



## **INSTRUCTIONAL PACKAGE**

OTA 162  
Psychosocial Dysfunction

Effective Term  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: OTA 162

COURSE TITLE: Psychosocial Dysfunction

CONTACT HOURS: Lecture 2.0/Lab 3.0

CREDIT HOURS: 3.0

### RATIONALE FOR THE COURSE:

This course will enable students to develop and apply an understanding of mental health disorders, pathology, psychological and psychosocial occupational therapy practice models to create appropriate interventions for clients during the occupational therapy process. Students will be able to demonstrate and adapt the necessary skills for therapeutic use of self, safety, and group techniques to treat those with mental health disorders. Students will be able to distinguish and design effective mental health interventions by analyzing, adapting, and grading activities of daily living, education, work, leisure, social participation, emotional regulation and cognitive, sensory and motor skills.

### COURSE DESCRIPTION:

This course examines the occupational therapy process related to psychosocial challenges across the life span. Topics include pathologies, interventions, and promotion of health and wellness.

### PREREQUISITES/CO-REQUISITES:

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), credit or minimal grade of "C"

### RESTRICTIONS:

Must be enrolled in the following Fields of Study: Occupational Therapy Assistant

### REQUIRED MATERIALS:

Myer, C. (2024). *Early's mental health concepts and techniques for the occupational therapy assistant* (6th ed.). Walters Kluwer. ISBN 9781975189891

Please visit the [BOOKSTORE](#) online site for most current textbook information

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

## **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

After successful completion of this course, the student will be able to meet the following outcomes:

1. Differentiate between the motivation, changes, occupational performance, and mental health factors that occur throughout the developmental lifespan.
  - B.1.1 Human Body, Development, and Behavior  
Assessments: Lifespan Development and OT Mental Health Models Assignment, Lecture Exams, Final Exam
2. Identify psychological and occupational therapy psychosocial models and their components.
  - B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference  
Assessments: Psychological Model Case Study Assignment, Lifespan Development and OT Mental Health Models Assignment, Lecture Exams, Final Exam
3. Describe the importance of the DSM-5-TR and the psychiatric diagnoses associated with the consumers of occupational therapy.
  - B.2.6. Effects of Disease Processes  
Assessments: DSM-5 Diagnosis and OT Assignment, Lecture Exams, Final Exam
4. Apply appropriate safety techniques and respond appropriately to symptoms and behaviors associated with mental health disorders.
  - B.2.8. Safety of Self and Others  
Assessments: Safety and Home Modification Lab Practical, Lecture Exams, Final Exam
5. Develop therapeutic use of self and clinical reasoning for occupational therapy group concepts and techniques to effectively lead occupational therapy mental health groups.
  - B.3.1. Therapeutic Use of Self  
Assessments: OT Mental Health Group Project, Lecture Exams, Final Exam
6. Interpret the components of the occupational evaluation, data assessment and selecting appropriate interventions, and the role of the OTA in the occupational therapy process.
  - B.3.3. Standardized and Nonstandardized Screening and Assessment Tools  
Assessments: OTA Assessment Lab Practical, Intervention Implementation Lab Practical, Lecture Exams, Final Exam
7. Integrate the use of analyzing, selecting, adapting, and grading appropriate intervention techniques for ADLs, IADLs, education, work, leisure, social skills, emotion regulation, cognition, sensory and motor skills for mental health consumers.
  - B.3.6. Provide Interventions and Procedures  
Assessments: ADL/Leisure/Work/Social Lab Practical, OT Mental Health Group Project, Lecture Exams, Final Exam

8. Compare and contrast the different types of settings where occupational therapy is performed for those with mental health disorders, and the effect the context has on the interventions that are provided.

B.4.1. Factors, Policy Issues, and Social Systems

Assessments: Lecture/Final Exam, Lecture Exams, Final Exam

## Student Learning Outcomes Per Module:

### Lecture & Lab Learning Objectives:

After successful completion of the classroom and laboratory activities, the student will be able to meet the following instructional objectives:

<b>Dates:</b>	<b>Lecture: Tuesday</b> <b>Lab: Thursday</b>
<b>Week 1</b>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b>  Chapter 1: History and Foundations  Chapter 2: Medical and Psychological Theories, Frames of Reference, and Models of Mental Health and Illness</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Contrast the difference between mental health and mental illness and the relation of occupational functioning to mental health.</li> <li>2. Explain the value of occupational therapy in addressing occupational needs of a person with mental disorders.</li> <li>3. Recognize key events and figures in the history of mental health treatment and OT.</li> <li>4. Describe the roles of the OTA in mental health practice.</li> <li>5. Explain the importance and use of psychological theories, frames of reference, and models used in mental health practice.</li> <li>6. Relate major concepts associated with these psychological theories, frames of reference, or models to occupational therapy practice.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b><i>Materials Covered:</i></b>  Chapter 2: Medical and Psychological Theories, Frames of Reference, and Models of Mental Health and Illness</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Recognize terms associated with each of these psychological theories, frames of reference, or models.</li> <li>2. Interpret and illustrate the major concepts associated with these psychological theories, frames of reference, or models.</li> <li>3. Analyze and demonstrate how the theories or models used in mental practice could apply to client case studies.</li> </ol>

