Walters State Community College Course Syllabus

Course Information

Course Number and Name: OTAP 2310 OT Intrvntion and Tx:Mntl Hlth
Section ID: 81394.202380
Semester and Year: Fall 2023
Credit Hours: 3
Start Date: August 21, 2023
End Date: December 08, 2023
Course Format: CON - Conventional Methodology
Catalog Course Description: This course will address mental health limitations and obstacles to occupational engagement for individuals and populations. Common diagnoses and treatment environments will be presented. Treatment for areas of occupation (ADL, IADL, education, work, play, leisure, and social participation), activity demands, client factors and context will be reviewed. Students will be required to develop applications for enabling function and physical well being. Prerequisite(s): OTAP 1120,1210,1220, 1240,1320,1330,1340,1355,and 1380. **F**

Meeting Details: T; 09:00AM - 11:00AM; GRNV 255 & T; 12:00PM - 03:00PM; GRNV 255
Course Drop Deadline: October 27, 2023

Instructor Information

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Supervisor Phone: 423-585-6992

Required Textbook(s) and Materials

Mental Health Concepts and Techniques for the Occupational Therapy Assistant
ISBN: 9781496309624
Authors: Mary Beth Early
Publisher: Wolters Kluwer Law & Business
Publication Date: 2016-06-01

Student Learning Outcomes/Objectives

- Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.
  (2018 ACOTE Standard B.3.4) Mental Health Intervention Assignment, Tests, Trauma and Attachment Case Study, Community Mental Health Competency Intervention Planning, Literature Review, Quizzes

- Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
  (2018 ACOTE B.2.1.) Mental Health Intervention Assignment, Community Mental Health Competency Intervention Planning

- Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.
  (2018 ACOTE B.4.9) Trauma & Attachment Case Study, Mental Health Intervention Assignment, Community Mental Health Competency, Quizzes, Access ETSU Collaboration

- Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.
  (2018 ACOTE Standard B.4.22.) Community Mental Health Competency

- Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.

(2018 ACOTE 4.27.) Community and Primary Care Assignment, Community Mental Health Competency, Friendship House Reflection

- Articulate and demonstrate the role of and collaboration between the OTA and OT during the screening, evaluation, and treatment planning process, including professional liability issues.
  (2018 ACOTE B.4.24) Community Mental Health Competency

- Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.
  (2018 ACOTE 4.19.) Community Mental Health Competency, Friendship House Reflection

- Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.
  (2018 ACOTE 4.6.) Community Mental Health Competency, Friendship House Collaboration Assessment

- Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.
  (2018 ACOTE 5.2) Community and Primary Care Assignment

- 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.
  (2018 ACOTE B.4.28.) Community Mental Health Competency

- Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession.
  (2018 ACOTE Standard B.6.1) Literature Review

- Demonstrate the skills to understand a scholarly Report.
  (2018 ACOTE 6.3.) Literature Review

- Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

(2018 ACOTE B.7.3.) OT Expo Poster Presentation, Access ETSU Collaboration, Friendship House Nursing Collaboration

Instructional Approach and Methods

- Lecture
- Assigned readings
- Laboratory activities
- Demonstration of clinical skills through service learning
- Written Assignments
- Purposeful activity, preparatory and occupation-based intervention planning
- Inter and Intraprofessional collaboration experiential learning
- Competency-based demonstration of skills
- Quizzes
- Research and presentation

Assessment, Evaluation and Testing Procedures

Refer to the Objective Testing Policy and the Competency Policy in the OTA Student Handbook.

Grading Scale

A	930-1000
B	850-929
C	750-849
D	a score of 749 or lower results in course failure
F	

Assignments

Reading Quizzes		100 points
4 objective assessments	B.3.4., B.4.9.	25 points each
Assignments		100 points
Mental Health Intervention Plan	B.3.4., B.4.9.	50 points

Trauma Case Study Assignment	B.3.4., B.4.9.	50 points
Community Lab Competencies		**600 points**
Community and Primary Care Programs Assignment	B.4.27., B.5.2.	100 points
Community Treatment Collaboration	B.2.1., B.3.4., B.4.6., B.4.9., B.4.19., B.4.22., B.4.24., B.4.27, B.4.28.	200 points
Friendship House Nursing Collaboration	B.4.6., B4.9., B.4.19., B4.27., B.7.3.	200 points
Access ETSU Collaboration	B.4.9., B.7.3	100 points
Research		**200 points**
Literature Review	B. 3.4., B.6.1., B.6.3., B.7.3.	100 points
Poster Presentation	B.6.1., B.6.3., B.7.3.	100 points
Total Points		**1000 points**

Class Participation

Refer to the attendance policy in the OTA Student Handbook.

Course and Class Policies/Procedures

- This course will require students to have reliable transportation off campus to complete service learning requirements and complete collaborative elements of the course.

