OCC THER 724: ENABLING OCCUPATION 3: MENTAL HEALTH ACROSS THE LIFE SPAN

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 20:31:05 GMT

Viewing: OCC THER 724 : Enabling Occupation 3: Mental Health Across the Life Span

Last edit: Mon, 25 Nov 2019 20:31:04 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Summer 2021 (1216)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

724

Is this course crosslisted?

No

Course Title

Enabling Occupation 3: Mental Health Across the Life Span

Transcript Title

Enable Occ 3: Mental Hlth

Course Description

Students will learn foundational skills necessary to promote, prevent and treat the mental health and psychosocial needs of clients, groups and populations. Topics include: Recovery, mental health and psychosocial assessments and treatments of common mental health disorders and health and wellness promotion.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate Program

Grading Basis

A/F

Component Type

Lecture and Laboratory sections are scheduled

Credits

3

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to provide an introduction into theory development in occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

4

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 724 Enabling Occupations 3: Mental Health Across the Life Span does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders) has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Graduate
2	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Graduate

3	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.	Graduate
4	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues	Graduate
5	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies	Graduate
6	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Graduate
7	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Graduate
8	Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	Graduate
9	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy	Graduate
10	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Graduate
11	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra- professional colleagues.	Graduate
12	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OT 724 Enabling Occupations (Mental Health).pdf

Key: 13257

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 724

Enabling Occupation 3: Mental Health across the Life Span
Summer 2

3 Credits
Course is 3 credits and requires 135 hours of active learning. In this course students will engage in reading, lectures, learning activities, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: Two 50-min lectures per week and a 2-hour lab

Instructional Mode: Lecture/ Lab

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Instructor Name, Degrees
Position Title
608-xxx-xxxx
email @wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

[Course description presented in the Guide]

Students will learn foundations skills necessary to promote, prevent and treat the mental health and psychosocial needs of clients, groups and populations. Topics include: Recovery, mental health and psychosocial assessments and treatments of common mental health disorders and health and wellness promotion.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (B.3.5)*

2. *Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3)*

3. *Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. (B.4.4)*

4. *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. (B.4.19)*

5. *Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies. (B.4.26)*

6. *Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan. (B.3.6)*
7. *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills. (B.4.2)*
8. *Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). (B.4.5)*
9. *Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. (B.4.10)*
10. *Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions,*

employment settings, and when confronted with personal and organizational ethical conflicts. (B.7.1)

11. *Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra- professional colleagues. (B.4.19)*
12. *Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (B.4.9)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussion	Weekly	10%
Quizzes	Weekly	5%
Lab Assignments	Weekly	10%
Wellness Recovery Plan	Module 2	5%
Health and Wellness Presentation	Module 13	15%
Mental Health Intervention Plan and Occupation Analysis	Module 5	10%
Mental Health Treatment Group	Module 8	15%
Midterm Exam	Module 9	15%
Final Exam	Module 16	15%
Total		**100%**

Assignments are organized within 16 modules and each module lasts approximately 1 week.

Assignment One: Weekly Discussion

Each week students are required to find and site one related research article (within OT or outside of OT literature) to support the week's topic. Students will write a brief summary and critique of the article and explain how the information can be used to further our understanding of the week's content and/or how the inform can inform OT Mental Health practice. Students are responsible for one primary post and at least two responses to peers that represents their position and/or thoughts about their peer's discussion post. The deadlines for posting are in the course schedule section of the syllabus.

Rubric for Asynchronous Discussions

Point Value	Grading Criteria
2	**Posts**—Submitted on time; communication is professional and uses appropriate references; integrates learning from course, is thought-provoking, invites further response, and introduces new content as applicable in addition to course content as needed to support opinions and ideas presented.

2	**Responses to Peers**—Responds to at least 2 postings with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
Total for each module: 4 points	

The purpose of this assignment is to familiarize students with evidence that supports the practice of OT within Mental Health

Assignment Two: Quiz
Students will take a low-stakes (2-4 point) weekly quizzes to assess their understanding of the module readings and online content present each lecture.

