

**SPRING 2026
OT 528
TRANSFORMATION THROUGH HUMAN OCCUPATION: APPLICATION IN MENTAL
HEALTH**

SYLLABUS AND TOPICAL OUTLINE

Instructor Information	
Faculty	Trimester Coordinator: Dr. Lola Halperin, EdD, OTR/L Prof. Morgan Villano, MPA, MSPS, OTR/L; Prof. Sylvia Sobocinski, MA, OTR/L; Dr. Lola Halperin, EdD, OTR/L
Contact	Dr. Halperin: 203-416-3796; halperinl@sacredheart.edu Prof. Villano: 203-365-4778; villanom11@sacredheart.edu Prof. Sobocinski: 203-671-6656; sobocinskis@sacredheart.edu
Office Hours	Monday-Friday (by appointment)
Office Location	N116, N121

Course Overview

Course Information	
Course Meeting Times	Sections A and B: 9:30-12 on Tuesdays and Wednesdays Section C: 1:00-3:30 on Tuesdays and Wednesdays
Format	This course is designed utilizing an experiential approach to learning. In the Application in Mental Health portion of course, the content will be provided through hands-on activities and special lab experiences (including clinical simulations, group facilitation, etc.).
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT
Credit & Workload	This course is offered in a 16-week trimester calendar, with one week used for the Spring break. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as in-class discussions, group work, individual work, and experiential experiences. For a five (5) credit course, the total expected workload is 225 hours. In a 15-week course, the workload averages approximately 15 hours per week.
Prerequisites	Fall trimester courses

Course Information

COURSE DESCRIPTION and PURPOSE:

This course series is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. Problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented

with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments. Activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and to learn communication skills required to work with an interprofessional healthcare team. Transformation through Human Occupation: Application in Mental Health will place specific emphasis on hands-on learning and practical mental health occupational therapy skills development.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

AOTA Vision 20230 is:

- *The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- *Inextricably linked to AOTA’s mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- *Essential to the profession’s ongoing viability and success,” (AOTA, 2025).*

“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” (AOTA, 2025).



Vision Statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain and there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950’s is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. That tool may no

longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research. Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision. We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring in your practice. We will make this course playful and silly wherever it is appropriate to do so. We also believe in evidence-based teaching and have crafted activities and assignments that research suggests will help you learn the material. There is abundant evidence that repetition is important, that writing (in pencil) helps you to remember, that merely reading and highlighting content is not sufficient for long term learning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this trimester.

RELATIONSHIP TO CURRICULUM DESIGN:

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

INSTRUCTIONAL METHODS:

The Transformation Through Human Occupation II course utilizes a multimodal approach to teaching and learning, including didactic lectures, large and small group discussions, experiential learning activities, and self-directed learning. Instruction may also include online synchronous and asynchronous experiences. In the Transformation Through Human Occupation II: Application in Mental Health course, there will be opportunities to learn through demonstration and hands-on skill development. Interactive learning activities incorporated into this course include mental health occupational therapy assessments and interventions demonstration and practice, clinical simulations, student group design and facilitation, etc. Practical exams will consist of each student developing a treatment plan for the assigned case study and demonstrating the clinical skills learned in person.

COURSE POLICIES:

All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

COURSE MATERIALS: textbooks only

REQUIRED TEXTS:**Textbooks new to this course:**

Brown, C. & Stoffel, V.C. (2025). *Occupational Therapy in Mental Health: a Vision for Participation* (3rd ed.). FA Davis.

Cole, M.B. (2025). *Group Dynamics in Occupational Therapy*, (6th ed.). Routledge. ISBN: 978-1-032-89523-9

Sames, K.M. (2015). *Documenting Occupational Therapy Practice* (3rd ed.). Pearson Education Inc.

Textbooks from prior courses:

American Occupational Therapy Association. (2020). *Occupational Therapy Practice Framework: Domain and Process* (4th ed.). AOTA Press.

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

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

Cole, M. B. & Tufano, R. (2020). *Applied Theories in Occupational Therapy: A Practical Approach* (2nd ed.). SLACK Incorporated.

