



**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

Course Name:	OTA Contexts & Client Factors IV
Course & Section Number:	OTA 222-XXX; OTA 222-BXX
Meeting Day(s) & Time(s):	
Credits:	3
Contact Hours:	2 hours lecture: 3 hours lab
Instructors Names:*	
Office Hours & Location:	
OCC Phone:	
OCC Email:*	

*Please use only Owens email for course communications.

Office Hours & Location:	Lab:
Phone:	
OCC Email:**	

*Please use only Owens email for course communications.

Catalog description:

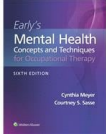
This course will provide OTA students with an overview and foundation for the practice of occupational therapy for persons with mental health problems. Considerations will include contexts and client factors that may affect performance in the areas of occupation. This course focuses on the theoretical basis and practice application of group treatments with critical inquiry into intervention planning and implementation.

Prerequisite/Corequisites:

Co-requisite: OTA 223

Pre-requisite: OTA 211

Course Materials:

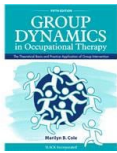


Meyer, Sasse (2024). *Early's Mental Health Concepts and Techniques in Occupational Therapy* (6th Edition). Philadelphia, Wolters Kluwer, 2024. ISBN13: 9781975189891



AOTA Membership: paid via course fees

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>



Cole (2018). *Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Intervention* (5th Edition). Thorofare, NJ, SLACK Inc, 2018. ISBN 9781630913670

What You Will Learn in the Course

Course Objectives:

1. Provide the student with the ability to identify personal strengths and growth areas as related to professional behavior and therapeutic communication.
2. Explain the responsibilities of the occupational therapist and occupational therapy assistant in service delivery as described in the Standards of Practice, OT Code of Ethics, and HIPAA.
3. Provide the student the opportunity to participate in a mentoring relationship.

Student Learning Outcomes:

SLO	2023 ACOTE Standard	Outcome	Where Assessed (List assignments, exams, discussions; items must be graded.)
1	B.1.1	Demonstrate knowledge of: • The structure and function of the human body that must include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. • Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. • Concepts of human behavior that must include the behavioral sciences, social sciences, and science of occupation.	Assignment: • Simulated Group Model of Practice Assignment Quizzes Final Exam

SLO	2023 ACOTE Standard	Outcome	Where Assessed (List assignments, exams, discussions; items must be graded.)
2	B.1.2	Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Assignments: • Community/Lab Group Presentation • Simulated Group Model of Practice • Population-Based Program (Occupational Justice) Quizzes Final Exam
3	B.1.3	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions and distinguishes the epidemiological factors that impact the public health and welfare of populations.	Assignments: • Final Case Study Presentation • Community/Lab Group Presentation • Population-Based Program (Occupational Justice) Quizzes Final Exam
4	B.2.1	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Assignments: • Final Case Study Presentation • Occupation-Based Intervention Template • Simulated Group Model of Practice Quizzes Final Exam
5	B.2.6	Understand how occupational performance is affected by the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.	Assignments: • Final Case Study Presentation • Occupation-Based Intervention Template Quizzes Final Exam
6	B.3.1	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Assignments: • Final Case Study Presentation • Community/Lab Group Presentation • Simulated Group Model of Practice Quizzes Final Exam

SLO	2023 ACOTE Standard	Outcome	Where Assessed (List assignments, exams, discussions; items must be graded.)
7	B.3.6	Contribute to the evaluation process of client(s) occupational performance by completing an occupational profile and administering standardized and non standardized screenings and assessment tools as delegated by the occupational therapist. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.	Assignments: - Final Case Study Presentation - OBAAF (Occupation-Based Activity Analysis Form) Quizzes Final Exam
8	B.4.1	Identify and analyze the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations and social systems as they relate to the practice of occupational therapy.	Assignments: - Community/Lab Group Presentation - Simulated Group Model of Practice - Population-Based Program (Occupational Justice) Quizzes Final Exam

Institutional General Education Competencies

Competency	Where Assessed
Communicate effectively.	Assignments Met By: <i>Final Case Study Presentation</i> <i>Community/Lab Group Presentation</i> <i>Simulated Group Model of Practice</i> <i>Population-Based Program</i> <i>Participation</i>
Act with professional responsibility.	Assignments Met By: <i>Community/Lab Group Presentation</i> <i>Participation</i>
Demonstrate sensitivity to others' beliefs and values.	Assignments Met By: <i>Community/Lab Group Presentation</i> <i>Simulated Group Model of Practice</i> <i>Population-Based Program</i> <i>Participation</i>
Think analytically, critically, and creatively.	Assignments Met By: <i>Final Case Study Presentation</i> <i>Occupation-Based Intervention Template</i> <i>OBAAF</i> <i>Simulated Group Model of Practice</i>

Competency	Where Assessed
	• <i>Population-Based Program</i> • <i>Participation</i>