Assignment Three: Lab Assignments
Weekly lab assignments will be used to assess student's ability to apply weekly content to practices related activities. Examples include case studies related to specific mental health diagnoses and conditions in which mental health challenges can occur, Schizophrenia simulation experiences, in-class mental health assessment administration, activity analysis experiences, and self-reflection activities.
Learning Objectives: B.3.5., B.4.2., B.4.4.,

Assignment Four: Wellness Recovery Action Plan (WRAP)
Students will create their own WRAP using the following website as a resource: https://mentalhealthrecovery.com/wrap-is/. Students will discover their own wellness tools, develop a list of activities they will do every day to stay well, identify stressful events and early warning signs that things have gotten worse. Students will be asked to develop an action plan for responding to these stressful times and a crisis action plan. Students will have a better understanding of the key recovery concepts, they will gain valuable personal awareness, and be better able to assist a client in developing a similar plan.
Learning Objectives: B.4.9

Assignment Five: Community Site Occupation-Based Health and Wellness Presentation
Students will be assigned one of three community sites that service either youth, adults, or older adults and they will create an occupation-based health and wellness presentation (healthy routines and habits). Students will be responsible for meeting with the staff to identify the needs of the particular clients and create a 3-5 minutes presentation, handout, and table display. Students will need to consider health literacy, age level, and cognition of the clients as they develop their presentation.
Learning Objectives: B.4.19, B.4.3, B.4.10.,

Assignment Six: Mental Health Case Study and Intervention Plan Analysis:
Students will be randomly assigned a traditional mental health condition (personality disorder, schizophrenia, reactive attachment disorder, gender dysphoria, psychosis, etc.). Students are required to develop a case study using the PEO model (Person, Environnement, Occupation), choose an appropriate evidenced-based treatment approach and design an appreciate intervention plan that includes an activity/occupation analysis of the intervention, discharge plans, and referrals to outside sources.
Learning Objectives: B.4.3, B.4.4, B.4.9, B.4.26., B.3.6.,

Assignment Seven: Mental Health Treatment Group

Students will build off their case study assignment to plan a mental health group intervention to be implemented in one of several mental health facilities within the community (Meriter Adult Child and Adolescent, Unity Point Health, or Mendota Mental Health). Students will be responsible for designing the group intervention, running the group, writing a SOAP note, and reflection of the process.
Learning Objectives: B.4.9., B.4.2., B.4.10., B.4.3., B.3.5. B.4.4.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	**A**
90-93.99	**AB**
84-89.99	**B**
80-83.99	**BC**
70-79.99	**C**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Brown, C., Stoffel, V., & Munoz, J.P. (2019). *Occupational therapy in mental health: A vison for participation* (2nd ed.). Philadelphia, PA: F.A. Davis Company.

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

Recommended Textbook

- *Bazyk, S., & Arbesman, M., (2013). Occupational therapy practice guidelines for mental health promotion, prevention, and intervention for children & youth.* Bethesda, MD: AOTA Press

- Bazyk, S. (2011). *Mental health promotion, prevention, and intervention with children and youth: A guiding framework for occupational therapy. Bethesda, MD: AOTA Press*

- Noyes, S., & Lannigan, E. G., (2019). *Practice guidelines for adults living with serious mental illness.* Bethesda, MD: AOTA Press

