

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 Registered O.T or P.T, 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:

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1, 2, 3, 8P, 8O), safety (1, 2, 4, 8P, 8O), professional competence (1, 2, 4, 5, 7, 8P, 8O), documentation skills (1, 4, 5) and application skills (1, 2, 4, 8P, 8O). It addresses all of the Generic Skills Learning Outcomes, with the exception of mathematical skills(4).

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 illness
- Discuss the theoretical perspectives of mental health conditions
- Review the history of mental health conditions and treatment approaches

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

Potential Elements of the Performance:

- Review the DSM classification of mental health conditions
- Discuss the treatment approaches to mental health conditions
- Discuss issues related to medication compliance
- Describe the following mental health conditions, including the pathophysiology, etiology, clinical presentation and clinical intervention:

Pediatric, Adolescent and/or Adult Conditions:

- Alcohol Abuse- Alcoholism, Korsakoff's Syndrome
- Schizophrenia
- Affective or Mood Disorders-Depression, Bipolar Disorder
- Personality Disorder
- Anxiety Disorders-Generalized Anxiety Disorder, Panic Disorder, Phobic Disorder, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder

- Somatoform Disorders-Somatization Disorder, Conversion Disorder, Chronic Pain Disorder, Hypochondriasis, Munchausen Syndrome, Munchausen Syndrome by Proxy
- Gender Identity Disorders
- Sleep Disorders-Insomnia, Parasomnias, Narcolepsy, Sleep Apnea
- Eating Disorders-Anorexia Nervosa, Bulimia Nervosa

Pediatric Conditions:

- Autism Spectrum Disorder
- ADHD
- Learning Disabilities
- Oppositional Defiant Disorder

Adult Cognitive Impairment Disorders:

- Dementia
- Alzheimer Disease

3. Demonstrate an understanding of and describe various treatment settings and the roles of other professionals in the management of such conditions.

Potential Elements of the Performance:

- Discuss the Mental Health Act and legislation related to mental health issues
- Explore the various in-patient and out- patient treatment settings as well as community support available for individuals with mental health conditions
- Review the roles and responsibilities of members of the health care team, including the psychiatrist, psychologist, psychiatric nurse, social worker, OT, PT, OTA and community support worker

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

Potential Elements of the Performance:

- Demonstrate an understanding of the clinical presentation, signs and symptoms of a client with a mental health condition
- 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
- Explore how the media portray individuals with mental health conditions

6. **Demonstrate an understanding of how a mental health condition impacts the client, their social support and their environment.**
Potential Elements of the Performance:
 - Discuss how mental health conditions affects the client as well as the family
 - Explore the influence of cultural on mental health

7. **Demonstrate an understanding of the general/specific goals of the occupational therapist/physiotherapist as they relate to the condition, in individuals and groups.**
Potential Elements of the Performance:
 - For each of the mental health conditions described above, discuss the goals and objectives of the OT, PT and OTA/PTA

8. **Demonstrate an understanding of the specific role of the OTA/PTA in carrying out assigned treatment established by the OT/PT in each condition.**
Potential Elements of the Performance:
 - For each of the mental health conditions described above, discuss the role of the OT, PT and OTA/PTA in helping the client meet identified goals and objectives

9. **Demonstrate knowledge of and apply intervention and safety strategies for working with clients with disabling conditions.**
Potential Elements of the Performance:
 - Review behavioural intervention strategies
 - Discuss safety considerations for health care professionals & clients
 - Review the “Mental Health Act”
 - Review physician’s “Duty to Inform”

III. TOPICS:

1. Definition, history, classification and treatment approaches to mental health conditions

2. Pathophysiology of Mental Health Conditions:
 - Alcohol Abuse- Alcoholism, Korsakoff’s Syndrome
 - Schizophrenia
 - Affective or Mood Disorders-Depression, Bipolar Disorder
 - Personality Disorder
 - Anxiety Disorders-Generalized Anxiety Disorder, Panic Disorder, Phobic Disorder, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder
 - Somatoform Disorders-Somatization Disorder, Conversion Disorder, Pain Disorder, Hypochondriasis, Munchausen Syndrome, Munchausen Syndrome by Proxy
 - Gender Identity Disorders
 - Sleep Disorders-Insomnia, Parasomnias, Narcolepsy, Sleep Apnea
 - Eating Disorders-Anorexia Nervosa, Bulimia Nervosa
 - Autism Spectrum Disorder
 - ADHD

- Learning Disabilities
 - Dementia
 - Alzheimer Disease
3. The role of health care professionals in various treatment settings
 4. Responses of the client with a mental health condition
 5. Responses 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 considerations for health care professionals and clients

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frazier, M and Drzymkowski, J. (2000). Essentials of Human Diseases and Conditions (3rd ed.), W.B. Saunders Company (from 2nd semester)

Sladyk, K and Ryan, S. (2005). Ryan's Occupational Therapy Assistant: Principles, Practice Issues and Techniques. (4th edition). SLACK Inc. (from 1st semester)

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) 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	<u>25%</u>
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:

<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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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 granted admission to the room.