

**SPRING 2026
OT 526
TRANSFORMATION THROUGH HUMAN OCCUPATION:
THEORY IN MENTAL HEALTH**

SYLLABUS AND TOPICAL OUTLINE

Instructor Information	
Faculty	Faculty: Dr. Lola Halperin, EdD, OTR/L
Contact	203-416-3796; halperinl@sacredheart.edu
Office Hours	Monday-Friday (by appointment)
Office Location	N116

Course Overview

Course Information	
Course Meeting Times	Section A: 3-5pm on Thursdays Section B: 12:30-2:30pm on Thursdays
Format	This course is designed utilizing an experiential approach to learning. In the Theory in Mental Health portion of the course, content will be provided through lectures, guest speaker presentations, class discussions, student-led mock quizzes, team-based learning application activities, and service-learning experiences. Students are required to attend all classes weekly.
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 lectures and discussions, group work, individual work, and service-learning. For a two (2) credit course, the total expected workload is 90 hours. In a 15-week course, the workload averages approximately 6 hours per week.
Prerequisites	Fall trimester courses

Course Information

COURSE DESCRIPTION and PURPOSE:

This course 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: Theory in Mental Health will place specific emphasis on theory utilized in mental health occupational therapy through lecture and case-based class discussions.

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:

This course is designed utilizing an experiential approach to learning. The format for the Transformation through Human Occupation: Theory in Mental Health portion of the course will be lectures, guest speaker presentations, large class discussions, and TBL experiences. Students will also engage in a service-learning project, which will involve developing a therapeutic activity and facilitating it with partners in the community. Additionally, students will work in small groups to create mock quizzes and deliver them to their peers in class.

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 Theory in Mental Health portion of the course

Course Objective	Program Outcome	ACOTE Standards	Learning Activities	Assessment Strategies
Summarize the occupational profile of the clients portrayed in the clinical case studies, including information on clients' contexts and environments	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.1.2 B.1.3	Large class case study discussions TBL application activities	Midterm and final exams
Perform activity analysis pertaining to each clinical case introduced throughout the trimester, to inform the choice of applicable occupational therapy assessments and interventions. Analyze, grade and modify interventions according to client behaviors and data.	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.2.3 B.2.6 B.2.7 B.3.2 B.3.3 B.3.7 B.3.8 B.3.9	Large class case study discussions TBL application activities	Midterm and final exams

<p>Select appropriate occupational therapy assessments and interventions for the clients portrayed in the case studies while taking into consideration client's personal, cultural, and other contextual factors and defend decisions made</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.1.4 B.2.6 B.3.2 B.3.3 B.3.4</p>	<p>Lectures</p> <p>Large class case study discussions</p> <p>TBL application activities</p>	<p>Midterm and final 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.2.5 B.3.5 B.3.6 B.3.9</p>	<p>Lectures</p> <p>Large class case study discussions</p> <p>TBL application activities</p>	<p>Midterm and final exams</p>
<p>Identify potential mobility/community access issues pertaining to the case studies presented throughout the trimester and select appropriate assessments and</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</p>	<p>B.3.11</p>	<p>Large class case study discussions</p> <p>TBL application activities</p>	<p>Midterm and final exams</p>

interventions for the clients portrayed in the cases studies	across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.			
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	Lectures Large class case study discussions TBL application activities	Midterm and final exams
Create documentation that reflects the effect of/need for occupational therapy	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.4.3	Service-learning project discussions	Service-learning reflection paper
Identify instances in which advanced level OT services or non-OT evaluations and/or interventions may be required and practice making potential referrals	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.3.17 B.4.6	Lectures Guest speaker presentations Large class case study discussions TBL application activities	Midterm and final exams