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to

identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: **Lecture 1: Course Overview** **Recovery Model**	Textbooks: • Syllabus Review • OT in Mental Health Ch. 1 E-articles (posted in Canvas): • https://www.aota.org/~/media/Corporate/Files/AboutOT/Professionals/WhatIsOT/MH/Facts/Mental%20Health%20Recovery.pdf	• Asynchronous discussion-initial post due • Daily quiz • Watch: videos on lived experience (ex. https://www.youtube.com/watch?v=lIjNDpl2VBs, • Reflect on common themes heard and learned from this week's content
Lecture 2: History and Future of OT and Mental Health **Evidenced Based Practice** **Review PEO and its application to Mental Health**	Textbooks: • OT in Mental Health Ch. 2 • OT in Mental Health Ch. 5 E-articles (posted in Canvas): • https://www.aota.org/~/media/Corporate/Files/Secure/Publications/SIS-Quarterly-Newsletters/MH/MHSIS-Dec-2014.pdf • D'Amico, M. L., Jaffe, L. E., & Gardner, J. A. (2018). Evidence for interventions to improve and maintain occupational performance and participation for people with serious mental illness: A systematic review. *American Journal of Occupational Therapy*, *72*(5), 7205190020p1-7205190020p11	• Asynchronous discussion- students reposed to peers • Daily quiz • In-class case study: Read the Lived experience feature by Mark Freeman (Ch. 1, p. 8-9) and answer the following: • What impact on occupational engagement did Mark's substance abuse have? • What aspects of environment facilitated and hindered engagement? • What factors of Mark's person does he share changed through recovery? • Did Mark identify one aspect of PEO that was most important to his recovery?

Lab: Application of Recovery Model and Lived Experience **Learning Objectives:** • **B.3.5**		• How can you use this case to inform your future practice? • Watch https://www.gouldfarm.org/we-harvest-hope-video/ and reflect how a therapeutic community supports the 10 principals of recovery and how the four dimensions of recovery are supported by the farm • Create conceptual map of Recovery and Lived Experience
Module 2: **Lecture 1: Assessment and Treatment of Cognition in Mental Health**	Textbooks: • OT in Mental Health Ch. 20 • E-articles (posted in Canvas): • Secrest, L., Wood, A. E., & Tapp, A. (2000). A comparison of the Allen Cognitive Level Test and the Wisconsin Card Sorting Test in adults with schizophrenia. *American Journal of Occupational Therapy*, *54*(2), 129-133.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Assessment and Treatment of Cognition in Mental Health	E-articles (posted in Canvas): • Bowie, C. R., McGurk, S. R., Mausbach, B., Patterson, T. L., & Harvey, P. D. (2012). Combined cognitive remediation and functional skills training for schizophrenia: effects on cognition, functional competence, and real-world behavior. *American Journal of Psychiatry*, *169*(7), 710-718. • Kidd, S. A., Kaur, J., Virdee, G., George, T. P., McKenzie, K., & Herman, Y. (2014). Cognitive remediation for individuals with psychosis in a supported education setting: A randomized controlled trial. *Schizophrenia Research*, *157*(1-3), 90-98. • McGurk, S. R., Mueser, K. T., Xie, H., Welsh, J., Kaiser, S., Drake, R. E., ... & McHugo, G. J. (2015).	• Asynchronous discussion- students reposed to peers • Daily quiz

	Cognitive enhancement treatment for people with mental illness who do not respond to supported employment: a randomized controlled trial. *American Journal of Psychiatry*, *172*(9), 852-861	
Lab: Cognition Assessment and Treatment Lab **Learning Objectives:** • **B.4.5., B.4.9.**	Textbooks: • X Allen, C. K., Austin, S. L., David, S. K., MHE, O., McCraith, D. B., & Riska-Williams, L. (2007). Manual for the Allen cognitive level screen-5 (ACLS-5) and Large Allen cognitive level screen-5 (LACLS-5). *J. Occup. Therapy*, *56*, 609-639.	• Case-Based Learning: Lived Experience • OCD Case Ch. 20 p, 289 • Administer ACLS with a peer, interpret results
Module 3: **Lecture 1: Assessment and Treatment of Cognitive Beliefs**	Textbooks: • OT in Mental Health Ch. 21 E-articles (posted in Canvas): • Lysaker, P. H., Davis, L. W., Bryson, G. J., & Bell, M. D. (2009). Effects of cognitive behavioral therapy on work outcomes in vocational rehabilitation for participants with schizophrenia spectrum disorders. *Schizophrenia research*, *107*(2-3), 186-191.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Assessment and Treatment of Cognitive Beliefs	Textbooks: • Butler, A. C., Chapman, J. E., Forman, E. M., & Beck, A. T. (2006). The empirical status of cognitive-behavioral therapy: a review of meta-analyses. *Clinical psychology review*, *26*(1), 17-31. • Kazantzis, N., Whittington, C., & Dattilio, F. (2010). Meta-analysis of homework effects in cognitive and behavioral therapy: a replication and extension. *Clinical Psychology: Science and Practice*, *17*(2), 144-156. • McManus, F., Van Doorn, K., & Yiend, J. (2012). Examining the effects of thought records and behavioral experiments in instigating belief change.	• Asynchronous discussion- students reposed to peers • Daily quiz

