

SPRING 2025

OT 527

TRANSFORMATION THROUGH HUMAN OCCUPATION II:

TEAM COLLABORATION IN MENTAL HEALTH

SYLLABUS AND TOPICAL OUTLINE

CREDIT HOURS: 3

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CLASS DAY AND TIME:

COURSE DESCRIPTION: This course is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the first in a series of three that are scaffolded by level of complexity. Problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments. Activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and to learn communication skills required to work with an interprofessional healthcare team. **Transformation through Human Occupation: Team Collaboration in Mental Health will place specific emphasis on team-based case analysis in mental health.**

CLASS FORMAT: This course is designed utilizing an experiential approach to learning. **In the Team Collaboration in Mental Health portion of course, the content will be provided through self-directed activities, case studies analysis, problem solving in small groups, written assignments, student presentations, and role-play.**

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025:

“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” (AOTA, 2025).

For our profession to fulfill its centennial vision, we need professionals who are not only competent, but are also ethical, able to communicate effectively with a team, able to use theory, ready to consider contextual aspects that

might alter clinical decision making, and comfortable using available evidence to justify their decisions. This course will help you begin to do all of that while also practicing a client-centered approach.

RELATIONSHIP TO CURRICULUM DESIGN: The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism). This course incorporates all the above.

TEACHING AND LEARNING METHODS: The Transformation Through Human Occupation II course utilizes a multimodal approach to teaching and learning, including didactic lectures, large and small group discussions, experiential learning activities, and self-directed learning. There will be opportunities to learn through demonstration and hands-on skill development. Instruction may also include on-line synchronous and asynchronous experiences. This course will also introduce learning strategies used in Problem- and Team-Based Learning (PBL/TBL) curriculum to foster students' independent and collaborative learning. The self-directed time designated in your semester schedule is mandatory. Students are expected to have completed assigned readings prior to class. Other research resources include but are not limited to journal articles, media sources, and any material from the previous semester(s). It may also include notes and readings from other courses.

In the Team Collaboration in Mental Health portion of the course, small groups will break down a case study and will assign students to find out necessary information and bring it back to the group to make clinical decisions. Students are expected to discuss current literature and evidence to assist with clinical decision making. You are also expected to utilize creative methods when presenting your research findings to your small groups. As a group, you will select and demonstrate appropriate evaluation and intervention methods for the clients portrayed in the case studies. You will conduct activity analysis, determine treatment priorities, formulate short-and long-term goals (using the SMART format), and write SOAP notes and treatment plans individually and as a team for the clients portrayed in the case studies. For some of the case studies, your groups will engage in a mock treatment planning meeting involving the "client", their caregiver(s), other professionals and stakeholders. In addition, you will be expected to present to your peers and instructors as if you were an occupational therapist providing an in-service.

TBL activities will be used as well and will incorporate individual student work, mini lectures, group problem-solving, and immediate instructor and peer feedback provision. Students' knowledge of the foundational material necessary for the TBL will be assessed via individual and team quizzes (Individual Readiness Assurance Test [iRAT] and Team Readiness Assurance Test [tRAT]) in the Team Collaboration in Mental Health portion of the course. Additional interactive learning activities incorporated into the Transformation Through Human Occupation II course include student group design and facilitation, student-led mock quizzes, and service-learning projects. Exams will consist of both computer-based didactic assessment and in-person demonstration of skills learned.

COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all content materials. Additional assignments will be completed individually or in groups. For all assignment details see topical outline and grading rubrics on Blackboard.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDANCE: As per program policy, a 100% attendance rate for all courses is required. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events, e.g., wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible. Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms. Please note that, while classes might take place online (using Zoom, Webex, or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes. To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

PROFESSIONAL BEHAVIORS: refer to Program Manual

ACCESS AND ACCOMMODATIONS

THE CENTER FOR TEACHING AND LEARNING: The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support. The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, at hendersonl3@sacredheart.edu, or visit our learning support services webpage.

ACADEMIC ACCOMMODATIONS AND THE OFFICE OF STUDENT ACCESSIBILITY: Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility. Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, radziunask@sacredheart.edu, or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, scinicariello@sacredheart.edu.

