to the Merton House/Bridge House/Spooner House | Group Protocol Design assignment |
| Reflect on personal traits and abilities and determine areas for personal growth and professional development to ensure therapeutic use of self as an OT and a group leader. | Demonstrate self-reflection | B. 5.7.  Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.  B.9.6.  Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities. | In-class demonstrations and discussion of group interventions  Participation in student peer-facilitated groups | Student group facilitation evaluation as provided by the course instructor and peers |
| 1. Define the term *electronic health record* *(EHR).* 2. Discuss the benefits associated with the EHR.   3.   Describe the various types of information systems used within healthcare institutions.   1. Explain the functions of a clinical information system.   5.   Explain the purpose of decision support and expert systems. | Identify areas for creativity and innovation in practice and scholarship.  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Practice in a safe, legal, and ethical manner. | B.1.8  Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. | EHR GO presentation and practice  SHU Health Sciences Librarian presentation | This learning objective will be measured in PBL and seminar (Topics in MH) |
| 1. Use credible research evidence when making decisions about assessments and interventions. | Identify areas for creativity and innovation in practice and scholarship.  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Practice in a safe, legal, and ethical manner. | B.3.4  Use scholarly literature to make evidence-based decisions. | SHU Health Sciences Librarian presentation | This learning objective will be measured in PBL |

**DESCRIPTION OF ASSIGNMENTS AND GRADING\*:**

| **Assignment** | **Description** | **Grading** |
| --- | --- | --- |
| Lab exams | The midterm and final lab exams will require you to ***demonstrate*** assessment methods and intervention strategies for the specific clinical cases you will be assigned to during the exam.  You will be expected to select relevant OT assessments, as well as develop and outline a potential intervention plan for the client described in the case (including short-term and long-term goals).  You will present your assessment and intervention plan orally to one of the lab instructors while utilizing the OTPF terminology and demonstrating understanding of the OT frames of reference and models. You may also be asked to demonstrate conducting parts of the selected assessments or interventions. | The midterm exam will be worth 25 points and represent 25% of your final grade.  Since higher levels of knowledge and clinical reasoning will be expected of you at the end of the semester, the final exam will be worth 25 points, yet represent 30% of your final grade. |
| Group Protocol | You will be expected to develop and submit a group protocol prior to facilitating your group in class. | This assignment will be worth 15 points and will represent 15% of your final grade. |
| Group Facilitation | You will be expected to independently design and facilitate a group for your peers in class. Your group design should reflect the OT frame(s) of reference you will select in collaboration with your lab instructor. | This assignment will be worth 20 points and will represent 20% of your final grade. |
| Peer evaluation | In addition to being graded by your instructor, your group facilitation will be graded by your peers. | The averaged total will be worth 20 points and will represent 10% of your grade. |

**\*Each assignment will have a rubric posted on BB for you to follow**

### **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** |