Lab: Cognitive Beliefs Psychiatric Conditions **MODULE LEARNING OBJECTIVES** • **B.3.5., B.4.3., B.4.5.**	*Journal of Behavior Therapy and Experimental Psychiatry*, *43*(1), 540-547.	• Case-Based Learning: Lived Experience: Ch. 21 p. 316 • Case application p. 319
Module 4: **Lecture 1: Coping and Resilience**	Textbooks: • OT in Mental Health Ch. 23 E-articles (posted in Canvas): • McManus, F., Van Doorn, K., & Yiend, J. (2012). Examining the effects of thought records and behavioral experiments in instigating belief change. *Journal of Behavior Therapy and Experimental Psychiatry*, *43*(1), 540-547. • Prati, G., & Pietrantoni, L. (2009). Optimism, social support, and coping strategies as factors contributing to posttraumatic growth: A meta-analysis. *Journal of loss and trauma*, *14*(5), 364-388. • Warren, S. (2005). Photography and voice in critical qualitative management research. *Accounting, Auditing & Accountability Journal*, *18*(6), 861-882.	• Asynchronous discussion-initial post due • Daily quiz • Asynchronous discussion- students reposed to peers • Daily quiz
Lecture 2: Emotion	Textbooks: • OT in Mental Health Ch. 25 E-articles (posted in Canvas): • Grecucci, A., Pappaianni, E., Siugzdaite, R., Theuninck, A., & Job, R. (2015). Mindful emotion regulation: exploring the neurocognitive mechanisms behind mindfulness. *BioMed research international*, *2015*. • Explore research related to emotion: https://centerhealthyminds.org/	
Lab: Lived Experiences: Coping and Emotions		• Case-Based Learning: Lived Experience: Ch. 23 p. 358 • Personal Assessment of Coping- with self-reflection • Coping and Mental Illness Case Scenarios p. 361

MODULE LEARNING OBJECTIVES • **B.3.5., B.4.3., B.4.5.**		• Case-Based Learning: Lived Experience: Ch. 25 p. 389 and application questions on page 399
Module 5: **Lecture 1: Motivation**	Textbooks: • OT in Mental Health Ch. 25 E-articles (posted in Canvas): • Han, A., Radel, J., McDowd, J. M., & Sabata, D. (2016). Perspectives of people with dementia about meaningful activities: a synthesis. *American Journal of Alzheimer's Disease & Other Dementias®*, *31*(2), 115-123. • Peloquin, S. M., & Ciro, C. A. (2013). Self-development groups among women in recovery: Client perceptions of satisfaction and engagement. *American Journal of Occupational Therapy*, *67*(1), 82-90. • Chen, Y. W., Bundy, A. C., Cordier, R., Chien, Y. L., & Einfeld, S. L. (2015). Motivation for everyday social participation in cognitively able individuals with autism spectrum disorder. *Neuropsychiatric disease and treatment*, *11*, 2699.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Communication and Socialization	Textbooks: • OT in Mental Health Ch. 26 • OT in Mental Health Ch. 54 E-articles (posted in Canvas): • Repper, J., & Carter, T. (2011). A review of the literature on peer support in mental health services. *Journal of mental health*, *20*(4), 392-411.	• Asynchronous discussion- students reposed to peers • Daily quiz
Lab: Applying Motivational Theories		• Case-Based Learning: Lived Experience: Ch. 24 p. 366, application questions p. 381 • Applying Motivational Theories – reflection questions • Case-Based Learning: Lived Experience: Ch. 54 p. 883, -self reflection
MODULE LEARNING OBJECTIVES		