OUR COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION: Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU MSOT program know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the You Belong at SHU web page <https://www.sacredheart.edu/sacred-heart-life/you-belong-at-shu/> If you have any ideas about ways to enhance your success, please reach out to your faculty or the Program Director. If you feel that you have been mistreated in any way, you are encouraged to submit a Bias Incident Report or contact diversityandinclusion@sacredheart.edu

REQUIRED TEXTS (Please note these textbooks will be used across this course series).

Textbooks new to this course:

Brown, C. & Stoffel, V.C. (2019). *Occupational therapy in mental health: a vision for participation* (2nd ed.). FA Davis.

Cole, M. B. (2018). *Group dynamics in occupational therapy: The theoretical basis and practice application of group therapy* (5th ed.). SLACK Incorporated.

Sames, K.M. (2015). *Documenting occupational therapy practice* (3rd ed.). Pearson Education Inc.

Textbooks from prior courses:

American Occupational Therapy Association. (2020). *Occupational therapy practice framework: Domain and process* (4th ed.). AOTA Press.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Bonder, BR. (2022). *Psychopathology and function*. (6th ed.). Routledge.

Cole, M. B. & Tufano, R. (2020). *Applied theories in occupational therapy: A practical approach* (2nd ed.). SLACK Incorporated.

Nussbaum, A.M. (2013). *The pocket guide to the DSM-5 diagnostic exam* (1st ed.). American Psychiatric Publishing.

RECOMMENDED TEXTS: For recommended texts see documents posted on Blackboard.

PULLING IT ALL 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 in the table below. This link will allow you to review the [ACOTE standards](#).

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. Table 1 shows the connection between **the entire course series**

learning objectives, the program objectives they are linked to, and 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.

Table 1- Learning objectives and ACOTE standards

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Effectively gather all necessary information pertaining to client's occupational profile analysis from the case study or the electronic health records (EHR Go) system	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.15	EHR GO presentation and practice Case discussion in small groups OTPF-based case analysis	Faculty evaluations of student's participation in small group discussions Peer evaluations
Summarize the occupational profile of the clients portrayed in the clinical case studies, including information on client's personal and environmental contexts	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.1.2	Lectures Case discussion in small groups OTPF-based case analysis	Faculty evaluations of student's participation in small group discussions Peer evaluations Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)
Perform activity analysis pertaining to each clinical case introduced throughout the semester, to inform the choice of applicable occupational therapy assessments and interventions Analyze, grade and modify interventions according to child behaviors and data	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.3.2 B.3.6 B.4.3 B.4.4	Lectures Activity grading and modification during in-class intervention demonstrations In-class practice of short- and long-term goals and SOAP notes writing	Faculty evaluations of student's participation in small group discussions Peer evaluations Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans) Quizzes/Practical Exams
Formulate appropriate and measurable long-/short-term goals and	Demonstrate the knowledge and skills required of an entry level	B.4.2 B.4.3 B.4.9 B.4.28	Lectures In-class practice of short- and long-	Faculty evaluations of student's participation in small group

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
<p>discharge plans for the clients portrayed in clinical cases while considering their occupational performance analysis</p> <p>Formulate appropriate long- term goals and measurable short-term objectives</p>	<p>occupational therapist, including critical thinking and clinical reasoning</p>		<p>term goals and SOAP notes writing</p>	<p>discussions</p> <p>Peer evaluations</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Quizzes/Practical Exams</p>
<p>Use credible research evidence and select appropriate evidence-based occupational therapy assessments and interventions for each clinical case and defend decisions made</p> <p>Make occupational therapy clinical decisions and defend decisions using evidence. Value client centered care and family centered practice. Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.2.1 B.4.2</p>	<p>Lectures</p> <p>SHU Health Sciences Librarian presentation</p> <p>Case discussion in small student groups</p> <p>OTPF-based case analysis</p> <p>In-class practice of short-term and long-term goals and SOAP notes writing</p> <p>Independent student research</p> <p>Student presentations</p>	<p>Faculty evaluations of student's participation in small group discussions</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Role-play assignments</p> <p>Peer evaluations</p> <p>Service-learning projects</p> <p>Quizzes/Practical Exams</p>