Interprofessional Education Competencies

Competency	Where Assessed
Interpret the knowledge, skills, abilities, and experiences of other professions – appropriate to the specific care situation- to inform care decisions that provide care that is ethical, safe, timely, efficient, and equitable.	Assignments Met By: • <i>Population-Based Program</i> • <i>Final Case Study Presentation</i> • <i>Final Exam</i>
Differentiate the unique cultures, values, roles/responsibilities, and expertise of one's own and other health professions.	Assignments Met By: • <i>Community/Lab Group Presentation</i> • <i>Simulated Group Model of Practice</i> • <i>Population-Based Program</i> • <i>Final Exam</i>
Demonstrate effective communication techniques in facilitating discussions and interactions that enhance team function and quality care.	Assignments Met By: • <i>Community/Lab Group Presentation</i> • <i>Simulated Group Model of Practice</i> • <i>Population-Based Program</i>

Technology, Lab, and File Requirements:

Reliable Internet Connection

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information:

<https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

[Anti-Discrimination and Harassment](#)

[Anti-Discrimination and Harassment Procedures](#)

[Title IX/Sexual Misconduct Procedures](#)

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy](#)

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or prospective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these

tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Please refer to the OTA Procedures Manual for specifics. This is in your Class of 2026 Blackboard shell.

Classroom Environment:

We support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds and experiences, every member of this class will show respect for every other member of this class while we demonstrate diligence in understanding how other peoples’ perspectives, behaviors and worldviews may be different from their own.

Late Work: When Blackboard submissions are not in the appropriate location or format, and not corrected before grading process begins, the score will be a 0%.

Assignments turned in after the due date and up to 1 week late, with prior notice to instructor, expecting the assignment receives a passing score, will receive the lowest passing score of 76%. All other assignments will need to be turned in and will receive a 0% after 1 week late. All assignments must be turned in to receive a final grade in the course.

Attendance: Please refer to the OTA Procedures Manual for specifics. If you miss more than 30% of class time, disciplinary action may be taken by the instructor which may include assigning a failing grade for the course.

Lecture is asynchronous. Lecture materials should be completed on your own time **BEFORE LAB** and are on average 2 hours of work in addition to reading.

Lab is synchronous. Lab topics/tasks will be completed in a synchronous lab. Students are expected to complete assigned readings and lecture materials prior to lab. Students who have not done so will find it difficult to participate appropriately in lab activities. Students will attend their scheduled lab time on campus or designated meeting place.

How Grades are Determined and Major Assignments

Student course grades can be viewed in Blackboard. Students with a grade average of 76% or less will be counseled by the appropriate faculty member by the 4th week of the semester.

Submission links can be found on Black Board for the following:

Evaluation Measure <i>The grade points for the areas of work are as follows.</i>	Student Learning Outcome/ACOTE standard	Points/ Percentage
Weekly Quizzes	ACOTE B.1.1 – Human body, development, behavior ACOTE B.1.2 – Sociocultural, DEI, lifestyle factors ACOTE B.1.3 – Social determinants of health ACOTE B.2.1 – Evidence, models of practice, FOR ACOTE B.2.6 – Effects of disease processes ACOTE B.3.1 – Therapeutic use of self ACOTE B.3.6 – Evaluation process (profile, assessments) ACOTE B.4.1 – Contextual and policy influences	20%
Simulated Group Model of Practice Assignment	ACOTE B.1.1 – Human body, development, behavior ACOTE B.1.2 – Sociocultural, DEI, lifestyle factors ACOTE B.2.1 – Evidence, models of practice, FOR ACOTE B.3.1 – Therapeutic use of self ACOTE B.4.1 – Contextual and policy influences Gen Ed – Communicate effectively Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking	10%

	IPE – Differentiate professional cultures/roles IPE – Effective communication in teams	
Final Case Study Assignment	ACOTE B.1.3 – Social determinants of health ACOTE B.2.1 – Evidence, models of practice, FOR ACOTE B.2.6 – Effects of disease processes ACOTE B.3.1 – Therapeutic use of self ACOTE B.3.6 – Evaluation process (profile, assessments) Gen Ed – Communicate effectively Gen Ed – Analytical/critical/creative thinking IPE – Interpret knowledge/roles of other professions	10%
Population Based Program – Occupational Justice Assignment	ACOTE B.1.2 – Sociocultural, DEI, lifestyle factors ACOTE B.1.3 – Social determinants of health ACOTE B.4.1 – Contextual and policy influences Gen Ed – Communicate effectively Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking IPE – Interpret knowledge/roles of other professions IPE – Differentiate professional cultures/roles IPE – Effective communication in teams	10%
Community Group Project	ACOTE B.1.2 – Sociocultural, DEI, lifestyle factors ACOTE B.1.3 – Social determinants of health ACOTE B.3.1 – Therapeutic use of self ACOTE B.4.1 – Contextual and policy influences Gen Ed – Communicate effectively Gen Ed – Act with professional responsibility Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking IPE – Differentiate professional cultures/roles IPE – Effective communication in teams	15%
Final Exam	ACOTE B.1.1 – Human body, development, behavior ACOTE B.1.2 – Sociocultural, DEI, lifestyle factors ACOTE B.1.3 – Social determinants of health ACOTE B.2.1 – Evidence, models of practice, FOR ACOTE B.2.6 – Effects of disease processes ACOTE B.3.1 – Therapeutic use of self ACOTE B.3.6 – Evaluation process (profile, assessments) ACOTE B.4.1 – Contextual and policy influences IPE – Differentiate professional cultures/roles IPE – Interpret knowledge/roles of other professions IPE – Differentiate professional cultures/roles	20%