Nussbaum, A.M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam* (1st ed.). American Psychiatric Publishing.

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

Link to SHU Bookstore: [SHU Bookstore](#)

STUDENT BUDGET FOR COURSE SUPPLIES: All materials for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course. If, for any reason, you choose to engage in activity for which we do not have the specific materials, you may have to purchase those materials from your own funds.

INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a

requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure.

LEARNING OBJECTIVES AND OUTCOMES: Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. The standards that are addressed in this course are listed in the table below. This link will allow you to review all of the ACOTE standards: [ACOTE website](#).

The course objectives, program objectives, the mission and vision, and the overall curricular design are all linked to the ACOTE standards. Table 1 shows the connection between the entire course series objectives, the program objectives they are linked to, and the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

Table 1- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures for the **Application portion of the course**

Course Objective	Program Outcome	ACOTE Standards	Learning Activities	Assessment Strategies
Select appropriate occupational therapy assessments and interventions for the clients portrayed in the case studies presented during practical exams while taking into consideration clients' personal, cultural, and other contextual factors and defend decisions made	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.	B.1.2 B.1.3 B.1.4 B.2.6 B.2.7 B.3.2 B.3.3 B.3.4	Occupational therapy assessments and interventions demonstrations in class, including clinical simulations with standardized patients	Midterm and final practical exams

<p>Formulate appropriate and measurable long-/short-term goals and discharge plans for the clients portrayed in clinical cases presented during practical exams while considering their occupational performance analysis</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.</p>	<p>B.2.6 B.2.7 B.3.5 B.3.10</p>	<p>In-class goal and SOAP note writing demonstrations and practice</p>	<p>Midterm and final practical exams</p>
<p>Make and defend clinical decisions using credible research evidence, and client- and family-centered approach. Demonstrate respect for diversity and consider cultural differences when establishing goals and choosing assessments and interventions.</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.</p>	<p>B.2.4 B.2.5 B.3.5 B.3.6 B.3.9</p>	<p>Occupational therapy assessments and interventions demonstrations in class, including clinical simulations with standardized patients</p>	<p>Midterm and final practical exams</p>
<p>Follow proper administration procedures for/use appropriate safety precautions with all selected assessments and interventions</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.2.8</p>	<p>Occupational therapy assessments and interventions demonstrations in class, including clinical simulations</p>	<p>Midterm and final practical exams</p>

			with standardized patients	
Articulate the models and frames of reference that informed your decision-making when designing OT interventions	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations	B.2.1	In-class discussions	Midterm and final practical exams Group protocol
Use client- and family-centered approach when role-playing interactions with client/caregiver during the practical exams	Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters	B.3.1 B.3.5	Occupational therapy assessments and interventions demonstrations in class, including clinical simulations with standardized patients	Midterm and final practical exams
Demonstrate appropriate professional communication skills, client-centered approach, and respect for diversity when practicing presenting discharge plan recommendations to the client/caregiver during the practical exams	Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters	B.3.10 B.3.21 B.3.22	Occupational therapy assessments and interventions demonstrations in class, including clinical simulations with standardized patients	Midterm and final practical exams

<p>Create documentation that reflects the effect of/need for occupational therapy when designing treatment plans during practical exams and a protocol for in-class facilitation with peers</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations</p>	<p>B.4.3</p>	<p>In-class discussions and goal/SOAP note writing demonstrations and practice</p>	<p>Midterm and final practical exams</p> <p>Group protocol</p>
<p>Identify instances in which advanced level OT services or non-OT evaluations and/or interventions may be required and practice making potential referrals during practical exams</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations</p>	<p>B.3.17 B.4.6</p>	<p>In-class discussions</p>	<p>Midterm and final practical exams</p>
<p>Share and discuss information and ideas with peers/instructor during class discussions while using appropriate terminology, concise communication, and professional demeanor. Discuss client issues with empathy and with thought to their privacy and confidentiality.</p>	<p>Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters</p>	<p>B.3.1 B.3.21 B.3.22</p>	<p>Occupational therapy assessments and interventions demonstrations in class, including clinical simulations with standardized patients</p> <p>In-class discussions</p>	<p>Midterm and final practical exams</p> <p>Group protocol</p> <p>Group facilitation evaluations by course instructor and peers</p>
<p>Facilitate a therapeutic group activity for peers</p>	<p>Exhibit team collaboration, effective communication skills, and interprofessional</p>	<p>B.3.21 B.3.22</p>	<p>In-class group-based interventions</p>	<p>Group facilitation evaluations by</p>