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
<p>Incorporate client-centered practice principles into your clinical reasoning and decision-making</p> <p>Value client centered care and family centered practice. Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.4.1 B.4.2 B.4.23</p>	<p>Lectures</p> <p>Case discussion in small student groups</p> <p>OTPF-based case analysis</p> <p>In-class practice of short- and long-term goals and SOAP notes writing</p>	<p>Faculty evaluations of student's participation in small group discussions</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Role-play assignments</p> <p>Peer evaluations</p> <p>Service-learning projects</p> <p>Quizzes/Practical Exams</p>
<p>Select appropriate occupational therapy assessments and interventions for the clients portrayed in the case studies while taking into consideration the personal, cultural, and other contextual factors embedded into each case and defend decisions made</p> <p>Follow proper administration and scoring procedures for evaluation and assessment Make accurate observations of child development and performance Interpret evaluation results correctly</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.1.2 B.3.2 B.3.6 B.4.2 B.4.3 B.4.4 B.4.5 B.4.9 B.4.10</p>	<p>Lectures</p> <p>In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving standardized patients)</p> <p>In-class practice of short- and long-term goals and SOAP notes writing</p> <p>Student presentations</p> <p>Role-plays</p> <p>Visits to the service learning sites</p>	<p>Faculty evaluations of student's participation in small group discussions</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Peer evaluations</p> <p>Role-play assignments</p> <p>Service-learning projects</p> <p>Quizzes/Practical Exams</p>

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Identify potential mobility/community access issues pertaining to the case studies presented throughout the semester and select appropriate assessments and interventions for the clients portrayed in the cases studies	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.14	Lectures	<p>Faculty evaluations of student's participation in small group discussions</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Peer evaluations</p> <p>Role-play assignments</p> <p>Service-learning projects</p> <p>Quizzes/Practical Exams</p>
Follow proper administration procedures for/use appropriate safety precautions with all selected assessments and interventions	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.4	<p>Lectures</p> <p>In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving patient actors)</p>	<p>Faculty evaluations of student's participation in small group discussions</p> <p>Peer evaluations</p> <p>Student group facilitation evaluation as provided by the course instructor and peers</p> <p>Service-learning projects</p> <p>Practical exams</p>
Follow proper administration procedures for occupational therapy assessments and interpret the results correctly	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.1.4	<p>Lectures</p> <p>In-class demonstrations and practice of OT assessments (including videos and clinical simulation experiences involving patient actors)</p>	<p>Faculty evaluations of student's participation in small group discussions</p> <p>Peer evaluations</p> <p>Practical Exams</p>

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Practice client and care-giver interviews, and participation in interprofessional team meetings while in class	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.4.22 B.4.23	Clinical simulations involving standardized patients Student presentations Role-plays Visits to service-learning sites	Role-play assignments
Practice presenting discharge plan recommendations to the client/caregivers/interprofessional team	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.4.22 B.4.23 B.4.28	Lectures Case discussion in small groups Role-plays	Role-play assignments
Create documentation that reflects the effect of/need for occupational therapy Complete coding and billing appropriately and ethically	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.22	Lectures In-class practice of short- and long-term goals and SOAP notes writing	Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)
Identify instances in which advanced level OT services or non-OT evaluations and/or interventions may be required and potential referrals	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.22 B.4.23 B.4.26	Lectures Case discussion in small student groups	Faculty evaluations of student's participation in small group discussions Peer evaluations Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Identify the sociocultural, socioeconomic, and diversity factors that need to be taken into consideration when planning and implementing the service-learning project	Promote justice through compassionate service to the local and global communities	B.1.2 B.4.2 B.4.3	Lectures Small group discussions Service-learning site visits	Service-learning projects and reflection paper
Design therapeutic groups for peers and community partners that incorporate solid clinical reasoning, appropriate theory and research evidence, and principles of occupational balance and personal wellness	Promote justice through compassionate service to the local and global communities	B.2.1 B.3.4 B.4.2 B.4.3 B.4.9 B.4.10 B.4.21 B.4.27	Lectures Participation in faculty- and student-facilitated groups In-class discussion of group-based interventions In-class planning and practice for group-based interventions Visits to the service learning sites	Student group protocol Student group facilitation evaluation as provided by the course instructor and peers Service-learning projects and reflection paper
Articulate the models and frames of reference that informed your decision-making when designing OT interventions	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.2.1	Lectures In-class discussion of OT interventions	Practical exams