<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>Large class case study and service-learning project discussions</p> <p>Guest speaker presentations</p> <p>TBL application activities</p>	<p>Service-learning reflection paper</p> <p>Student-lead mock quiz assignment</p>
<p>Work effectively with others to gather information and make clinical decisions. Modify behavior in response to team needs.</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.3.21 B.3.22</p>	<p>TBL application activities</p>	<p>Service-learning therapeutic activity facilitation</p> <p>Service-learning reflection paper</p> <p>Student-lead mock quiz assignment</p>
<p>Provide constructive feedback to peers and modify behaviors in response to constructive peer feedback</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.3.21 B.3.22</p>	<p>TBL application activities</p>	<p>Service-learning therapeutic activity facilitation</p> <p>Service-learning reflection paper</p> <p>Student-lead mock quiz assignment</p>
<p>Use technology, such as audio recordings, videos, online visuals, etc., to illustrate</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical</p>	<p>B.3.18</p>	<p>Student-led mock quizzes</p>	<p>Student-led mock quiz assignment</p>

concepts while presenting in class	thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations			
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	Service-learning project discussions with course instructor	Service-learning therapeutic activity facilitation Service-learning reflection paper
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	Service-learning project discussions with course instructor	Service-learning therapeutic activity facilitation Service-learning reflection paper

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
1 January 5 th -9 th	- Chapters 5, 7, 29, & 50 in Brown & Stoffel - Chapter 12 from Kuhaneck & Spitzer (posted to BB)	Case: Lucy (an adopted twin from Belarus with Fetal Alcohol Syndrome) Assignments: - Activity Analysis Chart - PBL presentation on the assigned topic	Tuesday Lab: Intro to the course; activity analysis charts; Pediatric Interest Profile; modifications for home environment and play Wednesday Lab: DOTCA presentation with Dr. Sharon McCloskey, EdD, MBA, OT/L, Dip. COT, CTP; board games to	Didactic Material: • 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

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
			enhance cognition in children	neurodevelopmental conditions <ul style="list-style-type: none"> Intro to environmental and cognitive strategies for children with mental health conditions
2 January 12 th -16 th	Chapters 4, 9, & 53 in Brown & Stoffel - Chapter 15 in Sames	Case: Jacob (a young boy with ADHD from observant Jewish family treated in a private OT clinic) Assignments (due the week of January 19th): <ul style="list-style-type: none"> COPM summary 1 long-term goal (LTG) and 1 short-term goal (STG) Presentation on the assigned topic 	Tuesday Lab: Clinical simulation using the COPM; peer student interviews; goal-writing in mental health OT Wednesday Lab: Classroom modifications for children with ADHD; behavioral and cognitive-behavioral (CBT) strategies for children	Didactic Material: <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
3 January 19 th -23 rd	- Waldman-Levi et al. article posted to BB - Chapter 12 in Sames	No classes on Monday due to Martin Luther King Jr. holiday	Tuesday Lab: CHP Library presentation with Geoffrey Staysniak; Intro to EHR Wednesday Lab: AASP assessment; sensory kits for children and adolescents; Flaghouse materials	Didactic Material: <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	- Chapters 13 & 35 in Brown & Stoffel	Case: Rohit (EHR case: a young boy of Indian descent with ASD in a psychiatric hospital)	Tuesday Lab: Social Interaction Scale and Evaluation of Social Interaction; social skills training for children with	Didactic Material: <ul style="list-style-type: none"> OT role in acute psychiatric 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
	<ul style="list-style-type: none"> - Revisit chapter 9 in Brown & Stoffel and Chapter 12 from Kuhaneck & Spitzer - SOAP note materials posted to BB 	<p>Assignments:</p> <ul style="list-style-type: none"> - SOAP note - Presentation on the assigned topic 	<p>neurodevelopmental conditions;</p> <p>Wednesday Lab: SOAP notes; using sensory strategies in MH groups (demo)</p>	<ul style="list-style-type: none"> • Collaboration with interdisciplinary teams and discharge planning • OT assessments of social skills • Residential facilities for youth with mental health/behavioral issues
<p>5 February 2nd-6th</p>	<ul style="list-style-type: none"> - Chapters 10, 18, 21, & 37 in Brown & Stoffel - Pages 122-127 in Bazyk & Bazyk (posted to BB) - Chapter 22 in Sames 	<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 - PBL presentation on the assigned topic 	<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 and group activities to help boost self-esteem in adolescents; CBT/DBT for adolescents; OT role in relation to Exposure and Response Prevention therapy</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 • OT interventions to help young clients maintain healthy self-esteem • OT assessments and interventions for clients affected by OCD
<p>6 February 9th -13th</p>	<p>Chapters 2, 23, 38, 46, 47, & 48 in Brown & Stoffel</p>	<p>Case: Ernesto (a young adult of Latino descent recently diagnosed with Schizophrenia receiving services in an Intensive Psychiatric Rehabilitation Treatment facility)</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Activity analysis of driving - Role-play in PBL 	<p>Tuesday Lab: Driving simulator lab with Dr. Sheelagh Schlegel, DrHSc, MPH, OTR/L, CHES, CAPS; Hearing Voices approach</p> <p>Wednesday Lab: KELS, ACL, RTI, AMPS, Role Checklist, Worker Role Interview (OCAIRS); creating group protocols</p>	<p>Didactic Material:</p> <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

