



**Coleman College for Health Sciences
Occupational Therapy Assistant Program**

OTHA 2311 – Abnormal Psychology in Occupational Therapy
CRN 17227 – Spring 2019
Coleman
Course level: Intermediate

Instructor contact Information and Preferred Method of Contact	Leora Salo, OTR, MOT Leora.Salo@hccs.edu 713-718-7392 Students can expect a response within 24 hours during weekdays.
Office Location and Hours	Coleman College 1900 Pressler, Suite 418, 8:00am – 4:30 Office location and hours Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in class is very important to me. I am available to hear your concerns and just to discuss course topics. If you would like more than 5-10 minutes during office hours, be sure to schedule an appointment to avoid interruptions.
Course Location/Times	Thursdays, Room 811 from 8AM to 10:50AM (Lec) and 11AM to 12PM (Lab)
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours: 3.0 (3 lecture, 1 lab)
Total Course Contact Hours	48.00
Course Length (number of weeks)	16
Type of Instruction	Face to face
Course Description	Fundamental principles, concepts and techniques of psychological diagnosis with emphasis on mental health issues including theories, etiology, and treatment interventions.

End of Course Objectives:

1. Describe diagnostic categories from DSM 5 criteria.
2. Describe psychological etiologies of different diagnoses.
3. Compare psychological treatment strategies

End of Course Objective	ACOTE Standard	Assessment Measure	Assessment Method 1 Assign 2 Lab Test 3 Obj. test 4 Essay 5 Project 6 Presentation 7 Demo 8 Other
3,5,9,10	B.1.2 Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to developmental psychology.	Thru lecture of texts and lab demonstration, the student will actively engage in classroom discussions. Students will demonstrate thru video presentation their understanding of human behavior and knowledge of social sciences.	1, 2, 3,4, 5, 6, and/ or 7
3,5,9,10	B.1.3. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g., principles of psychology, sociology, abnormal psychology) and occupational science.	Thru lecture of texts and lab demonstration, the student will actively engage in classroom discussions. Students will demonstrate thru video presentation their understanding of human behavior and knowledge of social sciences.	1, 2, 3,4, 5, 6, and/ or 7
1,2,3,4,7	B.6.1. Describe the contexts of health care, education, community and social systems as they relate to the practice of occupational therapy.	Student will demonstrate knowledge thru given activity, assessment and presentation.	1, 2, 3,4, 5, 6, and/ or 7
1,2,3,4,6	B.6.4. Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.	Student will demonstrate knowledge thru given activity, assessment and presentation.	1, 2, 3,4, 5, 6, and/ or 7

Required texts:

- Bonder, Bette R. (2015) *Psychopathology and Function* (5th Edition) Thorofare, NJ: Slack Inc.

References/ Supplemental Materials:

- Sadock, B.J., & Sadock, V.A. (2007) *Kaplan and Sadock's Synopsis of Psychiatry*, (10th Ed.) Philadelphia, PA: Lippincott Williams and Wilkins.
- American Psychiatric Association (2013) *Diagnostic and Statistical Manual of Mental Disorders 5*. Washington, DC: APA

SCANS and/or Core Curriculum Statement and Other Standards, If Applicable

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

Resources—An ability to identify, organize, and allocate time, materials, space, and people. Emphasize planning skills in relation to preparing, working, and completing assignments.

Interpersonal—Skills to participate as a member of a team, teach others, exercise leadership, negotiate, and work with others possessing diverse backgrounds.

Information—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information.

Systems—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems

Technology—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware.

The three SCANS foundation skills identified by the Commission are the following:

Basic Skills—Reading, writing, listening, and speaking.

- Independently read assignments, chapter units from textbook and reference materials as required in this course. Read all lectures, oral instructions, assignments, role-play instructions and participate in small and large group activities.
- Independently type out of classroom assignments as provided to display knowledge of the application of information discussed.

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Thinking Skills—Creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning.

Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity.

- Complete all assignments, independently, unless otherwise instructed.
- Apply teaching and learning principles, demonstrating therapeutic applications.
- Demonstrate through application an assisted teaching activity. Engage in peer teaching in classroom setting. Demonstrate created activities; evaluate and obtain feedback.
- Cite actual sources and resources, giving credit for work appropriately by adding written reference pages to assignments. Provide constructive feedback to group members. Be willing to introspectively look at oneself during completion of interpersonal relationship/therapeutic use of self-activities. Document independent study activities, factually.

