

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 651
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Lisa Tekell, MS, OTR/L, OTD
2	Course Teacher	Lisa Tekell
3	Course Title	Mental Health Conditions, Wellness and Social Participation
4	Course Abbreviation (if title is over 30 characters)	Mental Health Conditions
5	College	Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	2
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	1
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	In this course, emphasis will be placed on the most commonly seen psychiatric symptoms, behavioral health correlates, screening and psychiatric occupational therapy techniques including groups for use within a multicultural setting.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Abnormal Psychology

19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No	No
	<i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	0
22c	How often will it be offered? Summer	1
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Summer, 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets 2 (B.4.1 and B.4.2) standards of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE).
		B.4.1 - Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community. B.4.2 - Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT students
2	State the overarching course goal(s) in performance terms.	In this course the student will: 1) understand how brain behavior disorders may impact normal human development and lead to occupational disruption. 2) identify and perform mental health screens and assessments 3) create treatment interventions and recommendations 4) locate and utilize evidence base practice resources in mental health 5) identify members of the mental health team and their roles 6) articulate the historical

		perspective of psychiatry in the U.S. and internationally.
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2. Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment
B.4.1	Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.	010103 010104 020101 020102 020103 020201 020202 020203	• Assignment 3
B.4.2	Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.	010103 010104 010105 010202 010203 020102 020103 020201 020202 020203	• Assignment 1 • Assignment 2 • Assignment 3 • Assignment 4 • Assignment 5

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Text:

Brown, C. & Stoffel, V.C. (2011) *Occupational Therapy in Mental Health: A Vision for Participation*. Philadelphia, PA: FA Davis.

Supporting Course Documents:

<http://mh4ot.com/resources/ot-assessment-index/>

<http://www.aota.org/advocacy-policy/federal-reg-affairs/news/2013/gcodes-chart.aspx>

Special Requirements:

Library; Powerpoint with voice over capacities; Utilization of laptop computers to connect to blackboard and internet resources

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: OCCT 651

Course Title: Mental Health Conditions

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☐ Denied ☐ _____
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Mental Health Conditions Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 651 Mental Health Conditions

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Credit Hours

3

Instructor and Contact Information

Lisa Tekell, MS, OTR/L, OTD lisacmarch@aol.com 904-673-8000

Class time and location

Summer III, Tuesday/Thursday 8-12, Admin. Room 317

About the Students

OCCT 651 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

OCCT 603; OCCT 617; OCCT 631; OCCT 639; OCCT 641

Course Content**Course Description**

Emphasis will be placed on the most commonly seen psychiatric symptoms, behavioral health correlates, screening and psychiatric occupational therapy techniques including groups for use within a multicultural setting.

In this course the student will:

- 1) understand how brain behavior disorders may impact normal human development and lead to occupational disruption.
- 2) identify and perform mental health screens and assessments
- 3) create treatment interventions and recommendations
- 4) locate and utilize evidence base practice resources in mental health
- 5) identify members of the mental health team and their roles
- 6) articulate the historical perspective of psychiatry in the U.S. and internationally.

Course Objectives

ACOTE	SLO's
B.4.1	Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.
B.4.2	Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available

	evidence, and incorporate use of occupation in the assessment process.
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Teaching/Learning Methods

Students will participate in synchronous lecture, and an online forum discussing assessments in mental health. The students will have the opportunity to either read a book approved by the instructor or interview a person who has a mental health diagnosis. They will use the information they gained to present from the consumer's perspective, information regarding evaluations and testing, medications, signs/symptoms experienced, how the condition impacted their occupational performance, interactions with medical and rehabilitation team to manage the condition and other insight gained from this experience. The student will also have the opportunity to participate in at least two OT assessments (one as the evaluator and one as the evaluated). Student learning assessment measures will include: student assignments, student projects, and examinations.

Special Requirements

Library; Powerpoint with voice over capacities; Utilization of laptop computers to connect to blackboard and internet resources

Required Text:

Brown, C. & Stoffel, V.C. (2011) Occupational therapy in mental health: A vision for participation. Philadelphia, PA: FA Davis.

Supporting Course Documents:

<http://mh4ot.com/resources/ot-assessment-index/>
<http://www.aota.org/advocacy-policy/federal-reg-affairs/news/2013/gcodes-chart.aspx>

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.4.1	Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention.	010103 010104 020101 020102 020103 020201 020202 020203	☐ Assignment 3 (See assignment descriptions below)

	These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.		
B.4.2	Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.	010103 010104 010105 010202 010203 020102 020103 020201 020202 020203	☐ Assignment 1 ☐ Assignment 2 ☐ Assignment 3 ☐ Assignment 4 ☐ Assignment 5 (See assignment descriptions below)

Assignments

1) Condition Case Study

Each student will utilize voice over powerpoint capacities to present one 5-8 minute condition. Students will be assigned a diagnosis for their topic. Each student shall complete either a review of a book written by someone who has the conditions or an interview of a person with the condition or a close family/friend of the person. This portion of the project must be PRE-APPROVED by an instructor by Session 5.

In the 5-8 minute presentation to the class, the student should identify from the consumers perspective:

- 1) information regarding evaluations and testing;
- 2) Current medications;
- 3) Signs/symptoms experienced;
- 4) how the condition impacted their occupational performance,

- 5) interactions with medical and rehabilitation team to manage the condition and other insight gained from this experience.