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
			for psychosocial rehab settings	
7 February 16 th -20 th	<p>- Chapters 8, 12, 14, 19, & 22 in Brown & Stoffel</p> <p>- Revisit chapters 10 & 47 in Brown & Stoffel</p> <p>- Chapter 16 in Sames</p>	<p>Case: Frankie (EHR case: a non-binary, biracial college student with Anorexia Nervosa and Borderline personality disorder in an outpatient setting)</p> <p>Assignments:</p> <ul style="list-style-type: none"> - Treatment plan - Presentation on the assigned topic 	<p>Tuesday Lab: Interest Checklist; Weekly Calendar Planning Activity assessment; self-esteem assessments for adults</p> <p>Wednesday Lab: Collage-based group activity; individual CBT/DBT for adults; midterm exam preparation</p>	<p>Didactic Material:</p> <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	<p>Chapters 11, 15, 17, 24, 34, & 44 in Brown & Stoffel</p>	<p>Case: Martina, a 26-year-old female with a history of trauma, fibromyalgia, and heroin use disorder receiving APT Foundation services</p> <p>Assignments:</p> <ul style="list-style-type: none"> - SOAP note - Presentation on the assigned topic <p>Midterm Evaluations</p>	<p>Tuesday Lab: Professor Ralph Soldano, MS, OTR/L, presentation on OT role with substance use disorders and suicide prevention; motivational interviewing (demonstration and practice)</p> <p>Wednesday Lab: Practical Exam</p>	<p>Exam 1</p>
9 March 2 nd - 6 th	Spring Break			
10 March 9 th -13 th	<p>- Chapters 20, 39, 40, 45, & 52 in Brown & Stoffel</p>	<p>TBL Case: Patrick (inspired by the main character from the Silver Lining Playbook movie: an adult male of Italian descent with Bipolar</p>	<p>Tuesday Lab: Stress management principles; time management strategies; sleep hygiene tips; selecting group</p>	<p>Didactic Material:</p> <ul style="list-style-type: none"> • Developmental needs of adults • OT role with clients affected by mood disorders

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	Revisit chapter 14 in Brown & Stoffel - Watch Silver Lining Playbook movie	Illness presumably treated on outpatient basis) Assignments: <ul style="list-style-type: none"> • iRAT/tRAT • PBL presentation on the assigned topic (not graded) 	interventions for individual clients Wednesday Lab: Therapeutic exercise with Dr. Lola Halperin, EdD, OTR/L; sensory kits for adults	<ul style="list-style-type: none"> • OT interventions to improve vocational outcomes among clients with mood disorders • Promoting stress management and wellness among clients with mental health conditions
11 March 16 th -20 th	- Chapters 36 & 49 in Brown & Stoffel Revisit chapters 12, 20, 44, & 50 in Brown & Stoffel - Chapter 1 in Cole	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 • PBL presentation on the assigned topic (not graded) 	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
12 March 23 rd -27 th	- Chapter 25 & 43 in Brown & Stoffel - AOTA Fact Sheet about OT for PTSD (posted to BB) - Plach & Sells's article (posted to BB) - Chapters	TBL Case: June (YouTube video-based case: a Black American female military veteran with PTSD presumably treated in an outpatient clinic) Assignments: <ul style="list-style-type: none"> - iRAT/tRAT - PBL presentation on the assigned topic (not graded) 	Tuesday Lab: Grounding techniques for flashbacks; role-play and other strategies to address anger management/ conflict resolution Wednesday Lab: Discussion of the Color of Fear documentary with emphasis on group dynamics, group facilitation techniques, and cultural aspects of group-based interventions	Didactic Material: <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