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Demonstrate therapeutic use of self when practicing occupational therapy assessments and interventions with peers and community partners	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.4.1	Lectures In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving patient actors)	Service-learning projects Practical exams
Reflect on personal traits and abilities and determine areas for personal growth and professional development	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.1	Lectures Small group discussions	Service-learning reflection paper Faculty evaluations of student's participation in small group discussions Peer evaluations
Share and discuss information and ideas with peers/instructor during class discussions while using appropriate terminology, concise communication, and professional demeanor Work effectively with others to gather information and make clinical decisions. Modify behavior in response to team needs. Discuss client issues with empathy and with thought to their privacy and confidentiality	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.4.23	Small group discussions Student presentations	Faculty evaluations of student's participation in small group discussions Peer evaluations

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Provide constructive feedback to peers	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.4.1	Small group discussions	Faculty evaluations of students' participation in small group discussions Peer evaluations
Modify behaviors in response to constructive peer feedback	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	B.4.1	Small group discussions Student presentations	Faculty evaluations of students' participation in small group discussions Peer evaluations
Use technology, such as audio recordings, videos, etc., to illustrate concepts while presenting in class	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B.4.15	Student presentations	Faculty evaluations of students' participation in small group discussions Peer evaluations
Interpret client behaviors to adjust interventions accordingly. Explain the theoretical or clinical rationale behind selected intervention techniques. Defend their choice of assessment or intervention using varied methods of clinical reasoning, and/or research evidence. Apply research evidence appropriately to the decision-making process in clinical cases	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Engage in continual learning and evidence-based practice with intellectual open-mindedness	B.4.2 B.4.5 B.4.11 B.4.12 B.4.14 B.4.16 B.4.24 B.4.26 B.5.4 B.7.5	Lectures Small group TBL application exercises	Midterm/Final Exam Questions TBL iRATs/tRATS

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Demonstrate professional and client-centered interaction skills with families, clients, and other professionals.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.4.17.	In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving standardized patients) In-class planning and practice for group-based interventions	Role-play assignments Student group facilitation evaluation as provided by the course instructor and peers
Follow proper administration procedures for evaluation and assessment in occupational therapy. Select appropriate methods of evaluation Use appropriate safety precautions with all evaluation and intervention interactions Document functional performance accurately	Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally. Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.	B.3.2 B.3.7 B.4.4 B.4.5 B.4.10 B.4.11 B.4.13	In-class activities for practice assessment and demo/role play for interventions SOAP notes	Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)
Interpret evaluation results correctly Formulate appropriate long-term goals and	Demonstrate the knowledge and skills required of an entry level occupational therapist, including	B.4.2 B.4.4 B.4.6	In-class demonstrations and practice of OT assessments and interventions	Treatment plan assignment

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
measurable short-term goals	<p>critical thinking and clinical reasoning.</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.</p> <p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p>		<p>(including videos and clinical simulation experiences involving patient actors)</p> <p>Lecture</p>	
Interpret evaluation results correctly	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	<p>B.3.5</p> <p>B.3.7</p> <p>B.4.4</p>	In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving patient actors)	Treatment plan assignment
<p>Grade and modify interventions according to performance and physical condition</p> <p>Formulate appropriate long-term goals and measurable short-term goals</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.</p> <p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and</p>	<p>B.3.6</p> <p>B.4.3</p> <p>B.4.9</p> <p>B.4.26</p> <p>B.4.29</p>	<p>In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving patient actors)</p> <p>Lecture</p>	Treatment plan assignment

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
	<p>practice professionally</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p>		Small-group discussion	
<p>Apply OT theories and frames of reference to occupational therapy client cases</p> <p>Formulate measurable goals and appropriate intervention strategies</p> <p>Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention</p> <p>Present complex information clearly so that peers (team members) can understand it</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case</p>	<p>Apply ethical reasoning aligned with the AOTA and the program’s values to make decisions and practice professionally.</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.</p> <p>Demonstrate leadership through scholarship and professional service</p> <p>Exhibit team collaboration skills, inter-professional practices, and</p>	<p>B.3.6</p> <p>B.4.2</p> <p>B.4.8</p> <p>B.4.9</p> <p>B.4.11</p> <p>B.4.13</p> <p>B.4.14</p> <p>B.4.17</p> <p>B.4.18</p> <p>B.4.24</p> <p>B.5.7</p>	<p>Small group discussion</p> <p>In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving patient actors)</p>	<p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Role-play assignment</p>