while demonstrating professional communication, therapeutic use of self, and cultural humility	practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters		demonstrations and discussions	course instructor and peers
Provide constructive feedback to peers and modify behaviors in response to constructive peer feedback	Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters	B.3.21 B.3.22	In-class group-based interventions demonstrations and discussions	Group facilitation evaluations by course instructor and peers
Reflect on personal traits and abilities and determine areas for personal growth and professional development	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations	B.2.9 B.2.11 B.3.1	In-class occupational therapy assessments and interventions demonstrations and discussion	Midterm and final practical exams Group facilitation evaluations by course instructor and peers
Demonstrate ethical and professional behaviors as a beginning occupational therapist	Apply ethical and values-based reasoning grounded in the AOTA Code of Ethics and the program's core values to make decisions that uphold compassion, justice and integrity, while addressing systemic inequities and promoting occupational participation and justice	B.2.10	Occupational therapy assessments and interventions demonstrations in class, including clinical simulations with standardized patients	Midterm and final practical exams Group facilitation evaluations by course instructor and peers

Table 2 - Topical Outline & Course Schedule (*subject to change per instructor*)

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
<p>1</p> <p>January 5th-9th</p>	<p>- Chapters 5, 7, 29, & 50 in Brown & Stoffel</p> <p>- Chapter 12 from Kuhaneck & Spitzer (posted to BB)</p>	<p>Case: Lucy (an adopted twin from Belarus with Fetal Alcohol Syndrome)</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Activity Analysis Chart - PBL presentation on the assigned topic 	<p>Tuesday Lab: Intro to the course; activity analysis charts; Pediatric Interest Profile; modifications for home environment and play</p> <p>Wednesday Lab: DOTCA presentation with Dr. Sharon McCloskey, EdD, MBA, OT/L, Dip. COT, CTP; board games to enhance cognition in children</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • Intro to the course • Developmental needs of children • Impact of trauma on children's development • The role of play in children's development and mental health • Selecting and adapting activities for children with neurodevelopmental conditions • Intro to environmental and cognitive strategies for children with mental health conditions
<p>2</p> <p>January 12th-16th</p>	<p>Chapters 4, 9, & 53 in Brown & Stoffel</p> <p>- Chapter 15 in Sames</p>	<p>Case: Jacob (a young boy with ADHD from observant Jewish family treated in a private OT clinic)</p> <p>Assignments (due the week of January 20th):</p> <ul style="list-style-type: none"> - COPM summary - 1 long-term goal (LTG) and 1 short-term goal (STG) - Presentation on the assigned topic 	<p>Tuesday Lab: Clinical simulation using the COPM; peer student interviews; goal-writing in mental health OT</p> <p>Wednesday Lab: Classroom modifications for children with ADHD; behavioral and cognitive-behavioral (CBT) strategies for children</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • Private OT practice versus school-based OT • Intro to behavioral and cognitive-behavioral strategies for children with mental health conditions • Sensory processing of individuals affected by mental health conditions and sensory strategies for this population