• **B.3.5., B.4.3., B.4.5.**		
Module 6: **Lecture 1: Group Dynamics- Frames of Reference and Acquiring group skills** **Guest: Martin Saunders**	Textbooks: • Cole Ch. 1 • Cole Ch. 2 • Skim Cole Chapters 5-10 (Frames of reference review from OT 710)	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Planning and Facilitating Mental Health Groups	Textbooks: • Cole Appendix A-C and E	• Asynchronous discussion- students reposed to peers • Daily quiz
Lab: Group Protocol **MODULE LEARNING OBJECTIVES HERE** • **B.4.10, B.4.2., B.4.9.,**	Textbooks: • Cole Ch. 11	• Students will meet in the Mental Health groups and develop a group protocol in preparation for their site specific treatment group
Module 7: **Lecture 1: Families and Family-Focused Practice** **Guest Lecture: Todd and Tonya Schmitt**	Textbooks: • OT in Mental Health Ch. 32 E-articles (posted in Canvas): • Dam, K., & Hall, E. O. (2016). Navigating in an unpredictable daily life: a metasynthesis on children's experiences living with a parent with severe mental illness. *Scandinavian journal of caring sciences*, *30*(3), 442-457. • Ewertzon, M., Cronqvist, A., Lützén, K., & Andershed, B. (2012). A lonely life journey bordered with struggle: being a sibling of an individual with psychosis. *Issues in mental health nursing*, *33*(3), 157-164.	• Asynchronous discussion-initial post due • Daily quiz • Students will reflect on the Schmitt's Story using the PEO model
Lecture 2: Stigma: Implications for Health and Recovery	Textbooks: • OT in Mental Health Ch. 31	• Asynchronous discussion- students reposed to peers • Daily quiz

Lab: Stigma Self-Reflection **MODULE LEARNING OBJECTIVES** • **B.4.1.9, B.4.10., B.4.9.**	E-articles (posted in Canvas): • Tsang, H. W., Ching, S. C., Tang, K. H., Lam, H. T., Law, P. Y., & Wan, C. N. (2016). Therapeutic intervention for internalized stigma of severe mental illness: A systematic review and meta-analysis. *Schizophrenia Research*, *173*(1-2), 45-53 • Yanos, P. T., Roe, D., West, M. L., Smith, S. M., & Lysaker, P. H. (2012). Group-based treatment for internalized stigma among persons with severe mental illness: Findings from a randomized controlled trial. *Psychological Services*, *9*(3), 248. :	• Students will engage in the following: • What labels do you use? (questions on page 489) • Student will take stigma quiz and reflect with peers on the results https://www.nami.org/stigmafree • Students will investigate and/or create ways to erase stigma within the community
Module 8: **Lecture 1: Sociocultural Perspectives in Mental Health**	Textbooks: • OT in Mental Health Ch. 33 E-articles (posted in Canvas): • Henderson, C., Evans-Lacko, S., & Thornicroft, G. (2013). Mental illness stigma, help seeking, and public health programs. *American journal of public health*, *103*(5), 777-780. • Wei, Y., McGrath, P. J., Hayden, J., & Kutcher, S. (2015). Mental health literacy measures evaluating knowledge, attitudes and help-seeking: a scoping review. *BMC psychiatry*, *15*(1), 291.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: The Mental Health Public Policy Environnement	Textbooks: • OT in Mental Health Ch. 30 E-articles (posted in Canvas):	• Asynchronous discussion- students reposed to peers • Daily quiz

