

OTA 215 Behavioral Health Theory/Practice 3 Credits

Course Description

In this one semester online course, students learn about mental health issues that impact the adult client's occupational performance. Throughout the semester, students will develop treatment plans and activity plans to help adult clients achieve functional outcomes within areas of occupation. Friday And Saturday face-to-face classroom sessions create the environment for students to observe and practice occupational therapy assessments and intervention strategies.

Required Text

Required:

Mental Health Concepts & Techniques for the Occupational Therapy Assistant 4th Edition –
Copyright 2009, Mary Beth Early
ISBN: 9780781778398

Recommended:

Quick Reference to Occupational Therapy 2nd Edition Kathlyn L. Reed - Copyright 2001
ISBN: 9780944480809

Contact Coleen at the NDSCS Bookstore for the most current textbook information (1-800-342-4325, ext. 2239 or coleen.thoe@ndscs.edu). You may also visit the NDSCS Bookstore web site at www.ndscsbookstore.com and search for book information by class by clicking the "Textbook" tab.

Course Focus

In this course, students will apply OT foundational concepts (ex. roles of OT personnel, evaluation, interventions, Occupational Therapy Practice Framework) to the OTA practice area of behavioral health.

Course Outline

- A. Behavioral Health Models of Practice
- B. Clinical Conditions typically seen in a Behavioral Health setting
- C. Assessment Tools
- D. Intervention Strategies
- E. Documentation

Students will have class on campus on four Friday afternoons during the semester. The specific dates and times will be announced during the first week of class. All students are expected to attend these classes. Students will practice a variety of skills needed when working in a behavioral health setting. Participation points will be awarded to those who actively participate.

Students will be divided into small groups and each group will have one Saturday class on campus (8:00 am -5:00 pm) during the semester. During Saturday class, students will practice providing OT assessments and interventions for clients with behavioral health needs.

Learning Outcomes

At the completion of this course the student will be able to:

1. Explain the role of the OTA in behavioral health settings for adults. (B.1.6)
 - **Learning Activities:** Case Studies
 - Research Paper
 - On-line Discussion Leadership
2. Define adult mental illness clinical conditions typically treated by occupational therapy. (B.2.5)
 - **Learning Activities:** Case Studies
 - Research Paper
 - On-line Discussion Leadership
3. Identify contra-indications and safety issues to consider in a mental health setting. (B.5.1)
 - **Learning Activities:** Saturday Class Group Leadership
 - Interview an Adult
 - Case Studies
4. Practice commonly used assessment and evaluation tools used in mental health settings. (B.4.2, B.4.4)
 - **Learning Activities:** Saturday Class Evaluations/Assessment Lab
 - Interview an Adult
 - Kitchen Task Assessment Assignment
5. Identify intervention strategies for each of the clinical conditions addressed. (B.1.8, B.5.23)
 - **Learning Activities:** Case Studies
 - On-Line Discussions
 - Group Protocol Assignment
 - Saturday Class Group Leadership
6. Complete activity analyses based on Mental Functions found in the Occupational Therapy Practice Framework. (B.2.9, B.2.10, B.2.11, B.5.1, B.5.23, B.5.24, B.2.26)
 - **Learning Activities:** Case Studies
 - Friday Class Labs
 - Interview an Adult
7. Identify common therapeutic approaches used to modify client behavior. (B.5.2)
 - **Learning Activity:** Saturday Class Group Leadership
 - Group Protocol Assignment
8. Complete case studies based on clinical conditions; include a problem statement, goals, and intervention methods. (B.1.8, B.5.6)
 - **Learning Activities:** Case Studies
9. Plan and lead task groups for a specific population. (B.5.2 B.5.14)
 - **Learning Activities:** Saturday Class Group Leadership
 - Group Protocol Assignment
 - Interview an Adult
 - Kitchen Task Assignment
10. Use “therapeutic use of self” to achieve treatment goals. (B.1.6, B.2.9, B.2.10)
 - **Learning Activities:** Saturday Class Group Leadership
 - Interview an Adult

- Kitchen Task Assessment Assignment
- 11. 11. Modify intervention approaches to reflect the needs of the client/group. (B.2.5, B.4.4, B.4.5, B.9.8)
 - **Learning Activities:** Saturday Class Group Leadership
- 12. Discuss the role of the occupational therapy practitioner in community-based behavioral health programs. (B.2.5, B.4.4, B.5.14)
 - **Learning Activities:** Explore Mental Health Services in your hometown.