Student Assignments

Projects and Presentations: Display knowledge and application of skills learned.

Case Studies: Demonstrate understanding of key concepts.

Assignments: Given throughout the course according to the discretion of the professor and in consideration of learning needed to achieve objectives.

Exams: Exams may contain cumulative material from quizzes, lecture material, discussions, and other assignments. Exams may be administered online or on paper during regular class time. Location to be determined. NOTE: There are no make ups for missed quizzes.

Quizzes: Quizzes may consist of multiple-choice, essay, or fill in the blank as per professor discretion. Quizzes will be administered in Canvas or on paper. Quizzes will draw upon module content, lecture material, and other topics as assigned during the course. NOTE: There are no make ups for missed quizzes.

Discussion: Discussions may be Canvas &/or class. Students are graded according to the rubric assigned to each discussion. Student active engagement in class discussions will be part of their participation grade.

Professionalism: Membership in American Occupational Therapy Association and Texas Occupational Therapy Association extending to 2019 is encouraged. Professionalism includes required uniform, visible student ID, groomed nails, no visible piercings other than ears, no unnatural nail, hair color or makeup. No gum chewing, eating or drinking during class. No texting during class. Appropriate temperament and behavior with peers and professor at all times during class.

Class Participation: Class participation will be calculated using class attendance, participation in class discussions, professional dress, and completion of classroom assignments.

Student Grading Content

Projects/Presentations	60%
Assignments	20%
Attendance	7.5%
Participation	7.5%
Final Case Study	5%
Total	100%

The professor may opt to provide extra credit opportunity in accordance with student learning objectives.

Instructor's Requirements

Instructor has the right to modify course content and schedules to support student mastery of course content.

OTA Program Policy for Academic Honesty

Students are responsible for conducting themselves with honor and integrity fulfilling course requirements. Academic (scholastic) dishonesty includes but is not limited to:

- Plagiarism and collusion
- Cheating on a test
- Videotaping or taking pictures of any exam
- In possession of a cell phone during a test
- Cueing a student during a lab test
- Sharing information about how you or someone else performed on a lab test BEFORE ALL lab tests are fully completed

Program/Discipline Requirements

Class Attendance Protocol:

The attendance/tardy policies are developed to ensure students demonstrate professional work habits similar to that expected in the health care work force. Failure to adhere to these policies will result in repercussions that can extend to withdrawal from the program. As stated in the HCC Catalog, all students are expected to attend classes regularly. Students are expected to attend ALL classes, labs, and clinical sessions, unless there is an officially excused absence. Official excusal from a class will require supporting documents to professor and approval of the absence is at the discretion of the professor. See handbook for further information.

Attendance and Tardiness Protocol:

Each student is expected to:

1. Attend ALL on/off classes, labs, programs and community activities. Students requesting excused absence will be required to make up the activity or an alternative activity as per instructor discretion.
2. Report to classes, events and activities on time
3. Sign in to class, events and activities with name and arrival time.
4. For excused tardy: Notify instructor 20 minutes prior to the start of class via e-mail to Canvas or voice mail your name, the date and expected time of arrival.
5. For excused absence: Notify instructor 24 hours prior to the start of class via e-mail to Canvas or voice mail your name, the date absent. **NOTE: Students assume sole responsibility for all information, materials, and assignments due when absent.**
6. Approach faculty/staff for make-up assignments.
7. Withdraw from classes for non-attendance or excessive absences.

Coleman will adhere to the HCC attendance policy of not exceeding 12.5% of the total hours of instruction. If a student is absent from more than 12.5% of instruction, but has a passing grade, the student will be allowed to continue in the program. The program director will have the student sign a written acknowledgement that they have exceeded their allotted absences and the implications this has to their overall success. If a student misses more than 12.5% and has a failing grade or is in jeopardy of failing, the program director, in conjunction with the faculty will develop a plan for the student's success. This plan must be implemented as soon as possible after the student exceeds 12.5% of absences.

Late to class X 4 times = 1 day absent.

Withdrawals per class:

Course	Absences	Tardy
OTHA 2311	> 3 (class or lab)	>15 min. per class/lab

Tardy x 4 of (15 minutes +) = 1 (one) day absence (in academic/lab courses)

Violation consequences:

- a) Counted absent when not signed in.
- b) Counted late when not signed upon arrival to class.
- c) No opportunity to earn credit, when or if available.
- d) Inability to make up exams.
- e) Grade of 0 (zero) on all assessments if not present
- f) Written documentation of behavior and counseled for excessive absence patterns.