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
3 January 19 th -23 rd	<ul style="list-style-type: none"> - Waldman-Levi et al. article posted to BB - Chapter 12 in Sames 	<p>No classes on Monday due to Martin Luther King Jr. holiday</p>	<p>Tuesday Lab: CHP Library presentation with Geoffrey Staysniak; Intro to EHR</p> <p>Wednesday Lab: AASP assessment; sensory kits for children and adolescents; Flaghouse materials</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • Jill Laudati, MS, CCC-SLP, presentation about parenting children with neurodevelopmental conditions • Sociocultural and spiritual aspects of OT services provision • Impact of racial/ethnic and intergenerational trauma on mental health and occupational engagement
4 January 26 th -30 th	<ul style="list-style-type: none"> - Chapters 13 & 35 in Brown & Stoffel - Revisit chapter 9 in Brown & Stoffel and Chapter 12 from Kuhaneck & Spitzer - SOAP note materials posted to BB 	<p>Case: Rohit (EHR case: a young boy of Indian descent with ASD in a psychiatric hospital)</p> <p>Assignments:</p> <ul style="list-style-type: none"> - SOAP note - Presentation on the assigned topic 	<p>Tuesday Lab: Social Interaction Scale and Evaluation of Social Interaction; social skills training for children with neurodevelopmental conditions;</p> <p>Wednesday Lab: SOAP notes; using sensory strategies in MH groups (demo)</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • OT role in acute psychiatric settings • Collaboration with interdisciplinary teams and discharge planning • OT assessments of social skills • Residential facilities for youth with mental health/behavioral issues
5 February 2 nd -6 th	<ul style="list-style-type: none"> - Chapters 10, 18, 21, & 37 in Brown & Stoffel - Pages 122-127 in Bazyk & Bazyk 	<p>Case: David (an adolescent with OCD who is being bullied by peers in a public-school setting)</p> <p>Assignments:</p> <ul style="list-style-type: none"> - 3 LTG and 3 STGs for a school-based setting 	<p>Tuesday Lab: Dr. Stefanie Seanor, EdD, MBA, OTR/L, ABDA presentation on school-based mental health OT; creating a protocol for an anti-bullying group intervention in a school setting</p> <p>Wednesday Lab: Self-esteem assessments for adolescents; individual</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • Dr. Cara Erdheim Kilgallen presentation on childhood OCD • Developmental needs of adolescents • OT role in anti-bullying campaigns in school settings

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	(posted to BB) - Chapter 22 in Sames	- PBL presentation on the assigned topic	and group activities to help boost self-esteem in adolescents; CBT/DBT for adolescents; OT role in relation to Exposure and Response Prevention therapy	<ul style="list-style-type: none"> OT interventions to help young clients maintain healthy self-esteem OT assessments and interventions for clients affected by OCD
6 February 9 th -13 th	Chapters 2, 23, 38, 46, 47, & 48 in Brown & Stoffel	Case: Ernesto (a young adult of Latino descent recently diagnosed with Schizophrenia receiving services in an Intensive Psychiatric Rehabilitation Treatment facility) Assignments: <ul style="list-style-type: none"> Activity analysis of driving Role-play in PBL 	Tuesday Lab: Driving simulator lab with Dr. Sheelagh Schlegel, DrHSc, MPH, OTR/L, CHES, CAPS; Hearing Voices approach Wednesday Lab: KELS, ACL, RTI, AMPS, Role Checklist, Worker Role Interview (OCAIRS); creating group protocols for psychosocial rehab settings	Didactic Material: <ul style="list-style-type: none"> Developmental needs of young adults OT role in psychiatric rehab settings IADL, social skills, and prevocational training for people with Schizophrenia
7 February 16 th -20 th	- Chapters 8, 12, 14, 19, & 22 in Brown & Stoffel - Revisit chapters 10 & 47 in Brown & Stoffel - Chapter 16 in Sames	Case: Frankie (EHR case: a non-binary, biracial college student with Anorexia Nervosa and Borderline personality disorder in an outpatient setting) Assignments: <ul style="list-style-type: none"> Treatment plan Presentation on the assigned topic 	Tuesday Lab: Interest Checklist; Weekly Calendar Planning Activity assessment; self-esteem assessments for adults Wednesday Lab: Collage-based group activity; individual CBT/DBT for adults; midterm exam preparation	Didactic Material: <ul style="list-style-type: none"> OT role in outpatient MH settings OT services for clients with eating disorders Addressing challenging client behaviors CBT/DBT for adult clients Use of expressive media in OT Affirmative care for clients with non-binary gender identities
8 February 23 rd – 27 th	Chapters 11, 15, 17, 24, 34, & 44 in Brown &	Case: Martina, a 26-year-old female with a history of trauma, fibromyalgia, and heroin use disorder receiving APT Foundation services	Tuesday Lab: Professor Ralph Soldano, MS, OTR/L, presentation on OT role with substance use disorders and suicide prevention; motivational	Exam 1

