

This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for Occupational Therapist Assistant and Physiotherapist Assistant program of instruction leading to an Ontario College Diploma delivered by the Ontario Colleges of Applied Arts and Technology. (MTCU code 51502)

Vocational Learning Outcomes

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and significant others, occupational therapists, physiotherapists, other health care providers and others within the role of the therapist assistant
X	participate in the effective functioning of inter-professional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-centered, therapeutic relationships within the role of the therapist assistant.
X	ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
X	practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
X	document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
X	develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
X	perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psycho-sociological sciences, and health conditions.
X	perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
X	enable the client's occupational performance* by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
X	enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Essential Employability Skills:

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	<i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i>
X	<i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
	<i>execute mathematical operations accurately.</i>
	<i>apply a systematic approach to solve problems.</i>
	<i>use a variety of thinking skills to anticipate and solve problems.</i>
X	<i>locate, select, organize, and document information using appropriate technology and information systems.</i>
X	<i>analyze, evaluate, and apply relevant information from a variety of sources.</i>
X	<i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i>
X	<i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
X	<i>manage the use of time and other resources to complete projects.</i>
X	<i>take responsibility for one's own actions, decisions, and consequences.</i>

General Education Requirements are addressed for the objective of Social and Cultural Understanding and Personal Development,

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to common mental health conditions and related psychosocial issues. The student will become familiar with pediatric, adolescent and adult conditions addressed by the OT or PT, either as a primary or secondary diagnosis. Medical intervention and rehabilitative strategies and techniques will be discussed. The role of the OTA & PTA in providing therapeutic intervention will be covered. Fieldwork opportunities will be provided through interactions with local community mental health resources and facilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of the pathology of mental health and psychological conditions which are managed by occupational therapists and physiotherapists.

Potential Elements of the Performance:

- Define mental health and mental illness
- Define the theoretical perspectives of mental health conditions
- Describe the historical approach to management of mental illness
- Describe the history of OT and mental health

2. Demonstrate knowledge of mental health and psychological conditions, their course and intervention.

Potential Elements of the Performance:

- Discuss the DSM-5 classification of mental health conditions
- Describe the pharmacological management and treatment approaches to mental health conditions
- Identify issues related to medication compliance
- Describe the following mental health conditions, including the pathophysiology, etiology, clinical presentation, clinical intervention:
 - Neurodevelopmental Disorders – Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder, Motor Disorders (Developmental Coordination Disorder, Stereotypic Movement Disorder, Tourette's Disorder, Persistent Motor or Vocal Tic Disorder)
 - Schizophrenia Spectrum and Other Psychotic Disorders – Schizophrenia, Schizoaffective Disorder, Substance/Medication Induced Psychotic Disorder
 - Bipolar and Related Disorders – Bipolar I Disorder, Bipolar II Disorder

- Depressive Disorders – Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Disruptive Mood Dysregulation Disorder, Premenstrual Dysphoric Disorder
- Anxiety Disorders – Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Generalized Anxiety Disorder
- Obsessive-Compulsive and Related Disorders – Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder
- Trauma- and Stressor-Related Disorders – Posttraumatic Stress Disorder, Adjustment Disorders
- Dissociative Disorders – Dissociative Identity Disorder, Dissociative Amnesia
- Somatic Symptoms and Related Disorders – Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder
- Feeding and Eating Disorders – Pica, Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder
- Elimination Disorders
- Sleep-Wake Disorders – Insomnia Disorder, Narcolepsy, Breathing Related Sleep Disorders, Parasomnias
- Sexual Dysfunctions
- Gender Dysphoria
- Disruptive, Impulse-Control, and Conduct Disorders – Oppositional Defiant Disorder, Intermittent Explosive Disorder, Conduct Disorder, Antisocial Personality Disorder
- Substance-Related and Addictive Disorders – Use/Intoxication/Withdrawal, Gambling Disorder
- Neurocognitive Disorders – Delirium, Major and Mild Neurocognitive Disorders (Alzheimer's, Vascular, Traumatic Brain Injury, Parkinson's, Huntington's)
- Personality Disorders
- Paraphilic Disorders
- Medication Induced Movement Disorders

3. Demonstrate an understanding of and describe various treatment settings and the roles of the inter-professional health care team in the management of such conditions.