	<p><b>Assessment(s):</b> Psychological Model Case Study Assignment, Lecture Exam, Final Exam</p>
<b>Week 2</b>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 4: Understanding Psychiatric Diagnoses – Intro &amp; Neurodevelopmental Disorders  Chapter 5: Human Occupation and Mental Health Throughout the Life Span with Those We Serve</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the purpose of the DSM-5 and explain how it can be useful to the OT practitioner.</li> <li>2. Describe the ICD system and its relationship to the DSM system.</li> <li>3. Name and describe major mental disorders affecting clients seen in OT.</li> <li>4. Explain the importance of understanding psychiatric diagnosis for occupational therapy professionals.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b>  Chapter 4: Understanding Psychiatric Diagnoses</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. For each mental disorder, describe the effects on occupational performance.</li> <li>2. Recognize the typical problems and occupational deficits addressed by occupational therapy for each diagnosis.</li> <li>3. Explain and demonstrate, in general terms, the type of occupational therapy interventions for each diagnosis.</li> </ol> <p><b>Assessment(s):</b> DSM-5 Diagnosis and OT Assignment, Lecture Exam, Final Exam</p>
<b>Week 3</b>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 4: Understanding Psychiatric Diagnoses – Intro &amp; Neurodevelopmental Disorders – Schizophrenia Spectrum  Chapter 3: Occupational Therapy Frames of Reference and Practice Models</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the motivations for performance of occupation</li> </ol>

	<ol style="list-style-type: none"> <li>2. Outline changes in occupational performance from childhood through late life.</li> <li>3. Contrast participation in various occupations at different ages and stages of life.</li> <li>4. Name and describe frames of reference and practice models used in psychosocial occupational therapy.</li> <li>5. Recognize concepts and terms associated with each frame of reference and practice model.</li> <li>6. Discuss which frame of reference or practice model might best address the needs of a particular client and situation.</li> </ol> <p><b>Lab:</b></p> <p><b>Materials Covered:</b> Chapter 3: Occupational Therapy Frames of Reference and Practice Models</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify important achievements in occupational development at various life stages.</li> <li>2. Recognize psychiatric disorders that typically appear in childhood, adolescence, adulthood and later life.</li> <li>3. Describe the effects of mental disorders on performance of occupation at different stages of life.</li> <li>4. Illustrate and select appropriate occupational therapy models and occupational therapy interventions for psychiatric diagnoses and the stages of life.</li> </ol> <p><b>Assessment(s):</b> Lifespan Development and OT Mental Health Models Assignment, Lecture Exam, Final Exam</p>
<b>Week 4</b>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 4: Understanding Psychiatric Diagnoses – Bipolar and Related Disorders Chapter 6: Methods and Models of Interaction and Intervention</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the key concepts of the Model of Human Occupation (MOHO) and their application in occupational therapy interventions.</li> <li>2. Analyze the components and metaphorical elements of the Kawa Model and its role in client-centered goal setting.</li> <li>3. Understand the principles of the Occupational Adaptation Model and its application in normative human processes.</li> <li>4. Explain the Biopsychosocial Model and its significance in holistic occupational therapy outcomes.</li> <li>5. Evaluate the impact of cultural factors on mental health and the skills needed to relate effectively with clients from different cultures.</li> </ol>

	<p>6. Identify the major dimensions supporting recovery and the guiding principles of the recovery model.</p> <p><b>Lab:</b></p> <p><b>Materials Covered:</b> Chapter 6: Methods and Models of Interaction and Intervention</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate individualized strategies for pain management, incorporating fear avoidance and pain neuroscience education.</li> <li>2. Analyze the psychosocial consequences of mental health issues and their impact on daily life.</li> <li>3. Recognize coping strategies for individuals with physical disabilities and apply motivational approaches in the therapeutic process.</li> <li>4. Apply biopsychosocial and cognitive-behavioral approaches in occupational therapy interventions for individuals with chronic pain.</li> </ol> <p><b>Assessment(s):</b> Lecture Exam, Final Exam</p>
<b>Week 5</b>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 7: Service Areas, Environments, and Focuses Chapter 8: Medications, Medication Considerations and Concerns, Medical-Based Treatments, Complementary Practices, and Detoxification</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Understand the role of occupational therapy professionals in diverse mental health settings.</li> <li>2. Explore the impact of different settings on the delivery of occupational therapy services.</li> <li>3. Analyze roles and participation of individuals in occupational therapy across diverse settings.</li> <li>4. Explore the systematic process of using social determinants and epidemiology in mental health occupational therapy.</li> <li>5. Understand the interconnected nature of environmental system levels and their influence on individuals.</li> <li>6. Identify the major categories of medications used to treat mental disorders and their side effects.</li> <li>7. Name and describe medical treatments and complementary health practices that clients may use.</li> <li>8. Recognize occupational therapy considerations toward the process of detoxification.</li> </ol>