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	Stoffel	Assignments: <ul style="list-style-type: none"> - SOAP note - Presentation on the assigned topic Midterm Evaluations	interviewing (demonstration and practice) Wednesday Lab: Practical Exam	
9 March 2nd - 6th	Spring Break			
10 March 9th-13th	- Chapters 20, 39, 40, 45, & 52 in Brown & Stoffel Revisit chapter 14 in Brown & Stoffel - Watch Silver Lining Playbook movie	TBL Case: Patrick (inspired by the main character from the Silver Lining Playbook movie: an adult male of Italian descent with Bipolar Illness presumably treated on outpatient basis) Assignments: <ul style="list-style-type: none"> • iRAT/tRAT • PBL presentation on the assigned topic (not graded) 	Tuesday Lab: Stress management principles; time management strategies; sleep hygiene tips; selecting group interventions for individual clients Wednesday Lab: Therapeutic exercise with Dr. Lola Halperin, EdD, OTR/L; sensory kits for adults	Didactic Material: <ul style="list-style-type: none"> • Developmental needs of adults • OT role with clients affected by mood disorders • OT interventions to improve vocational outcomes among clients with mood disorders • Promoting stress management and wellness among clients with mental health conditions
11 March 16th-20th	- Chapters 36 & 49 in Brown & Stoffel Revisit chapters 12, 20, 44, & 50 in Brown & Stoffel	TBL Case: Sally (EHR case: a 34-year-old female with Postpartum Depression and underlying Histrionic/Dependent personality disorder hospitalized due to a suicidal attempt) Assignments: <ul style="list-style-type: none"> • iRAT/tRAT 	Tuesday Lab: Psychodynamic and Cognitive-Behavioral FORs-based OT groups demo and discussion Wednesday Lab: Beck Depression Inventory and Hamilton Depression Rating Scale; creating a group protocol based off Cole's Seven Steps	Didactic Material: <ul style="list-style-type: none"> • OT role with clients affected by postpartum depression • Individual and group OT interventions to assist clients with expanding coping skills, leisure, and social participation

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	- Chapter 1 in Cole	<ul style="list-style-type: none"> PBL presentation on the assigned topic (not graded) 		
<p>12 March 23rd -27th</p>	<p>- Chapter 25 & 43 in Brown & Stoffel</p> <p>- AOTA Fact Sheet about OT for PTSD (posted to BB)</p> <p>- Plach & Sells's article (posted to BB) - Chapters</p> <p>- Watch June's video posted to BB</p>	<p>TBL Case: June (YouTube video-based case: a Black American female military veteran with PTSD presumably treated in an outpatient clinic)</p> <p>Assignments:</p> <ul style="list-style-type: none"> iRAT/tRAT PBL presentation on the assigned topic (not graded) 	<p>Tuesday Lab: Grounding techniques for flashbacks; role-play and other strategies to address anger management/ conflict resolution</p> <p>Wednesday Lab: Discussion of the Color of Fear documentary with emphasis on group dynamics, group facilitation techniques, and cultural aspects of group-based interventions</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> OT role with military veterans affected by MH conditions Crisis prevention and management strategies for clients with MH issues Assertiveness/anger management/conflict resolution training in OT practice
<p>13 March 30th- April 3rd</p>	<p>- Chapters 27 & 51 & in Brown & Stoffel</p> <p>- Revisit chapter 25 in Brown & Stoffel</p> <p>- Siegler et al. article posted to BB</p>	<p>Case: Mrs. Kwan (an older widow of Korean descent with complicated grief in a Senior Day Center)</p> <p>Assignments:</p> <ul style="list-style-type: none"> Treatment plan PBL presentation on the assigned topic 	<p>Tuesday Lab: Grief assessments; coping strategies for grief (group demonstration); group notes</p> <p>Wednesday Lab: Sensory-enhanced Yoga with Professor Morgan Villano, MPA, MSPS, OTR/L; independent student group facilitation planning</p>	<p>Didactic Material</p> <ul style="list-style-type: none"> Developmental needs of older adults OT interventions for clients coping with losses and grief Culturally sensitive OT services provision OT role in community-based facilities for older adults