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
<p>and defend decisions using evidence</p> <p>Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor</p> <p>Work effectively with peers / team members to gather information and make clinical decisions</p> <p>Discuss client issues with empathy and with thought to their privacy and confidentiality</p> <p>Initiate and propose appropriate ideas to help the work of the team</p> <p>Explain and summarize information within the time-frame allotted</p> <p>Illustrate concepts in PBL for peers/ team members using visuals such as demonstration, images, videos, catalogs, or actual tools and equipment from the labs</p> <p>Modify behavior in response to team needs</p>	<p>culturally competent communication</p> <p>Promote justice through compassionate service to the local and global communities.</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness.</p>			

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
<p>Demonstrate ethical and professional behaviors as a beginning occupational therapist</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence</p> <p>Demonstrate professional and client-centered interaction skills with families, clients, and other professionals</p>				
<p>Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention</p> <p>Apply OT theories and frames of reference to occupational therapy client cases</p> <p>Formulate measurable goals and appropriate intervention strategies</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.4.29</p>	<p>Small group discussion</p> <p>Lectures</p>	<p>Goal-writing assignment</p> <p>SOAP note assignment</p>
<p>Explain and summarize information within the time-frame allotted</p> <p>Demonstrate ethical and professional behaviors as a beginning occupational therapist</p>	<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p>	<p>B.7.3</p>	<p>Small group discussion/presentation</p> <p>Lectures</p>	

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
<p>Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor</p> <p>Value client centered care and family centered practice in adult and geriatrics</p> <p>Apply OT theories and frames of reference to occupational therapy client cases</p>	<p>Promote justice through compassionate service to the local and global communities</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>			
<p>Work effectively with peers / team members to gather information and make clinical decisions</p> <p>Explain and summarize information within the time-frame allotted</p> <p>Demonstrate ethical and professional behaviors as a beginning occupational therapist</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence</p>	<p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p> <p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally.</p>	B.4.20	<p>Small group discussion/role play</p> <p>Lectures</p>	Role-play assignment

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Formulate measurable goals and appropriate intervention strategies				
<p>Demonstrate ethical and professional behaviors as a beginning occupational therapist</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence</p> <p>Explain and summarize information within the time-frame allotted</p> <p>Apply OT theories and frames of reference to occupational therapy client cases</p> <p>Formulate measurable goals and appropriate intervention strategies</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p>	B.4.28	Small group discussion	Treatment plan assignment
<p>Explain and summarize information within the time-frame allotted</p> <p>Demonstrate ethical and professional behaviors as a beginning occupational therapist</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case</p>	<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including</p>	<p>B.3.6</p> <p>B.4.2</p> <p>B.4.8</p> <p>B.4.9</p> <p>B.4.18</p>	<p>Small group discussion</p> <p>In-class demonstrations and practice of OT assessments and interventions (including videos and clinical simulation experiences involving patient actors)</p>	Treatment plan assignment

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
and defend decisions using evidence	critical thinking and clinical reasoning		Lectures	
Formulate measurable goals and appropriate intervention strategies	Exhibit team collaboration skills, inter-professional practices, and culturally competent communication			
Apply OT theories and frames of reference to occupational therapy client cases	Promote justice through compassionate service to the local and global communities			
	Engage in continual learning and evidence-based practice with intellectual open-mindedness			

Table 2 Description of Assignments

ASSIGNMENT	DESCRIPTION
PBL Presentations	Students will break down case studies in small groups and will assign individual group members to find out necessary information and bring it back to the group to make clinical decisions. Students will present information to their peers and instructors as if they were an occupational therapist providing an in-service. They will present current literature and evidence to assist with clinical decision making and will utilize creative methods when presenting their research findings to their groups. This assignment will be graded by PBL instructors weekly during PBL weeks.
Goal Writing	Students will write short-term and long-term goals using the Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART) format for the clients portrayed in some of the case studies presented to them during the semester. Goals are to be submitted to the PBL instructors.
Activity Analysis Chart	Students will use the activity analysis chart from the OTPF manual to analyze activities relevant