	<p><b><u>Lab:</u></b></p> <p><b><i>Materials Covered:</i></b>  Chapter 4: Understanding Psychiatric Diagnoses – Anxiety Disorders  Chapter 7: Contexts of Intervention, Service, and Care  Chapter 8: Psychotropic Medications and Other Biological Treatments</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Recognize social determinants affecting mental health and their impact on occupational therapy.</li> <li>2. Differentiate between and understand the purpose of acute care inpatient units and long-term care inpatient units, behavioral units, outpatient programs, CMHCs, adult foster homes, group homes, assisted living, and Community-Based Residential Facility—Memory Care (CBRF-MC).</li> <li>3. Describe appropriate strategies to assist clients to cope with adverse effects of psychotropic medications.</li> <li>4. Identify the responsibilities of occupational therapy professionals regarding clients and their medications and discuss reasons why clients may have difficulty with adherence (to taking medication).</li> <li>5. Compare ways to obtain current and accurate information about a specific medication.</li> <li>6. Examine how to interact with the client during the detoxification process and know safety considerations during occupational therapy intervention with the client in the detoxification process.</li> </ol> <p><b><i>Assessment(s):</i></b> Psychotropic Medication Assignment, Lecture Exam, Final Exam</p>
<p><b>Week 6</b></p>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b>  Chapter 4: Understanding Psychiatric Diagnoses – Obsessive-Compulsive and Related Disorders  Chapter 15: Therapeutic Use of Self  Chapter 10: Responding to Symptoms and Behaviors</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Recognize the pivotal role of the therapeutic relationship in occupational therapy, especially when working with clients with psychiatric disorders.</li> <li>2. Familiarize oneself with Dr. Renee Taylor's Intentional Relationship Model (IRM) and define and describe the therapeutic modes within the IRM.</li> <li>3. Define and give examples of transference and countertransference.</li> <li>4. Relate the Occupational Therapy Code of Ethics to the OTA's relationship with persons with mental health problems.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Define the term symptom and recognize how symptoms are useful in understanding patient behavior and feelings.</li> <li>6. Identify the three tools used by OT to help consumers with psychiatric symptoms function to engage in occupation.</li> <li>7. Describe the possible symptoms of mental health problems and the diagnoses associated with them.</li> </ol> <p><b>Lab:</b></p> <p><b>Materials Covered:</b>  Chapter 15: Therapeutic Use of Self  Chapter 10: Responding to Symptoms and Behaviors – D2L document</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the components of each therapeutic quality: empathy, sensitivity, respect, warmth, genuineness, self-disclosure, specificity, and immediacy.</li> <li>2. Develop strategies for ending relationships well and promoting closure.</li> <li>3. Apply specific techniques for effective communication and relationship building in occupational therapy.</li> <li>4. Describe and identify the symptoms of anxiety, depression, mania, hallucinations, delusions, paranoia, anger, hostility, aggression, seductive behavior, sexual acting out, negative behaviors associated with neurocognitive disorders, cognitive deficits and attention deficits and the diagnoses associated with each.</li> <li>5. Identify the symptoms associated with mental health disorders and distinguish and apply how the OTA can use self, environment and activity to facilitate increased functioning for the patient case studies.</li> <li>6. Plan and implement appropriate activities for a person experiencing mental health symptoms.</li> </ol> <p><b>Assessment(s):</b> Mental Health Symptoms Intervention Assignment, Lecture Exam, Final Exam</p>
<p><b>Week 7</b></p>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b>  Chapter 4: Understanding Psychiatric Diagnoses – Trauma and Stressor-Related Disorders &amp; Feeding and Eating Disorders  Chapter 9: Safety Techniques</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain why safety must be considered in all interactions with clients.</li> <li>2. Recognize the occupational therapy professional's responsibility to maintain current knowledge and skills of immediate personal safety needs and emergency aid procedures.</li> <li>3. List recommendations for infection control and safety in the clinic.</li> </ol>

