

Psychosocial Behavior

OTA - 2340 301

Course Student Learning Outcomes

- Differentiate between mental health and mental illness and understand the continuum from health to illness and illness to health as it relates to the client and the family.
- Explore how the history of psychiatric occupational therapy is a foundation to our profession.
- Describe the role of the Certified Occupational Therapy Assistant (COTA) and collaborative process in working with a supervising Occupational Therapist Registered (OTR) in mental health.
- Describe practical models and frames of references of OT in mental health.
- Understand symptomatology of psychiatric diagnoses and psychiatric classification systems.
- Identify psychotropic medications, patient populations for their use, and secondary precautions.
- List various OT treatment settings and their potential psychiatric patient populations.
- Understand the progression of treatment from acute to independent community, identify evaluation & assessment methods, and create treatment ideas for each area.
- Orally present on the treatment of a mental health diagnosis using accuracy, brevity, and clarity.
- Synthesize the storyline of a mental health condition and its impact on various contexts.
- Gather and analyze information acquired from the web pertaining to a diagnostic category and reported OT intervention to summarize into a written format.

- Demonstrate a basic knowledge of and interpretation of statistical data, graphs, tables, and schematics from an evidence based article.
- Describe safe and unsafe situations in OT treatment settings and precautions based on patient diagnosis.
- Understand the group dynamics and therapeutic use of self involved in a psychiatric setting.
- Engage in principled, vigorous, and respectful dialogue.
- Collaborate within a small group of students to develop, balance work assignments, and collectively present presentation to the class.
- Acquire and review credible web-based information pertaining to a diagnostic category.
- Collaborate within a small group of students to formulate a power point presentation including a video depicting an assigned mental illness.

Engagement Plan

I will respond to email within 2 business days. I will offer feedback on major assignments within one week. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

Just as we have expectations of students, students should have expectations of the OTA faculty. Faculty will:

- Start and end class on time.
- Provide a break approximately every hour
- Provide a clear syllabus, schedule, and assignments.
- Grade assignments and provide useful feedback promptly.
- Respond to emails within one business day.
- Be open to feedback.
- Be flexible.
- Communicate with students and ask questions.

Keys for Success (how to succeed in the course)

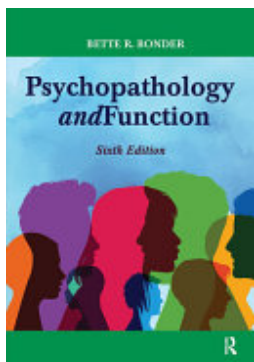
COURSE DESCRIPTION:

Students will study psychological dysfunction across the life span, OT interventions through current OT models of practice/frames of reference, and treatment planning interventions including group dynamics and operations. This is not a designated service learning class but service learning may be incorporated into this class.

COURSE FOCUS:

Students will explore the provision of mental health services across the life span and the OTA role. Various diagnoses will be presented. Documentation and therapy techniques will be discussed.

Required Text or Materials



Title: Psychopathology and Function

ISBN: 9781630918606

Authors: Bette Bonder

Publisher: Routledge

Publication Date: 2022-01-01

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Additional Materials

References and Resources

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

Early, M.B. (2016). Mental Health Concepts and Techniques for the Occupational Therapy Assistant (5th Ed).

Halloran, P, Lowenstein, N. (2015). Case Studies through the Healthcare Continuum, (2nd ed). Thorofare, NJ: Slack, Inc.

Manville, C. A., Keough, J. L. (2016). Mental Health Practice for the occupational therapy assistant. Thorofare, NJ: SLACK inc.

Brief Description of Assignments/Exams

COURSE EVALUATION:

*Exams (Total of 3 @ 100 points each)	300 points
Group Presentation	100 points
Book Report Video/Presentation	50 points
Professionalism/Participation/Attendance	30 points
Final Exam	150 points

* Assignment descriptions are posted on canvas

LATE ASSIGNMENT POLICY:

Please refer to the Late Assignment policy in the OTA Student Handbook for details regarding late assignments. Briefly, in order to develop and establish professional behaviors, assignments for any given course must be turned in during the scheduled course time, unless other arrangements have been made with an instructor. After the class is dismissed for the day, assignments can be turned in up until 11:59 pm via email or Canvas (if approved by instructor) for 50% of the points. After that time, the assignment is still expected to be turned in, but the point value will decrease to zero. If a student has an unexcused absence for the class, no points will be awarded for assignments unless it is turned in prior to the start of the course electronically to the instructor.

Quizzes and other exams can only be made up with an excused absence. In the case of a practical or final exam, makeup is required but no point value will be awarded.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Diagnosis Presentations.ppts.to share	Discussion	0
	Extra Credit	Assignment	0
	Final Exam	Quiz	150
	Group Presentation	Assignment	100
	Information on Non-OT theories and OT theories in Mental Health	Assignment	0
	Professionalism, Participation, Attendance	Assignment	30
9/12/25	Book Report Choice	Discussion	0
9/25/25	Exam #1 - Requires Respondus LockDown Browser + Webcam	Quiz	100
10/1/25	Schizophrenia Experience	Discussion	5
10/23/25	Exam #2 - Requires Respondus LockDown Browser + Webcam	Quiz	100
11/25/25	Exam #3 - Requires Respondus LockDown Browser + Webcam	Quiz	100

Due Date	Assignment Name	Assignment Type	Points
11/28/25	Book Report	Assignment	50

Grading Scale

Students must achieve minimum competency of skills in all courses and assignments as outlined in each course syllabi and assignment. Students who fail a quiz or exam will be required to retake it once. If the student does not pass the retake at 75%, the student will be placed on academic probation. If the student passes the retake, the original quiz grade will stand on cumulative grading for that course. If a student cannot pass a midterm or final exam with at least a C (75%) for minimum competency, the instructor for the course has the right to require a student to complete a retake or parallel exam so the student can demonstrate competency of the material. The final grade for the course is determined on the total number of points achieved by the student. As noted above the first score of a quiz or other exam is calculated. In order to pass the course, the student needs to achieve 75% of the total points available.

GRADING SCALE:

A	95 - 100%
A-	90- 94%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	78-79%
C	75 - 77%
C-	71 - 74%
D+	67 - 70%
D	64-66%
D	60 - 63%
E	0 - 59%

Academic Integrity

PLAGIARISM:

Academic Standards, as stated in the Student Code of Conduct published by the Salt Lake Community College, are adhered to regarding Academic Honesty/Dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations.

Plagiarism is not tolerated and will be treated seriously. All students will be honest in completing all exams and assignments and do their own work. SLCC's plagiarism will be strictly enforced. Group work is to be shared equally. Students not contributing their share of the group work may be placed on probation as they are receiving credit for someone else's work. Students should not protect other students who are not participating equally. The code of Conduct can be found online at

http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

[Advising and Counseling Support Services](#)

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

[Student Academic Calendar](#)

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

[Additional Policies](#)

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