Lab: Advocation and Policy **MODULE LEARNING OBJECTIVES** • **B.4.1.9**	• Students will explore AOTA recourses on mental health and policy https://www.aota.org/Advocacy-Policy/State-Policy/Issue-Campaign-Mental-Behavioral-Health.aspx	• Students will investigate what states have listed OT as qualified mental health providers https://www.aota.org/~/media/Corporate/Files/Advocacy/Federal/Occupational-Therapy-QMHPs-chart.pdf • Students will "talking points" on this topic and creat a "talking points" policy brief in preparation to speak with local representatives to advocate for a bill and OTs role in mental health (see pg. 472-473 for list of resources)
Module 9: **Lecture 1: Neighborhood and Community** **Guest: NAMI Representative**	Textbooks: • OT in Mental Health Ch. 34 E-articles (posted in Canvas): • Edberg, M. C., Cleary, S. D., Andrade, E. L., Evans, W. D., Simmons, L. K., & Cubilla-Batista, I. (2017). Applying ecological positive youth development theory to address co-occurring health disparities among immigrant Latino youth. *Health promotion practice*, *18*(4), 488-496. • Review NAMI Community Resource Guide: https://static1.squarespace.com/static/56bbdc34a3360c65dfec8b6c/t/57ee990a414fb53a0026c2b1/1475254538813/2016+DaneCountyResourceGuide.pdf •	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: The House Environnement: Permanent Supportive Housing	Textbooks: • OT in Mental Health Ch. 35 E-articles (posted in Canvas): • Burt, M. R. (2015). Serving people with complex health needs: Emerging models, with a focus on people experiencing homelessness or living in	• Asynchronous discussion- students reposed to peers • Daily quiz

Lab: Home, Community, and Neighborhood Analysis **MODULE LEARNING OBJECTIVES** • **B.3.5., B.4.3., B.4.5.**	permanent supportive housing. *American Journal of Psychiatric Rehabilitation*, *18*(1), 42-64. • Patterson, M., Moniruzzaman, A., Palepu, A., Zabkiewicz, D., Frankish, C. J., Krausz, M., & Somers, J. M. (2013). Housing First improves subjective quality of life among homeless adults with mental illness: 12-month findings from a randomized controlled trial in Vancouver, British Columbia. *Social psychiatry and psychiatric epidemiology*, *48*(8), 1245-1259.	• Students will compare and contrast their neighborhoods with one another in respect to the opportunities and barriers they pose for occupation • Students will choose an activity they regularly engage in within their neighborhood and think about how a person with mental illness might be included or excluded from participating. Students will consider how the occupation or environment might be changed to make it more inclusive
Module 10: **Lecture 1: Early Psychosis Programs for Adolescence and Young Adults** **Guest: OT from Meriter/St. Mary's Inpatient Mental Health**	Textbooks: • OT in Mental Health Ch. 37 E-articles (posted in Canvas): • Meriter Promotion Video: https://vimeo.com/355591200 • https://www.aota.org/~/media/Corporate/Files/Secure/Publications/SIS-Quarterly-Newsletters/MH/MHSIS-Dec-2014.pdf •	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Mental Health in State Hospitals **Guest OT from Mendota**	Textbooks: • OT in Mental Health Ch. 40 E-articles (posted in Canvas): • Champagne, T. (2005). Expanding the role of sensory approaches in acute psychiatric settings. *Mental Health Special Interest Section Quarterly*, *28*(1), 1-4.	• Asynchronous discussion- students reposed to peers • Daily quiz

	• McLoughlin, K. A., Webb, T., Myers, M., Skinner, K., & Adams, C. H. (2010). Developing a psychosocial rehabilitation treatment mall: An implementation model for mental health nurses. *Archives of Psychiatric Nursing*, *24*(5), 330-338.	
Lab: Lived Experience: Psychosis and Schizophrenia		• Case-Based Learning: Lived Experience: Ch. 37 p. 591, application questions p.598 • Schizophrenia simulation experience and self-reflection
MODULE LEARNING OBJECTIVES • **B.3.5., B.4.3., B.4.5.**		
Module 11: **Lecture 1: Mental Health in the Criminal Justice System**	Textbooks: • OT in Mental Health Ch. 39 E-articles (posted in Canvas): • Muñoz, J. P., Moreton, E. M., & Sitterly, A. M. (2016). The scope of practice of occupational therapy in US criminal justice settings. *Occupational therapy international*, *23*(3), 241-254. • Muñoz, J., McTish, J. T., Ruggeri, J. M., Phillips, G., & Catalano, A. (2017). Occupational therapy's role in the criminal justice system: A scoping review. *American Journal of Occupational Therapy*, *71*(4_Supplement_1), 7111520314p1-7111520314p1. • Ferrazzi, P. (2019). Occupational Therapy and Criminal Court Mental Health Initiatives: An Important Emerging Practice Setting. *Occupational Therapy in Mental Health*, 1-24.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Homeless and Women's Shelters	Textbooks: • OT in Mental Health Ch. 42 E-articles (posted in Canvas): • Helfrich, C. A., Chan, D. V., & Sabol, P. (2011). Cognitive predictors of life skill intervention outcomes for adults with mental illness at risk for homelessness. *American Journal of Occupational Therapy*, *65*(3), 277-286. •	• Asynchronous discussion- students reposed to peers • Daily quiz