	to the clients portrayed in some of the case studies presented to them during the semester. One of the activity analysis assignments will focus specifically on the activity of driving. These assignments are to be submitted to the PBL instructors.
COPM-based Interview Summary	Students will interview a peer in lab using the Canadian Occupational Performance Measure (COPM) and will submit their summary to their PBL instructors.
SOAP Notes	Students will document progress and suggested treatment plan for the clients portrayed in some of the case studies presented to them during the semester using the Subjective, Objective, Assessment, and Plan (SOAP) format. This assignment is to be submitted to the PBL instructors.
Treatment Planning Chart	Students will select relevant OT assessments and develop and document (while utilizing OTPF terminology) a potential treatment plan for the clients portrayed in some of the case studies presented to them during the semester (including short-term and long-term goals). Students will also outline the OT frames of reference and models that informed their clinical decisions. This assignment is to be submitted to the PBL instructors.
Role-Play in PBL	For some of the case studies, student groups will engage in a mock treatment planning meeting involving the “client”, their caregiver(s), other professionals and stakeholders. Students will take turns role-playing different characters during these simulations and will be graded by PBL instructors. Role-plays will be informed by the independent research on the topics students will be assigned during the case breakdown.
Peer Feedback in PBL	Each student’s performance and contributions to the teamwork in PBL will be assessed by their peers at midterm and during the final week.
Peer Feedback in TBL	Each student’s performance and contributions during application activities in TBL will be assessed by their peers during each TBL week.
iRAT/tRAT	Students’ knowledge of the foundational material necessary for the TBL activities will be assessed via individual and team quizzes (iRATs and tRATs) administered online.

The **Total Course Grade** will consist of the following:

TOTAL GRADE 100%	Weekly PBL Participation/Role-Plays	Weekly Written Assignments	PBL Peer Feedback	TBL Peer Feedback	iRAT-s	tRAT-s
Before midterm	18% (3% each)	18% (3% each)	1%	3% (1% each)	12% (4% each)	6% (2% each)
After midterm	16% (4% each)	24% (6% each)	2%			

TOPICAL OUTLINE (for the entire course series)

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
1 January 6 th -10 th	- Chapters 8, 10, 20, 47 & 55 in Brown & Stoffel - Chapter 12 from Kuhaneck & Spitzer (posted to BB)	Case: Lucy (an adopted twin from Belarus with Fetal Alcohol Syndrome) Assignments: - Activity Analysis Chart - PBL presentation on the assigned topic	Tuesday Lab: Intro to the course; activity analysis charts; Pediatric Interest Profile; modifications for home environment and play Wednesday Lab: DOTCA presentation with Dr. Sharon McCloskey, EdD, MBA, OT/L, Dip. COT, CTP; board games to enhance cognition in children	Didactic Material: • Intro to the course • Developmental needs of children • Impact of trauma on children's development • The role of play in children's development and mental health • Selecting and adapting activities for children with neurodevelopmental conditions • Intro to environmental and cognitive strategies for children with mental health conditions
2 January 13 th -17 th	Chapters 4, 9, 22, 32, 33 & 57 in Brown & Stoffel - Chapter 15 in Sames	Case: Jacob (a young boy with ADHD from observant Jewish family treated in a private OT clinic) Assignments (due the week of January 20th): - COPM summary - 1 long-term goal (LTG) and 1 short-term goal (STG) - Presentation on the assigned topic	Tuesday Lab: Clinical simulation using the COPM; goal-writing in mental health OT Wednesday Lab: Classroom modifications for children with ADHD; behavioral and cognitive-behavioral (CBT) strategies for children	Didactic Material: • Private OT practice versus school-based OT • Intro to behavioral and cognitive-behavioral strategies for children with mental health conditions • Sensory processing of individuals affected by mental health conditions and sensory strategies for this population
3 January 20 th -24 th	- Waldman-Levi et al. article posted to BB - Chapter 12 in Sames	No classes on Monday due to Martin Luther King Jr. holiday	Tuesday Lab: CHP Library presentation with Geoffrey Staysniak and Erin Thompson; Intro to HER Wednesday Lab: AASP assessment; sensory kits for children and adolescents; Flaghouse materials	Didactic Material: • Jill Laudati, MS, CCC-SLP, presentation about parenting children with neurodevelopmental conditions • Sociocultural and spiritual aspects of OT services provision • Impact of racial/ethnic and intergenerational trauma on mental health and occupational engagement
4 January 27 th -31 st	- Chapters 7, 26, 41, & 43 in Brown & Stoffel - SOAP note materials posted to BB	Case: Rohit (EHR case: a young boy of Indian descent with ASD in a psychiatric hospital) Assignments: - SOAP note - Presentation on the assigned topic	Tuesday Lab: Social Interaction Scale and Evaluation of Social Interaction; social skills training for children with neurodevelopmental conditions; Wednesday Lab: SOAP notes; using sensory strategies in MH groups (demo)	Didactic Material: • OT role in acute psychiatric settings • Collaboration with interdisciplinary teams and discharge planning • OT assessments of social skills • Residential facilities for youth with mental health/behavioral issues