Total Points: **200 points**

2) Condition Handout

The student will provide the class with a handout for their case study (assignment 1). It should include the following information:

- A) Two articles that provide evidence for the treatment proposed (evidence-based)
- B) Patient/family education information regarding the condition , health maintenance, & support groups
- C) Typical medications/side effects
- D) Common OT Assessments which can be utilized for this diagnosis
- E) Two treatment ideas- one in a group setting one in an individual setting

Total Points: **200 points**

3) Student Assessment Video

Student selects one OT assessment that would be applicable to the Condition (assignment 1) they are presenting. Student demonstrates the assessment on a classmate in a video for the rest of the class. The student highlights specifics about assessment they selected including population, context, reliability, validity, and rationale for selection.

Total Points: **200 points**

4) LMS

There are 10 posts for this course. Each response counts as 2 points. Posting must be completed by 8 p.m. CT of each week. Each week we will move on to the next topic and the topic for the previous topic will close. For that reason, if your post is "**late**" **it will receive a score of 0**. Posting should be well thought out, reflective, and original. You should read previous postings before you post so you can identify the parts you agree or do not agree with as you present your argument/viewpoint in the discussion. Saying exactly the same as the previous posting is an unacceptable post. No single word posting will be adequate for credit. This is an **online discussion** designed to promote analytical discussion of groups. Sharing thoughts, resources, references, experiences, and reflections is essential to professional development.

Total Points: **100 points**

5) Midterm Exam

Test may consist of multiple choice, true/false, matching, short answer questions and essay. Exams are not cumulative.

Total Points: **150 points**

6) Final Exam

Test may consist of multiple choice, true/false, matching, short answer questions and essay. Exams are not cumulative.

Total Points: **150 points**

Course Schedule

**** Please note: This schedule is tentative and is subject to change**

Date	Topic	Assignment	Percent of Grade
Session 1	Course Introduction and Orientation The Mental Health Team- and Roles in Mental Health		
Session 2	History of psychiatry in the US and internationally		
Session 3	Mental Health/Mental Illness	Post #1	2%
Session 4	Axis V: Psychosocial and Environmental Problems		
Session 5	Axis V: Psychosocial and Environmental Problems	Submit request for case to Dr. Tekell no later than Session 5	
Session 6	Mental illnesses: Axis I disorders		
Session 7	Mental illnesses: Axis I disorders	Conditions Handout	20%
Session 8	Mental illnesses: Axis II disorders		
Session 9	Mental illnesses:		

	Axis II disorders		
Session 10	MIDTERM EXAM	Midterm Exam	15%
Session 11	Motivational Interviewing	Post #2	2%
Session 12	Canadian Occupational Performance Measure	Post #3	2%
Session 13	Psychological Assessment	Post #4	2%
Session 14	Learning Assessment Performance Assessment of Self-Care Skills (PASS) Comprehensive Occupational Therapy Evaluation (COTE) Community Adaptive Planning Assessment Vocational Assessments	Post # 5	2%
Session 15	Behavioral Assessment MOHO Assessments Work Role Interview Work Environment Impact Scale Role Assessments	Post #6	2%

	The Bay Area Functional Performance Evaluation		
	The Assessment of Occupational Functioning- Collaborative Version		
	The Role Checklist		
Session 16	Biological and Spiritual Assessment	Post #7	2%
	OT-Quest Assessment	Conditions Case Study	20%
	Pediatric Assessments		
	Assessment in Wellness		
Session 17	Computerized Assessment	Post #8	2%
	Stress Management Questionnaire		
	OT FACT Application in Mental Health		
Session 18	Apps For Mental Health	Post #9	2%
		Student Assessment Video	20%
Session 19	FINAL EXAM	Final Exam	15%
		Post #10	2%

Grade Criteria

Grade	Percent	Point Range
A	90-100	900-1000
B	89-80	800-899
C	79-70	700-799
D	69-60	600-699
F	59-0	599-0

Course Policies

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance:

As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).

University Sponsored Absences:

It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours PRIOR TO THE UNIVERSITY SPONSORED ABSENCE.
2. CHECK before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism:

At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period.

Academic Integrity:

University Policy for Academic Integrity and Honesty

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions.
www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices:

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.
2. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:

[www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment_Policy](http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Harassment_Policy)

Tuesday, March 31, 2015

Abilene Christian University

Re: OCCT 651 Application

Dear Hope,

The Adams Center has completed the review OCCT 651: Mental Health Conditions. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

Please address the following remarks and questions before submitting the syllabus to Council.

- Be sure to update the syllabus with the instructor's ACU email.
- Does the instructor have an office at ACU?
- Be sure to add a place to list office hours and how best to contact the instructor. If the course is to be taught online, online office hours, or a time when the instructor will make herself available to be contacted consistently, should be listed.
- Has this course been taught in Blackboard already? If not, I suggest you build and teach it in Canvas.
- Be sure to list the semester and year on the syllabus.
- Please address how faith and learning will be integrated in this course.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,



David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 25, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 651 – Mental Health Conditions

The library has examined the course proposal and is able to support the proposed course with the assistance of the teaching professor to provide us with a list of the assigned conditions (diagnoses) for the case study. Having the assigned list of conditions will assist us in acquiring the needed resources. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu) to provide the list and any additional resources that may be required for the course. Thank you.