Potential Elements of the Performance:

- Identify the various treatment settings as well as community support available for individuals with mental health conditions
- Recognize and respect the roles and responsibilities of the inter-professional health care, including the psychiatrist, psychologist, psychiatric nurse, social worker, OT, PT, OTA and community support worker
- Recognize the Mental Health Act and legislation related to mental health issues

4. Demonstrate an understanding of common behaviours and responses of a client with mental health and psychological conditions.

Potential Elements of the Performance:

- Recognize the influence that attitudes, values, beliefs and culture of the client and health care provider have on the therapeutic relationship
- Describe the clinical presentation, signs and symptoms of mental health conditions
- View the movie “A Beautiful Mind” and discuss the cognitive, emotional and physical responses of the client

5. Demonstrate an understanding of how individuals and society react to mental health issues.

Potential Elements of the Performance:

- Discuss the stigmatization and stereotyping of clients with mental health conditions
- Describe how the media portray individuals with mental health conditions and how this influences society’s perception

6. Demonstrate an understanding of how a mental health condition impacts the client, their social support and their environment.

Potential Elements of the Performance:

- Identify how mental health conditions affects the client as well as the family
- Discuss the influence of cultural values and beliefs on mental health

7. Demonstrate an understanding of the specific role of the OT and PT and OTA & PTA providing treatment for the different mental health conditions.

Potential Elements of the Performance:

- Employ a client-centered approach that appreciates the uniqueness of the individual and includes realistic goals that enable participation in meaningful activities
- Describe general health and wellness techniques as well as specific interventions provided by the OT, PT and OTA & PTA in helping the client meet identified goals and objectives

8. Demonstrate knowledge of safety considerations and apply strategies for working with clients with mental health conditions.

Potential Elements of the Performance:

- Discuss safety considerations for health care professionals & clients
- Describe appropriate behavioural interventions, stress reduction and conflict resolution strategies to promote the well being of the client
- Discuss Mental Health Legislation
- Summarize Mental Health First Aid strategies for clients that are at risk for harming others, self-harm or suicide

III. TOPICS:

1. Definition, history, classification and treatment approaches to mental health conditions
2. Pathophysiology, clinical presentation, management and treatment of Mental Health Conditions as listed.
3. The role of the inter-disciplinary health care team and various treatment settings for client's with mental health conditions and psychosocial issues
4. Behaviours and responses of a client with a mental health condition
5. Responses and reactions of society towards a client with a mental health condition
6. The role of the OT, PT and OTA/PTA in the treatment of mental health conditions
7. Safety consideration for health care professionals and clients

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frazier, M and Drzymkowski, J. (2000). *Essentials of Human Diseases and Conditions (4th edition)*, W.B. Saunders Company (from previous semester)

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%), for subsequent courses in the OTA/PTA program which this course is a pre-requisite, and also as partial fulfillment of the OTA/PTA diploma.

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher within the first two weeks of class.

Assignment #1-Presentation of Condition	15%
Assignment #2-Presentation: The Media & Mental Illness	10%
Quiz #1	10%
Quiz #2	10%
Quiz #3	10%
Participation/Learning Activities	20%
Final Exam	25%
Total	100%

2. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments to be handed in, the policies of the program will be followed. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent per day for every school day late with the permission of an extension. This means that if you requested an extension for 5 school days (1 week), 5 percentage points will be deducted from the final grade.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be guaranteed admission to the room.*

VII. COURSE OUTLINE ADDENDUM

The provisions contained in the addendum located on the portal form part of this course outline.