Course Policies and Procedures

Access Policy: Computer Failures and Viruses

Online students must maintain computer access at all times to the online course. Lack of computer access as an excuse for late work or missed exam/quiz will NOT be accepted. Review the [Computer Access Policy](#) to learn how you can take a proactive approach to your online success.

Student Attendance

Regular attendance and completion of all assignments, on time and as scheduled, is important to your success in this course. An online student who does not regularly attend their online class for a period of seven consecutive days may be dropped from the course. Attendance is evidenced by weekly completion of assignments and/or participation in online discussions. Efforts to contact inactive students are attempted as soon as each semester begins; however, if there is no response from the student and inactivity continues, a drop will be enacted. See the entire NDSCS Attendance Policy at www.ndscs.edu/online-attendance.

If your instructor is unexpectedly unavailable and may be delayed in reviewing or correcting assignments, you will be notified of this as a sign of courtesy and respect.

Online Student Participation and Conduct Guidelines

The practices of courtesy and respect that apply in the traditional classroom also apply online. However, the expectations and practice differ in the online classroom to greater extent. Review the Online Student Participation and Conduct Guidelines ([Appendix A](#)) to learn of these expectations.

Assignments

Please follow the order of units as each unit will build onto the next one and will be accessible according to the schedule posted within the online course.

Assignments and quizzes within each chapter are **due within specified time frames**. Refer to the Schedule for specific due dates.

Assignments not completed by the specified deadline but submitted late will have **10% of grade points deducted** at instructor's discretion.

No points will be assigned for incomplete assignments. Be prepared to spend **at least four (4) hours per week** in the online class, studying, and completing assignments.

Submitting Assignments

All assignments should be turned in via **Dropbox** unless otherwise specified. You are **strongly encouraged** to make hard copies of your assignments and communications with the instructor to

avoid losing data in the case of technical issues. *At the first sign* of problems, contact your Internet Service Provider (ISP) immediately.

It is your responsibility to access the class on another computer in the event of hardware or software problems. If your problems are not cleared up within 12 hours, contact the instructor to make other arrangements.

Grading Scale

Projects and written assignments are graded on the % established by department policy as follows:

LETTER GRADE	PERCENT
A	93-100%
B	86-92%
C	80-85%
D	74-79%
F	Below 73%

Grading will be done by weighting tests and quizzes and homework assignments.

Graded Item	Percentage of Grade
Tests and Quizzes	25%
Case Studies, Worksheets	25%
Discussions and In-Class Participation	25%
Interview, Kitchen Task Assessment, Group Protocol, Research	25%

Departmental Grading Policy

1. Students must pass this course with at least 80% accuracy.
2. One point per day will be subtracted from assignments submitted after the due date.
3. If a student does not attain an 80% on an assignment or project, the student will be permitted to redo the assignment/project one more time.
4. The grade assigned for the retake will be no higher than 80%.
5. Time frame for redoing an assignment is one week.
6. Tests/quizzes and Discussions may not be retaken.

Tie to Program Assessment Outcomes

This course addresses the following assessment outcomes:

Student Outcome #3: Communicate effectively with others in oral and written format. The focus will be on writing skills to include sentence structure, grammar, spelling and legibility.

Student Outcome #4: Demonstrate professional behavior as outlined in the AOTA Code of Ethics. The focus will be on attendance and student conduct in the classroom.

Tie to Curriculum Design

This course incorporates the concept of the Person-Environment-Occupation (PEO) framework when students examine the occupational therapy process and the OTA role in screening, assessment, treatment planning, treatment implementation, and discharge. Students examine a variety of treatment settings, including concepts related to client-practitioner interaction and communication and the importance of collaboration with clients, caregivers, and other health care professionals. Students begin to use clinical reasoning to analyze activities and tasks of everyday occupations. Lastly, students look at current health care trends, review moral, legal, and ethical issues and demonstrate professional behaviors in class.