Lab: Occupation-Focused Jail Diversion Program Development **MODULE LEARNING OBJECTIVES** • **B.3.5., B.4.3., B.4.5.**		• Students will collectively create an outline that includes content the team believes could be part of a successful occupation-focused diversion program • Life Skill Acquistion Exercise- p. 686
Module 12: **Lecture 1: OT: Serving Service Members and Veterans**	Textbooks: • OT in Mental Health Ch. 44 E-articles (posted in Canvas): • LePage, J. P., & Garcia-Rea, E. A. (2012). Lifestyle coaching's effect on 6-month follow-up in recently homeless substance dependent veterans: A randomized study. *Psychiatric Rehabilitation Journal*, *35*(5), 396. • Wain, R. M., Wilbourne, P. L., Harris, K. W., Pierson, H., Teleki, J., Burling, T. A., & Lovett, S. (2011). Motivational interview improves treatment entry in homeless veterans. *Drug and Alcohol Dependence*, *115*(1-2), 113-119.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Integrated Behavioral Health and Primary Care- Role of OT	Textbooks: • OT in Mental Health Ch. 45 E-articles (posted in Canvas): • Wallace, A. E., Weeks, W. B., Wang, S., Lee, A. F., & Kazis, L. E. (2006). Rural and urban disparities in health-related quality of life among veterans with psychiatric disorders. *Psychiatric Services*, *57*(6), 851-856. • Hatzenbuehler, M. L. (2010). Social factors as determinants of mental health disparities in LGB populations: Implications for public policy. *Social Issues and Policy Review*, *4*(1), 31-62.	• Asynchronous discussion- students reposed to peers • Daily quiz
Lab: Occupation Based-Interventions		• Case-Based Learning: Lived Experience: Ch. 45 p. 717, application questions p.719

MODULE LEARNING OBJECTIVES • **B.3.5., B.4.3., B.4.5., B. 4.10., B.4.19.**		• Case-Based Learning: Lived Experience: Ch. 45 p. 733, application questions p.736
Module 13: **Lecture 1: Supporting Individuals Through Crisis to Community Living**	Textbooks: • OT in Mental Health Ch. 41 E-articles (posted in Canvas): • Odes, H., Katz, N., Noter, E., Shamir, Y., Weizman, A., & Valevski, A. (2011). Level of function at discharge as a predictor of readmission among inpatients with schizophrenia. *American Journal of Occupational Therapy*, *65*(3), 314-319. • Arbesman, M., & Logsdon, D. W. (2011). Occupational therapy interventions for employment and education for adults with serious mental illness: A systematic review. *American Journal of Occupational Therapy*, *65*(3), 238-246.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Applying Entrepreneural Skills in Mental Health Practice	Textbooks: • OT in Mental Health Ch. 46 E-articles (posted in Canvas): • Scaffa, M., Pizzi, M., & Holmes, W. (2014). Entrepreneurship and innovation in occupational therapy. *Scaffa, ME, Pizzi ME and Reitz, SM Occupational Therapy Community-Based Practice Settings. Philadelphia: Davis Company*, 144-129.	• Asynchronous discussion- students reposed to peers • Daily quiz
Lab: Occupation-Based Health and Wellness Presentations **MODULE LEARNING OBJECTIVES** • **B.4.19, B.4.3, B.4.10., B.3.5., B.4.5.**		• Site Visit: Students will deliver their health and wellness presentations within their assigned locations