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
5 February 3 rd -7 th	- Chapters 14, 21, 23 & 50 in Brown & Stoffel - Pages 122-127 in Bazyk & Bazyk (posted to BB) -Chapter 22 in Sames	Case: David (an adolescent with OCD who is being bullied by peers in a public-school setting) Assignments: - 2 LTG and 2 STGs for a school-based setting - PBL presentation on the assigned topic	Tuesday Lab: Self-esteem assessments for adolescents; individual and group activities to help boost self-esteem in adolescents; CBT/DBT for adolescents; OT role in relation to Exposure and Response Prevention therapy Wednesday Lab: Dr. Stefanie Seanor, EdD, MBA, OTR/L, ABDA presentation on school-based mental health OT; creating a protocol for an anti-bullying group intervention in a school setting	Didactic Material: • Dr. Cara Erdheim Kilgallen presentation on childhood OCD • Developmental needs of adolescents • OT role in anti-bullying campaigns in school settings • OT interventions to help young clients maintain a healthy self-esteem • OT assessments and interventions for clients affected by OCD
6 February 10 th -14 th	Chapters 1, 16, 37, 38, 49, & 52 in Brown & Stoffel	Case: Ernesto (a young adult of Latino descent recently diagnosed with Schizophrenia receiving services in an Intensive Psychiatric Rehabilitation Treatment facility) Assignments: - Activity analysis of driving - Role-play in PBL	Tuesday Lab: Driving simulator lab with Dr. Sheelagh Schlegel, DrHSc, MPH, OTR/L, CHES, CAPS; Hearing Voices approach Wednesday Lab: KELS, ACL, RTI, AMPS, Role Checklist, Worker Role Interview (OCAIRS); creating group protocols for psychosocial rehab settings	Didactic Material: • Developmental needs of young adults • OT role in psychiatric rehab settings • IADL, social skills, and prevocational training for people with Schizophrenia
7 February 17 th -21 st	- Chapters 11, 12, 25, 28 & 51 in Brown & Stoffel - Chapter 16 in Sames	Case: Frankie (EHR case: a non-binary, biracial college student with Anorexia Nervosa and Borderline personality disorder in an outpatient setting) Assignments: - SOAP note - Presentation on the assigned topic	Tuesday Lab: Interest Checklist; Weekly Calendar Planning Activity assessment; self-esteem assessments for adults Wednesday Lab: Collage-based group activity; individual CBT/DBT for adults; midterm exam preparation	Didactic Material: • OT role in outpatient MH settings • OT services for clients with eating disorders • Addressing challenging client behaviors • CBT/DBT for adult clients • Use of expressive media in OT • Affirmative care for clients with non-binary gender identities
8 February 24 th – 28 th	Chapters 15, 17, 24, 27 & 45 in Brown & Stoffel	Case: Martina, a 26-year-old female with a history of trauma, fibromyalgia, and heroin use disorder receiving APT Foundation services Assignments: - SOAP note	Tuesday Lab: Professor Ralph Soldano, MS, OTR/L, presentation on OT role with substance use disorders and suicide prevention; motivational interviewing (demonstration and practice)	Exam 1