- g) Dropped from classes when limits are exceeded. (*Waived Fall 2017*)
- h) Counseled to withdraw from course or program.
- i) Exercised authority (of faculty) to drop students for excessive absences.
- j) A grade of "F" posted when withdrawal for course is not official.
- k) Program dismissal for consistent absent behavior.

Course Expectations:

1. Read and follow course syllabus and class calendar.
2. Purchase required textbooks and download provided articles/handouts.
3. Prepare for and participate in ALL assignments, (in and out of class).
4. Typewrite ALL out of class assignments.
5. Follow classroom, course, program and college policies and procedures.
6. Participate in a variety of in/out of class experiences to support learning.
7. Submit ALL assignments **on due dates** for credit.
8. Take responsibility throughout the teaching-learning process in this course.
9. Avoid "collusion", scholastic dishonesty in any form, online & in classroom.

Withdrawal/incompletes

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decides to withdraw from the class. The instructor does, however reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted **before the FINAL WITHDRAWAL DATE**. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Please note the OTHA's Program's policy on the completion of classes with your admitted cohort. Withdrawal from a course will indicate that a course within your cohort's course sequence has not been completed. Therefore, continuation in the Program cannot occur. Readmission to the Program following withdrawal from classes is at the discretion of the Program Director and readmission is not guaranteed.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawal automatically counts

towards this limit. Details regarding this policy can be found in the HCC college catalog.

Incompletes are not provided in this course.

HCC Grading Scale:

A = 100 – 90 – 4 points per semester hour
B = 89.9 – 80 – 3 points per semester hour
C = 79.9 – 75 – 2 points per semester hour
D = 74.9 – 65 – 1 point per semester hour
65 and below = F – 0 points per semester
IP (In Progress) – 0 points per semester hour
W(Withdrawn) – 0 points per semester hour
I (Incomplete) – 0 points per semester hour
AUD (Audit) – 0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Instructor Grading Criteria

Students are expected to achieve a grade of 75% or greater on assessments, simulations, interventions, and practicals. Students not receiving this passing grade will participate in mandatory remediation, up to the discretion of the instructor.

Grading System follows:

90-100	A
80-89.9	B
75-79.9	C
65-74.9	D

HCC Policy Statement:
ADA, Academic Honesty,
Student attendance, 3-
peater, Withdrawal
Deadline

Access Student Services Policies on their Web site:
<http://www.hccs.edu/district/students/student-handbook/>

**HCC Policy Statement:
ADA**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>
ADA counselor: Brandwyn Lerman Phone: 713-718-7376 email: brandwyn.lerman@hccs.edu

**HCC Policy Statement:
Sexual Misconduct**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Houston, TX 77266-7517 or
Institutional.Equity@hccs.edu

**HCC Online and/or
Continuing Education
Policies**

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC, Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:
<http://www.hccs.edu/continuing-education/>

**Campus Carry
Statement**

At HCC the safety of our students, staff, and faculty is our first priority. AS of August 1, 2017 Houston Community College is subject to the Campus Carry Law (BS11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

OTHA 2311
Student Attestation of Receipt of Syllabus

___ All policies as noted in the OTHA Student Handbook have been reviewed.

___ I have reviewed and understand the guidelines and procedures for attendance in the OTHA Program.

___ I understand the policy that no late assignments will be accepted (this includes extra credit).

___ I understand and will abide the policy for electronic devices, specifically cell phone usage during lecture, lab and exams.

___ I have read, reviewed, and understand the policy on tests and examinations.

___ I have read and reviewed policy on scholastic honesty and will abide.

___ I have read and reviewed recommended policy on permission to record and video other students, instructors, presenters (including HCC and non HCC employees) and will abide by procedures.

“Lectures recorded for this reason may not be shared with other people without written consent of the lecturer. Recorded lectures may not be used in any way against the instructor, other lecturers, or students whose classroom comments are recorded as part of the class activity. The student is aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer.”

I attest to I have read and understand the policies on safety with instructional tasks/activities. I have read, understand, and agree to abide fully by the parameters set in this syllabus.