Module 14: **Lecture 1: Lived Experience:** **Guest Lecture- Person living with bipolar disorder**	Textbooks: • OT in Mental Health Ch. 12 (section on Bi-polar) E-articles (posted in Canvas): • Berk, M., Berk, L., Dodd, S., Cotton, S., Macneil, C., Daglas, R., ... & Malhi, G. S. (2014). Stage managing bipolar disorder. *Bipolar disorders*, *16*(5), 471-477. • Suto, M., Murray, G., Hale, S., Amari, E., & Michalak, E. E. (2010). What works for people with bipolar disorder? Tips from the experts. *Journal of Affective Disorders*, *124*(1-2), 76-84.	• Asynchronous discussion-initial post due • Daily quiz
Lecture 2: Ethical Concerns with Mental Health	Textbooks: • E-articles (posted in Canvas): • American Occupational Therapy Association Code of Ethics 2015 • Hamer, H. P., O'Brien, A. J., & Lampshire, D. (2013). Legal and ethical aspects in mental health care. *Mental Health: A Person-centred Approach*, 117.	• Asynchronous discussion- students reposed to peers • Daily quiz
Lab: Mental Health Ethical Decision Making		• Students will use ethical dilemma models to help guide ethical thinking within Mental Health. • Students will reflect on guest lecture using the PEO model. Students will also personally reflect on what they learned and will use moving forward in their practice.
MODULE LEARNING OBJECTIVES • **B.7.1., B.3.5., B.4.5., B.4.3**		
Module 15: **Lecture 1: Psychosocial and Mental health Approaches for all Clients OTs work with**	Textbooks: • OT in Mental Health Ch. 19 E-articles (posted in Canvas): • Stancin, T., Taylor, H. G., Thompson, G. H., Wade, S., Drotar, D., & Yeates, K. O. (1998). Acute psychosocial impact of pediatric orthopedic trauma with and without accompanying brain injuries. *Journal of Trauma and Acute Care Surgery*, *45*(6), 1031-1038.	• Asynchronous discussion-initial post due • Daily quiz

	• Ogle, C. M., Rubin, D. C., & Siegler, I. C. (2013). The impact of the developmental timing of trauma exposure on PTSD symptoms and psychosocial functioning among older adults. *Developmental psychology*, *49*(11), 2191. • Schrag, A., Hovris, A., Morley, D., Quinn, N., & Jahanshahi, M. (2003). Young-versus older- onset Parkinson's disease: impact of disease and psychosocial consequences. *Movement disorders: official journal of the Movement Disorder Society*, *18*(11), 1250-1256.	
Lecture 2: Psychosocial and Mental health Approaches for all Clients OTs work with	E-articles (posted in Canvas): • Tate, R. L., & Broe, G. A. (1999). Psychosocial adjustment after traumatic brain injury: What are the important variables?. *Psychological Medicine*, *29*(3), 713-725. • Mohr, D. C., Dick, L. P., Russo, D., Pinn, J., Boudewyn, A. C., Likosky, W., & Goodkin, D. E. (1999). The psychosocial impact of multiple sclerosis: exploring the patient's perspective. *Health Psychology*, *18*(4), 376. • Schrag, A., Hovris, A., Morley, D., Quinn, N., & Jahanshahi, M. (2003). Young-versus older- onse t Parkinson's disease: impact of disease and psychosocial consequences. *Movement disorders: official journal of the Movement Disorder Society*, *18*(11), 1250-1256.	• Asynchronous discussion- students reposed to peers • Daily quiz
Lab: Exploring Secondary Trauma **MODULE LEARNING OBJECTIVES** • **B.3.5., B.4.4.,**	E-articles (posted in Canvas): • Shoji, K., Bock, J., Cieslak, R., Zukowska, K., Luszczynska, A., & Benight, C. C. (2014). Cultivating secondary traumatic growth among healthcare workers: The role of social support and self-efficacy. *Journal of Clinical Psychology*, *70*(9), 831-846.	• Students will revisit their Wellness Recovery Plans and will reflect and revise their plan to include strategies for addressing Secondary Trauma that can occur with health care providers

Module 16:
Final Exam