Student-Instructor Communications

While an online class is available 24 hours a day and offers greater flexibility for the student and instructor, keep in mind that your instructor will not be available 24 hours a day. Instructors will check email, voicemail, and Cyber Office messages on a regular basis, but there may be times when they are unavailable due to other commitments and job responsibilities. Email, voicemail, or Cyber Office Messages will be responded to as time allows. As a general rule, you can expect your direct questions to be answered within 24 hours during week days.

When sending an email, please include your full name so your instructor knows who they are responding to. Often, the email address does not indicate who is sending the message.

Student E-Mail Accounts

NDSCS students are to use an NDSCS email account exclusively to ensure the lines of communication with your instructor and NDSCS are not broken, which often happens with other email providers. You can access your email account by following instructions at www.ndscs.edu/lt-Setup. If you need help accessing your NDSCS email, contact the NDSCS IT Service Desk at 800-342-4325 ext 3333 or ndscs.servicedesk@ndscs.edu.

To make your NDSCS email account your preferred email address, log into your CampusConnection account and check the “preferred” box by campus email.

The NDSCS e-mail system provides students with an entire suite of services such as:

- 10 GB storage for email
- Instant messaging through Skype for Business
- Rich calendaring
- Photo sharing
- Multi-browser support
- SMS alerts to mobile phones

Academic Integrity

Integrity is an NDSCS core value and there is an expectation that all students, as members of the college community, adhere to the highest levels of academic integrity.

Dishonesty in class, laboratory, shop work or tests is regarded as a serious offense and is subject to disciplinary action by the instructor and dean of the respective division. For more information, refer to

the NDSCS Student Planner or [College Catalog](#) under College Policies and Basic Regulations of Conduct (page 32).

Types of Misconduct

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication: Intentionally and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Disabilities and Special Needs

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the **Student Accessibility Coordinator** (phone 671-2623, or toll-free 1-800-342-4325 ext. 3-2623) as early as possible in the term.

APPENDIX A ONLINE STUDENT PARTICIPATION AND CONDUCT GUIDELINES

Online courses are based on the premise that students learn best in a community. The instructor plays an important role, but this is a different role than most instructors play in the traditional, face-to-face classroom. While you may see a shift in the way classes work, you'll also notice that some things don't change: the practices of courtesy and respect that apply in the ordinary classroom also apply online, and may actually require more attention in this venue. Here are some guidelines:

1. **Get involved.** In the online environment, it's not enough to show up! Your voice must be heard in order to show your presence. Your comments are needed to add to the information, the shared learning, and the sense of community in each class.
2. **Be persistent.** Remember that for many this is a fairly new environment. Each instructor still sets the rules, and you need to abide by them; however, if you run into any difficulties, don't wait! Send your instructor an email immediately or post in the Discussion Area. Most problems are easily solved, but your instructor and your fellow students need to hear from you before they can help.
3. **Share tips, helps, and questions.** For many, taking online courses is a new experience. There are no dumb questions, and even if you think your solution is obvious, please share it by posting it in the Discussion Area. For every student who asks a question, there are 10 others wanting to know the same thing.
4. **Think before you push the Send button.** Did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it.
5. **Consider the context.** Remember that we can't see the grin on your face when you make a sarcastic comment, we can't see the concern on your face if you only say a couple of words, and we can't read your mind and fill in the gaps if you abbreviate your comments. So: help us "see" you by explaining your ideas fully.
6. **Ask for feedback.** Not sure how your ideas and comments will be taken? Remember there's a person on the other side. If you disagree with what someone has said, practice all your communication skills as you express that disagreement. "Flaming," or flying off the handle and ranting at someone is unacceptable; it is the equivalent of having a tantrum, something most of us wouldn't do in an onsite, face to face classroom.
7. **Act with respect.** Any discriminatory, derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the face to face classroom. If you have concerns about something that has been said, please contact your instructor.
8. **Exercise integrity.** Plagiarism, cheating, and other violations of ethical student behavior are serious actions in a learning community. See Academic Integrity Policy in the course syllabus.
9. **Recognize the consequences.** Consequences of online student behavior that contradicts the NDSCS Academic Integrity policy will be addressed on an individual basis and in accordance with NDSCS Academic Integrity policy. Refer to the NDSCS Student Planner or College Catalog for more information.

*Adapted with permission from Dr. C. A. Keller, San Antonio College