- This class may utilize web tools and apps. You do not have to have a phone to access and use the tools needed in this class. However, you may check out iPad's for class use at any of the WSCC campuses.

- Test and assignment deadlines will not be reset unless documentation of extenuating circumstances is provided.

- Dropbox submissions must have your last name, first initial, and assignment in the saved file name i.e. cboren-TApart1

- Dropbox submissions must be saved as word documents or rich text format

- Review Objective Assessment Policy in 2021 Student Handbook

- Exams are timed and students will have 1.5 minutes per question.

Academic Program Standards/Policies/Accreditation Information

Relationship to Curriculum Design

- Offered within the "Improving Occupational Performance "courses– "How Do OTA's Promote Occupation?" (OTAP 2310, 2330, 2340, 2150, 2350) This course builds on the student knowledge of typical adaptive behaviors, and challenges to mental health that affect occupational performance addressed in prior semesters. Students draw from models/frames of reference and theories learned in OTAP 1220, task analysis, analyzing and grading activities in OTAP 1320, therapeutic use of self, assertiveness training, self-awareness, and group dynamics from OTAP 1120 and challenges to mental health in OTAP 1360.

- Using the PEO model as a guide, students will analyze and synthesize how the person, environment, and occupation subsystems affect mental health and occupational performance. Through written work, presentations, competencies, therapeutic interaction, development of mental health occupation-based treatment interventions, documentation, and research, students demonstrate knowledge and understanding of how mental health factors, and challenges to mental health may affect engagement in occupations and overall occupational performance. Students will begin to use their developing clinical reasoning skills to choose and implement mental health treatment activities based on the client's occupational performance, environmental contexts, and overall occupational needs.

- The OTPF is incorporated into both teaching and learning experiences as students use evidence to support intervention implementation and outcome documentation related to performance areas and occupational performance within the client's environmental context. Treatment for areas of occupation (ADL, IADL, education, work, play, leisure, and social participation), activity demands, client factors and context will be reviewed.

- Course components are for the Advanced OTA student and build upon applying and analyzing skills and framework established in the intermediate courses. This course most closely relates to Bloom's Taxonomy levels of Analyze, Evaluate, and Create.

- TBR HIP Service Learning 3 Course. This course meets the service learning component of 20 or more hours of service which aligns with the OTA curricular design. The high impact practice of service learning is an integral part of how students learn OT concepts across the knowledge dimension while developing competency in their developing OT skill set. Service learning opportunities stretch the student from the conceptual knowledge dimension to the procedural dimension. During this dimension of service learning, students design and implement inter- and intra- professional collaborations throughout the OT process.

- TBR HIP Undergraduate Research 3 course. This course meets the requirement of undergraduate research offered as a sequence with credit given over 3+ semesters. This course falls during semester 3 and meets the requirement as students formulate their own PICO research questions, write a literature review answering their clinical question, create a professional poster, and present their findings in a community forum. The literature review and community presentation are the culmination of 3 semesters of research-based curricula.

- <u>Curricular Threads</u>: Discovering Occupational Beings Across the Lifespan, Facilitating Adaptation and Creativity, Promoting Occupational Performance, Developing the Professional, Engaging in Scholarly Pursuits

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:

   a. Using cut/paste tool from original document with no references given.

   b. Copying another student's work and submitting it as one's own.

   c. Forging or otherwise altering signatures.

   d. Giving or falsifying academic documents or materials.

2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:

   a. Utilizing old tests, projects, notes or written papers.

   b. Providing unauthorized information to a fellow student about exam content.

   c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.

   d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).

   e. Consulting with a classmate or others when taking a computerized test.

   f. Disregarding other specific policies and procedures outlined for a particular class.

   g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).

   h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.

3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

  [Walters State English Learning Lab (opens in new window)](ws.edu/academics/humanities/writing-lab)
  ws.edu/academics/humanities/writing-lab

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

  [Walters State Mathematics Learning Lab (opens in new window)](ws.edu/academics/mathematics/learning-lab)
  ws.edu/academics/mathematics/learning-lab

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk (opens in new window)](helpdesk.ws.edu)
helpdesk.ws.edu

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services (opens in new window)](ws.edu/student-services/disability/)
ws.edu/student-services/disability/

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog (opens in new window)](catalog.ws.edu/)
catalog.ws.edu/

[Walters State Timetable of Classes (opens in new window)](ws.edu/admissions/registration/)
ws.edu/admissions/registration/

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to

change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.

- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.

- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.

- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.

- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage (opens in new window)](ws.edu/home/)
ws.edu/home/

[Walters State Facebook page (opens in new window)](https://www.facebook.com/WaltersState/)
https://www.facebook.com/WaltersState/

[Walters State Twitter page (opens in new window)](https://twitter.com/waltersstate)
https://twitter.com/waltersstate

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System (opens in new window)](ws.edu/set/)
ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard (opens in new window)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy (opens in new window)](#)