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
14 April 6 th -10 th	- Revisit chapters 7, 27 & 35 in Brown & Stoffel	<p>Case: Albert (EHR case): an older male with a mild NCD and depression in acute psychiatric setting</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Treatment plan - Role-play in PBL 	<p>Tuesday Lab: MOHO-and Developmental FOR-based groups demo and discussion</p> <p>Wednesday Lab: LOTCA simulation with a standardized patient; Mini-Mental State Examination and Montreal Cognitive Assessment; Activity Card Sort Assessment; Geriatric Depression Scale</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • OT role with clients affected by a mild neurocognitive disorder (NCD) • Cognitive and emotion regulation assessments for older clients
15 April 13 th -17 th	<p>Chapters 1, 26, 28, 31, 41, & 42 in Brown & Stoffel</p> <p>Revisit chapter 35 in Brown & Stoffel</p>	<p>Case: Samson (a 65-year-old Native American male of Mohegan descent with PTSD, depression, substance use disorder, unresolved grief, and alcohol-induced delirium in a homeless shelter setting)</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Treatment plan - Role-play in PBL 	<p>Tuesday Lab: Independent student group facilitation</p> <p>Wednesday Lab: Independent student group facilitation</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • OT role with unhoused population • Prioritizing treatment goals for clients with complex presentation • Indian Health Services • History of OT in mental health
16 April 20 th -24 th	Review all course materials	Final Evaluations	<p>Tuesday Lab: Independent student group facilitation; group process termination/closure</p> <p>Wednesday Lab: Practical Exam</p>	Exam 2

FINAL GRADES

Please read this section carefully. Final grades will be determined by student performance according to the following:

Assignment/Assessment	Percentage of Grade
<p>Midterm and Final Practical Exams</p> <p>The midterm and final practical exams will require students to plan and demonstrate assessment and intervention methods for the specific clinical case assigned during the exam. Students will select relevant OT assessments and develop and document (while utilizing OTPF terminology) a potential treatment plan for their client (including short-term and long-term goals). Students will also outline the OT frames of reference and models that informed their clinical decisions. Students will present their assessment and treatment plan orally to one of the instructors and will be asked to demonstrate administering portions of selected assessments or interventions of their choice. The midterm exam will be worth 25 points and will represent 25% of your final grade. Since students will be expected to demonstrate higher levels of knowledge and clinical reasoning at the end of the semester, the final exam will be worth 30 points and account for 30% of the final grade.</p>	<p style="text-align: center;"><u>Midterm</u>: 25%</p> <p style="text-align: center;"><u>Final</u>: 30%</p>
<p>Group Protocol</p> <p>Students will independently design a group-based intervention to facilitate with their peers in class. The group design should reflect the OT frame(s) of reference and models selected in collaboration with the instructor. Using the template provided on BB, students will develop and submit to BB a group protocol prior to facilitating their group in class.</p>	<p style="text-align: center;">15%</p>
<p>Group Facilitation Evaluation by the Instructor</p> <p>Each student's group leadership skills will be assessed during their group facilitation by the course instructor.</p>	<p style="text-align: center;">20%</p>
<p>Group Facilitation Evaluation by Peers</p> <p>Peers will also assess each student's group leadership skills. Students will be responsible for collecting their peers' feedback, calculating their average total score, and submitting it to the course instructor, along with their peers' feedback.</p>	<p style="text-align: center;">10%</p>
<p>Total</p>	<p style="text-align: center;">100%</p>

The final letter grade is assigned in accordance with the university grading policy: [SHU Graduate Grading System](#).

Student Expectations

ATTENDANCE: As per program policy, a 100% attendance rate for all courses is required. Per university policy, attendance will be recorded on Blackboard for each class and for each student. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events; for example, a wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school.

