

B.4.2 Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.

B.4.3 Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention

Additionally, this course has been designed to be consistent with the following guidelines:

✱Occupational Therapy Practice Framework: Domain and Process, 3rd Ed (AOTA, 2014)

✱Blueprint for Entry-Level Education (AOTA, 2010)

✱Standards of Practice for Occupational Therapy, (AOTA, 2016)

✱American Occupational Therapy Association. (2016). Occupational therapy services in the promotion of mental health and w(h)-20(e34792 reWGξ0087420(a)7(t)7(i)7(on)-0.38W*ñBT/F2 12 T

Course Structure:

The format for instruction is one that combines lecture, discussion, case studies and group projects.

Evaluation Methods:

1. Testing

Written Exams

There will be 10 quizzes and 1 final exam. If any student does not or cannot take the exams due to an emergency, then plans must be made at the discretion of the professor to complete all coursework within a specified time period. Quizzes will not be comprehensive. Each student must take all exams.

2. Written assignments:

- a. Case Mapping Assignment
- b. Task Analysis Public Transportation
- c.

A-90-92

B+ 87-89

B 83-87

B- 80-82

C+ 77-79

C 73-76

F <73

Instructional Practices:

1. Teaching Methods

- a. Lecture
- b. In class discussion
- c. Reading of text book
- d. Student self-study

2. Teaching Aids

- a. White board
- b. Slides (Power Point)
- c. Video
- d. Guest practitioners

3. Student Responsibilities

- a. Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture by reading the required materials prior to that session.
- b. Any student having particular difficulty with material presented in this course should seek direction and/or assistance from the professor as soon as the difficulty is perceived.
- c. Each student is expected to act according to the guidelines of Professional Abilities set forth in the Occupational Therapy Doctorate Program Manual.

4. Course Policies:

For general Course Policies see the Occupational Therapy Doctorate Program Student Manual.

5. UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements> Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf , including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes

(audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are V X E M H F W W R W K H 1 H Y D G D 6 \ V O W S H P E R I O N P O L I C Y K N O W I N G O A X F E D W L R Q ¶ V recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>

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Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy> , which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

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fourths of course work for that semester/session, 1 0(ha)7(t)uHdo

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an policy, and

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebemail

When for students and by University policy, instructors and ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebemail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

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<https://store.samhsa.gov/product/Illness-Management-and-Recovery-Evidence-Based-Practices-EBP-KIT/sma09-4463>

6. Recommended Readings, Textbooks:

to be assigned in class

7. Course Schedule:

WEEK/MODULE	TOPIC	READINGS	ASSIGNMENTS
Week 1 / Module 1	Mental Health Needs in Children		
Week 2 / Module 2			

Develop an OT in Early Psychosis Brochure: Using the information in the text chapter (see Table 37-1: Core Principles and Components of Early Psychosis Programs) and content from websites of current early psychosis programs in the United States, design a fact sheet or brochure that describes a model program, with a focus on the contributions of occupational therapy practitioners. What services and interventions are offered? What professionals comprise the "WHDP", QFOXGH WKH SURJUDP V PLVVLQR SKLORVRSK\ DQ promote recovery. Include outcomes information that shows the program is promising, as well as testimonial quotes from past participants.

7HDFK DQ (DUO\ 3V\FKRVLM 3/ HFWXWH with which many college students are unfamiliar. Assume you have been asked to briefly present on this topic to college freshmen and sophomores living in a campus dormitory. Write a brief 10- to 15-minute lecture with a PowerPoint presentation to introduce the topic of early psychosis. Include an overview of early psychosis programs. Use information found in the text chapter, as well as that supplied by sources found in the Reference list at the end of the chapter. If possible, arrange to present your lecture on your university campus.

Inventory Strengths: One of the 10 core principles of the wraparound process is the utilization of strengths to meet needs, and care coordinators must identify the strengths of the client and family. To gather this information, a face-to-face interaction is encouraged. There are several tools available to complete a strengths inventory. In a brief introduction to the process, find VPRHRQH LQ \RXU VFKRRO RU ZRUN HQYLURQPHQW ZKRP \R VDP SOH TXHVWLRQV WR EHJLQ D VWUHQJWKV³ FKDW' LQ DQ inventory:

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‡ 'HVFULEH \RXU SHUVRQDOLW\ LQ WKUHH ZRUGV

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- x Reflect on how it felt to interview someone that you were not very familiar with. Was it difficult to get your interviewee to answer certain questions? If so, how did you handle that challenge (e.g., did you adjust or rephrase the questions)? How might you use the

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Complete the Role Checklist: Complete the Role Checklist (Oakley et al, 2006), considering all