Participation (includes discussion boards, in-lecture work, lab work, and any other assignments not otherwise listed on this table)	Gen Ed – Communicate effectively Gen Ed – Act with professional responsibility Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking	15%
		GRAND TOTAL: 100%

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Quizzes/Tests	40%	1-8
Assignments	45%	1-8 IPE 1-3
Participation	15%	Gen Ed 1-4

Grading Scale

Grade	Points
A	93-100
B	83-92
C	76-82
D	60-75
F	0-59

Grading Procedure:

The final grade for the course will be the letter grade achieved in class, provided the clinical lab evaluation and the lab skills checkoff grades are satisfactory, **and a score of 76% or higher in test mastery has been achieved.** Students must earn a passing grade of 76% or higher in both the lecture and laboratory components of each course. There will be no rounding of grades. Grades will be posted on the course Blackboard shell and will be considered final 5 days after posting. **Refer to OTA Student Procedures Manual for more specifics.**

Grades will be calculated on the following scale.

93% and Above	A
83% to Less than 92%	B
76% to Less than 82%	C
60% to Less than 75%	D
Less Than 60%	F

Course Calendar:

Week	Date	Topics & Preparation (completed prior to class)	All Assignments due by 12:00 pm on Monday of the respective week.
1		Lecture Topics: - Foundational Mental Health Concepts - Overview of OT's Role in Mental Health All lecture materials are in the Lecture Module	
		Lab: Quiz over Lecture content	
2		Lecture Topics: - Medical and Psychological Models of Mental Health and Illness - Understanding Psychiatric Diagnoses and DSM-5	
		Lab: Quiz over Lecture content	
3		Lecture Topics: - Schizophrenia and Psychotic Disorders - Psychotropic Medications	
		Lab: Quiz over Lecture content	
4		Lecture Topics: - Models of Practice for Occupational Therapy in Mental Health - Mental Health Across the Lifespan	
		Lab: Quiz over Lecture content	
5		Lecture Topics: - Contexts of Intervention, Service, and Care - Psychotropic Medications	
		Lab: Quiz over Lecture content	
6		Lecture Topics: - Therapeutic Use of Self - Responding to Symptoms and Behaviors	
		Lab: Quiz over Lecture content	
7		Lecture Topics: - Safety Techniques - Group Concepts and Techniques	Simulated Group Model of Practice Assignment Due
		LAB WILL BE ON DATE and TIME FOR ALL STUDENTS –	Bridges Out of Poverty Training
8		Lecture Topics: - Trauma Informed Care - Intervention Techniques	
		Lab: Guest Speaker – NAMI	NAMI Guest Speaker

		**Lab will be held for ALL students on DATE from TIME for guest speaker **If you are unable to attend, you will watch a recording of the presentation in Lab on Week 14	
9		<u>Lecture Topics:</u> • (Review from Summer) Group dynamics, Therapeutic factors in groups, and Group process vs. content • Group Norms and Cultures • Group Leadership	Population Based Program – Occupational Justice due to BB by TIME on DATE
		<u>Lab:</u> Quiz over Lecture content Population Based Program Presentations	
10		<u>Lecture Topics:</u> • Assessment and Data Collection • Client Centered groups • Group note writing	
		<u>Lab:</u> Quiz over Lecture content	
11		<u>Lecture Topics:</u> • Intervention: Planning Clinical Reasoning, Implementation and Review • Analyzing, Adapting, and Grading Activities	
		LAB: SITE VISIT TO ASSURED HEALTH – See BB for scheduled times	ASSURED HEALTH FOR GROUP INTERVENTIONS
12		<u>Lecture Topics:</u> • Activities of Daily Living • Education and Work • Leisure and Social Participation	
		<u>Lab:</u> Quiz over Lecture content	
13		<u>Lecture Topics:</u> • Cognitive, Sensory, and Motor Factors and Skills	Recorded Final Case Study Presentations Due to BB by TIME on DATE
		<u>Lab:</u> Monday: Site Visit to St. Charles Behavioral Health Wednesday: Site Visit to St. Charles Behavioral Health	
14		<u>Lecture Topics:</u> • Emotional Regulation, Self Management, Communication and Interaction	
		<u>Lab:</u> Monday Lab – watch NAMI recording	
15		<u>Lecture Topics:</u> **LIVE FINAL EXAM REVIEW** <u>This will be held on DATE at TIME. You may join in person or online, this is not required but encouraged.</u>	*Final Group Intervention Presentation due by TIME on DATE
		<u>Lab:</u> Group Interventions Presentations	
16		Final Exam in Testing Center	

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.