Student Print Name: _____

Student Signature: _____ Date: _____



**Coleman College for Health Sciences
Occupational Therapy Assistant Program**

**AUTHORIZATION FOR USE OF IMAGE, VOICE, PERFORMANCE, ARTWORK OR LIKENESS
– OTHA 2311 –**

I, the model, hereby grant Houston Community College permission to use my name and my likeness to make still photographs, video tapes, audio recordings and/or use of verbal quotes from me. I also give Houston Community College permission to use these completed audiovisual and print products for Houston Community College promotional purposes without compensation or remuneration to me in any manner; in like and related regard, HCC will not charge or assess me any fees or service charges for my voluntary participation in this audiovisual product production.

I understand that, although HCC will endeavor to use my likeness in accordance with standards of good judgment, HCC cannot warrant or guarantee that any further dissemination of my likeness will be subject to HCC supervision or control. Accordingly, I release HCC from any and all liability related to the dissemination, reproduction, distribution and/or display of my likeness in print or any and all other media, and any alteration, distortion or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I understand that I may not withdraw my permission for use of my likeness which was granted in this Authorization.

Further, I relinquish and give to Houston Community College all rights, title and interest, if any, I may have in the completed video tapes, still photographs or audio recordings, negative, prints, reproductions and copies of the masters, negatives, recordings, duplicates, prints and verbal quotes for print. Witness our hands and concurrence to the above terms:

_____ Signature (Model}	_____ Printed or typed name
_____ Address	_____ City/State/Zip
_____ Phone	_____ Date



**Coleman College for Health Sciences
Occupational Therapy Assistant Program**

**CONSENT TO PHOTOGRAPH, FILM OR RECORD A STUDENT
FOR EDUCATIONAL USE
– OTHA 2311 –**

Name of Student _____ School: Coleman Health Sciences
Class: _____ Semester _____

I _____ (Student's Name), hereby consent to the participation in the taking of video and audio recordings, film, and photographs of me in my school-related work by Houston Community College (HCC). I understand that these recordings will be made for the purposes of instruction, and that my grade may depend on the contents of the recordings. I understand that HCC will maintain this video, audio, or film as it does other project-related coursework under HCC's record retention guidelines. Accordingly, it may only be maintained for a limited time after my grade is entered, unless other policies apply.

I understand that this video recording will be considered part of my education record. I understand that I may ask to view the recording and that it may contain images of other students.

To the extent my image is contained in recordings of other students in my course, I consent to their viewing these recordings containing my unedited image.

___ I consent to HCC using recordings of me for educational purposes, such as showing them to the rest of the class or future classes.

___ I also hereby release HCC and its agents, officers, employees, and assigns from all claims, demands and liabilities whatsoever in connection with the above.

Signature of Student

Date

Planned Instructional Outline: OTHA 2311 2019 Spring

Week:	Class Date	Topic	Lab Learning	Read Before Lecture
1	1/17	Syllabus Active Learning	Team Formation	NA
2	1/24	Lecture: Diagnosis and Classification	Mindfulness	Bonder: 1, 2, 3, 4
3	1/31	Project One: Diagnoses Movie: "Temple Grandin Story"	Mindfulness	Bonder: 5, 6, 7, 8
4	2/7	Lecture: Function and Mental Illness	Mindfulness	Bonder: 9, 10, 11, 12
5	2/14	Project Two: Patient Literacy, Practitioner/Family Education	Interpersonal Effectiveness	Bonder: 13, 14, 15, 16
6	2/21	Movie: TBA	Interpersonal Effectiveness	Bonder: 17, 18, 19 , 20
7	2/28	Project 3: Assessments and Treatments	Interpersonal Effectiveness	Bonder: 21, 22, 23
8	3/7	History, Politics of Mental Illness	Emotion Regulation	Bonder: Review
9	3/11 NO CLASS -- SPRING BREAK			
10	3/21	Project 5: Cultural Influences and Patient Advocacy	Emotion Regulation	
11	3/28	Movie: "One Flew Over The Cuckoo's Nest"	Emotion Regulation	
12	4/04	Case Studies	Emotion Regulation	
13	4/11	Case Studies Movie: "Girl Interrupted"	Distress Tolerance	
14	4/18	Case Studies	Distress Tolerance	
15	4/25	Project 6: Final Case Studies	Distress Tolerance	
16	5/2		Distress Tolerance	
FINAL PROJECT	5/9			

*****OTHA 2311 SPRING 2019 INSTRUCTOR'S STATEMENT This instructor has the right to modify course content and schedules to support student mastery of course content.**