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	- Watch June's video posted to BB			
13 March 30th- April 3rd	- Chapters 27 & 51 & in Brown & Stoffel - Revisit chapter 25 in Brown & Stoffel - Siegler et al. article posted to BB	Case: Mrs. Kwan (an older widow of Korean descent with complicated grief in a Senior Day Center) Assignments: - Treatment plan - PBL presentation on the assigned topic	Tuesday Lab: Grief assessments; coping strategies for grief (group demonstration); group notes Wednesday Lab: Sensory-enhanced Yoga with Professor Morgan Villano, MPA, MSPS, OTR/L; independent student group facilitation planning	Didactic Material • 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
14 April 6th- 10th	- Revisit chapters 7, 27 & 35 in Brown & Stoffel	Case: Albert (EHR case): an older male with a mild NCD and depression in acute psychiatric setting Assignments: - Treatment plan - Role-play in PBL	Tuesday Lab: MOHO-and Developmental FOR-based groups demo and discussion Wednesday Lab: LOTCA simulation with a standardized patient; Mini-Mental State Examination and Montreal Cognitive Assessment; Activity Card Sort Assessment; Geriatric Depression Scale	Didactic Material: • OT role with clients affected by a mild neurocognitive disorder (NCD) • Cognitive and emotion regulation assessments for older clients
15 April 13th-17th	Chapters 1, 26, 28, 31, 41, & 42 in Brown & Stoffel Revisit chapter 35 in Brown & Stoffel	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)	Tuesday Lab: Independent student group facilitation Wednesday Lab: Independent student group facilitation	Didactic Material: • OT role with unhoused population • Prioritizing treatment goals for clients with complex presentation • Indian Health Services • History of OT in mental health

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
		Assignments: <ul style="list-style-type: none"> - Treatment plan - Role-play in PBL 		
16 April 20th-24 th	Review all course materials	Final Evaluations	Tuesday Lab: Independent student group facilitation; group process termination/closure Wednesday Lab: Practical Exam	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
Midterm and Final Exams Students' knowledge of the material taught throughout the semester will be assessed via midterm and final online exams, which will include multiple choice, true/false, or matching questions. The exam questions will be based off the required readings and will present students with opportunities to clinically reason. Each exam will consist of 30 questions (1 point each). Both exams combined will be worth 60% of the total grade.	60% (30% each)
Student-Led Mock Quizzes There will be several seminars in this course that will begin with student-led mock quizzes. Students will be expected to work on this assignment in small groups. Student groups will take turns creating one mock quiz each, while utilizing the assigned reading materials and employing solid clinical reasoning. Students will have the opportunity to consult with the course instructor as they design their mock quizzes before delivering them to peers in class. This assignment will be worth 16 points (16% of the total grade), and students will be graded as a group, based on the quality of the quiz content and delivery. Students will earn up to 8 points for the quiz content if the quiz questions demonstrate solid understanding of the assigned readings and appropriate clinical reasoning, as well as skillful articulation of ideas (see the Appendix posted to BB for more details on how to formulate quiz questions appropriately). Up to 8 points may be earned for the quiz delivery, if it is presented in a creative and	16%

engaging manner (e.g., using different question formats; utilizing Quizlet, Kahoot, or similar platforms; interacting with peers respectfully and enthusiastically). Students will submit the final version of their quiz to BB after receiving feedback on their draft from the course instructor.	
<p>Service-Learning (SL) Therapeutic Activity Facilitation</p> <p>Students will work in small groups under the course instructor guidance to design and facilitate therapeutic group activities with community partners. After reviewing information about the SL sites in the community, each student will select the facility they would like to conduct their project at. Upon attending a virtual orientation session at the chosen site, each group of students will develop and lead one therapeutic group activity for the individuals served by the facility. Each student's individual performance as an activity facilitator will be graded on a 3-9 scale by the staff employed at the selected site using the grading rubric developed by the course instructor (see BB for more details). The course instructor will enter individual grades after students return the grading rubrics completed and signed by the staff. This individual assignment grade will represent 9% of the total grade for the course.</p>	9%
<p>Service-Learning (SL) Reflection Paper</p> <p>Students will submit a written report (reflection) pertaining to their SL project to the course instructor. The written report is a group assignment and must be submitted within two weeks following the SL activity facilitation, allowing for timely grading. One student will upload this assignment to BB on behalf of the entire group. See assignment description on BB for the specific written report requirements. The written report will be worth 15 points (15% of the total grade for the course).</p>	15%
Total	100%

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.