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
		- Presentation on the assigned topic Midterm Evaluations	Wednesday Lab: Practical Exam	
9 March 3 rd - 7 th	Spring Break			
10 March 10 th -13 th	- Chapters 13, 48 & 56 in Brown & Stoffel - Watch Silver Lining Playbook movie	TBL Case: Patrick (inspired by the main character from the Silver Lining Playbook movie: an adult male of Italian descent with Bipolar Illness presumably treated on outpatient basis) Assignments: <ul style="list-style-type: none"> iRAT/tRAT PBL presentation on the assigned topic (not graded) 	Tuesday Lab: Stress management principles; time management strategies; sleep hygiene tips; selecting group interventions for individual clients Wednesday Lab: Sensory-enhanced Yoga with Professor Morgan Villano, MPA, MSPS, OTR/L; sensory kits for adults	Didactic Material: <ul style="list-style-type: none"> Developmental needs of adults OT role with clients affected by mood disorders OT interventions to improve vocational outcomes among clients with mood disorders Promoting stress management and wellness among clients with mental health conditions
11 March 17 th -21 st	- Chapter 54 in Brown & Stoffel - Chapters 5 and 6 in Cole	TBL Case: Sally (EHR case: a 34-year-old female with Postpartum Depression and underlying Histrionic/Dependent personality disorder hospitalized due to a suicidal attempt) Assignments: <ul style="list-style-type: none"> iRAT/tRAT PBL presentation on the assigned topic (not graded) 	Tuesday Lab: Psychodynamic and Cognitive-Behavioral FORs-based OT groups demo and discussion Wednesday Lab: Beck Depression Inventory and Hamilton Depression Rating Scale; creating a group protocol based off Cole's Seven Steps; independent student group planning	Didactic Material: <ul style="list-style-type: none"> OT role with clients affected by postpartum depression Individual and group OT interventions to assist clients with expanding coping skills, leisure, and social participation
12 March 24 th -28 th	- Chapter 44 in Brown & Stoffel - AOTA Fact Sheet about OT for PTSD (posted to BB) - Plach & Sells's article (posted to BB) - Chapters 2 & 13 in Cole	TBL Case: June (YouTube video-based case: a Black American female military veteran with PTSD presumably treated in an outpatient clinic) Assignments: <ul style="list-style-type: none"> iRAT/tRAT PBL presentation on the assigned topic (not graded) 	Tuesday Lab: Grounding techniques for flashbacks; role-play and other strategies to address anger management/ conflict resolution Wednesday Lab: Discussion of the Color of Fear documentary with emphasis on group dynamics, group facilitation techniques, and cultural aspects of group-based interventions	Didactic Material: <ul style="list-style-type: none"> OT role with military veterans affected by MH conditions Crisis prevention and management strategies for clients with MH issues Assertiveness/anger management/conflict resolution training in OT practice

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	- Watch June's video posted to BB			
13 March 31 st - April 4 th AOTA Conference Week!	- Chapter 53 in Brown & Stoffel - Revisit chapter 55 in Brown & Stoffel	Case: Mrs. Kwan (an older widow of Korean descent with complicated grief in a Senior Day Center) Assignments: - Treatment plan - PBL presentation on the assigned topic	Tuesday Lab: Grief assessments; coping strategies for grief (group demonstration); group notes No Wednesday lab due to the conference!	Didactic Material (Online class): • Developmental needs of older adults • OT interventions for clients coping with losses and grief • Culturally sensitive OT services provision • OT role in community-based facilities for older adults
14 April 7 th - 11 th	- Chapter 18 in Brown & Stoffel - Revisit chapter 20 in Brown & Stoffel - Chapters 8, 10 & 11 in Cole	Case: Albert (EHR case): an older male with a mild NCD and depression in acute psychiatric setting Assignments: - Treatment plan - Role-play in PBL	Tuesday Lab: MOHO-and Developmental FOR-based groups demo and discussion Wednesday Lab: LOTCA simulation with a standardized patient; Mini-Mental State Examination and Montreal Cognitive Assessment; Activity Card Sort Assessment; Geriatric Depression Scale	Didactic Material: • OT role with clients affected by a mild neurocognitive disorder (NCD) • Cognitive and emotion regulation assessments for older clients
15 April 14 th - 18 th	Chapters 2, 35 & 42 in Brown & Stoffel	Case: Samson (a 65-year-old Native American male of Mohegan descent with PTSD, depression, substance use disorder, unresolved grief, and alcohol-induced delirium in a homeless shelter setting) Assignments: - Treatment plan - Role-play in PBL	Tuesday Lab: Independent student group facilitation Wednesday Lab: Independent student group facilitation	Didactic Material: • OT role with unhoused population • Prioritizing treatment goals for clients with complex presentation • Indian Health Services • History of OT in mental health
16 April 21 st -25 th	Review all course materials	Final Evaluations	Tuesday Lab: Independent student group facilitation; group process termination/closure Wednesday Lab: Practical Exam	Exam 2