Please contact the course instructor in advance of absence unless it is an emergency. In case of emergency, notify the department as soon as possible.

Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms, or the SHU [Coronavirus](#) web page. Please note that, while classes might take place online (using Zoom, Webex, or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes.

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

ACADEMIC INTEGRITY and PARTICIPATION: Please refer to the 2025-2027 OT Student Handbook.

PROFESSIONAL BEHAVIORS: Please refer to the 2025-2027 OT Student Handbook.

ARTIFICIAL INTELLIGENCE PLATFORMS: In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a case-by-case basis in the Department of Occupational Therapy. Students are permitted to use artificial intelligence chatbots (such as ChatGPT) **only when explicitly directed by the instructor**. If you are ever unsure whether the use of an artificial intelligence chatbot is allowed, please contact the instructor prior to using it.

How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERAPY FACULTY:

- Your materials will always be available to you at least one week before class.
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We do not believe in 'busy work' and will not give you any.
- We will have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people. We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our

communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.

- We will start and end class on time unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material - but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you are having any difficulties with the material or assignments. However, we also believe in personal responsibility.

UNIVERSITY STUDENT SUPPORTS

Our Commitment to Inclusive Excellence

As a student, it is important to know that at Sacred Heart University, inclusive excellence is not just a value – it is a foundational element that shapes our academic mission, our community culture, and our collective future. As a Catholic institution guided by a commitment to human dignity, justice, and the common good, we believe that true excellence is only possible when equity, inclusion, and belonging are fully woven into the fabric of our classrooms and university life. In every course, we are called to foster environments where all members of our community feel seen, heard, respected, and empowered to thrive. This is a shared responsibility among SHU faculty, staff, and students. We look forward to the contributions you will make to help uphold this commitment to one another.

University Student Offices

There are multiple support offices eager to support your learning and success at SHU. The services below are available for undergraduate and graduate students:

Academic & Technology Supports:

- **Center for Teaching and Learning (CTL)** - offers tutoring, writing, and learning support for all SHU undergraduate and graduate students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up peer-assisted learning opportunities for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.
- **Office of Student Advising & Success (SAS)** – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact studentsuccess@sacredheart.edu.
- **Office of Student Accessibility (OSA)** - Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact OSA. Students must be registered with

OSA and submit appropriate documentation to be granted accommodations. Questions? Contact Kathy Radziunas (radziunask@sacredheart.edu).

- **Technical Support @ The Factory** – offers technical support, including Blackboard and classroom technology help, across walk-in, phone, self-service, help articles formats. Questions? Contact techsupport@sacredheart.edu.
- **University Library** – offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the SHU Library website. Questions? Contact reference@sacredheart.edu.

Student Life Supports:

- **Counseling** - Students may experience a variety of challenges while enrolled at SHU. SHU provides both undergraduate counseling and graduate counseling services. Questions? Contact counselingcenter@sacredheart.edu.
- **Dean of Students Office** - If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, there are university resources available to support you. Contact Dean of Students, Denise Tiberio (tiberiod@sacredheart.edu).
- **Campus Ministry** - provides faith-based support for students across religious backgrounds, including retreats, liturgical ministry, service experiences and more. Questions? Contact campusministry@sacredheart.edu.

University Policies

Anti-Discrimination Policy

Discrimination and discriminatory harassment on the basis of protected characteristics, as defined in our Anti-Discrimination and Discriminatory Harassment Policy, are strictly prohibited. This Policy applies to all Sacred Heart University students, faculty, and staff. If you believe you have witnessed or experienced bias, discrimination, or discriminatory harassment in any way, you are encouraged to submit an Incident Report or contact inclusiveexcellence@sacredheart.edu.

Academic Integrity Policy

All Sacred Heart University programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the Undergraduate and Graduate Catalogs and on the Academic Integrity Web Page. Academic dishonesty (e.g., cheating, plagiarism, unauthorized use of artificial intelligence, and other unethical behavior) could result in a grade of F for the assignment and/or course. Be sure to carefully review the syllabus and consult with your instructor regarding specific academic integrity expectations in your course.

Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the trimester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and/or posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.