	<p>4. Discuss psychiatric emergencies, how to prevent and respond, and teach clients about safety.</p> <p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b> Chapter 9: Safety Techniques</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain the rationale for universal precautions and demonstrate proper hand washing protocol.</li> <li>2. Discuss and role-play the psychiatric emergencies of suicide, elopement, and assault, and explain how to prevent and respond to these emergencies.</li> <li>3. Interpret and illustrate home modifications that will increase safety for the cognitively compared consumer.</li> <li>4. Plan and enact methods and activities to educate consumers about safety.</li> </ol> <p><b>Assessment(s):</b> Safety and Home Modification Lab Practical, Lecture Exam, Final Exam</p>
<p><b>Week 8</b></p>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b> Chapter 4: Understanding Psychiatric Diagnoses – Sleep-Wake Disorders &amp; Substance-Related and Addictive Disorders Chapter 16: Group Concepts and Techniques in OT Practice</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe the types of groups commonly used in OT practice.</li> <li>2. Discuss the role(s) of occupational therapy professionals in selecting, designing, and applying intervention activities within a group context.</li> <li>3. Apply the insights from group developmental theories in planning and facilitating occupational therapy groups.</li> <li>4. Articulate the importance of balancing task-oriented roles with social-emotional roles for effective group dynamics.</li> <li>5. Discuss ways to address goals of individuals within a group and how to track individual progress.</li> <li>6. Evaluate the developmental nature of group interaction skills across the lifespan.</li> <li>7. Analyze leadership styles (directive, facilitative, advisory) and their applicability in different group contexts.</li> </ol> <p><b><u>Lab:</u></b></p> <p>- <b>Safety and Home Modification Lab Practical</b></p>

	<p><b>Assessment(s):</b> OT Mental Health Group, Lecture Exam, Final Exam</p>
<b>Week 9</b>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 4: Understanding Psychiatric Diagnoses – Neurocognitive Disorders &amp; Personality Disorders  Chapter 12: Evaluation and Data Collection</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify how the evaluation process serves as a basis for designing intervention plans.</li> <li>2. Recognize the significance of identifying barriers and supports to health, well-being, and occupational participation.</li> <li>3. Explain the client-centered approach in occupational therapy, including building therapeutic relationships and establishing client-centered outcomes.</li> <li>4. Differentiate between the OT and OTA responsibilities with evaluation and describe appropriate practices when obtaining information.</li> <li>5. Identify and describe assessments appropriate for OTA administration.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b>  Chapter 12: Evaluation and Data Collection</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Interpret and apply the OTA's responsibilities with evaluation and appropriate practices when obtaining information by reviewing medical records, mock interviews of clients, use of observation techniques and proper documentation procedures.</li> <li>2. Identify and complete appropriate assessments for the OTA involving occupational history and performance interviews, observation checklists, assessments of daily living skills, patterns, social supports, process skills and mental functions, sensory functions and leisure interests/social participation.</li> <li>3. Apply and demonstrate effective documentation skills with OT assessments.</li> </ol> <p><b>Assessment(s):</b> OTA Assessment Lab Practical, Lecture Exam, Final Exam</p>
<b>Week 10</b>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 13: Determining the Type and Approach to Intervention  Chapter 14: Matching Occupational Demands to Intervention Types for Improved Occupational Outcomes</p>

	<p><b><u>Learning Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. Recognize and analyze challenges specific to planning interventions for clients with mental disorders.</li> <li>2. Compare and contrast the intervention planning process for individuals with physical dysfunction versus psychiatric dysfunction.</li> <li>3. Acknowledge the absence of universal intervention plans in occupational therapy.</li> <li>4. Emphasize the importance of evidence-based, occupationally focused intervention planning.</li> <li>5. Summarize the five main approaches to intervention: health promotion, restoration, maintenance, modification, and prevention.</li> <li>6. Recognize the key concepts associated with the development of an occupational therapy intervention plan and the connection between client priorities and occupation-centered goals.</li> <li>7. Associate how to apply dynamic performance analysis while a client is engaged in performing an activity.</li> <li>8. Identify and discuss the collaborative role(s) of both OT and OTA in selecting intervention tasks and activities.</li> <li>9. Describe the processes of activity analysis, adaptation, and grading, and discuss how these processes help support different client needs in psychosocial settings.</li> <li>10. Summarize how occupational therapy professionals match occupational and activity demands to intervention types.</li> </ol> <p><b><u>Lab:</u></b></p> <ul style="list-style-type: none"> <li>- <b>OTA Assessment Lab Practical</b></li> </ul> <p><b><u>Assessment(s):</u></b> Intervention Implementation Lab Practical, Lecture Exam, Final Exam</p>
<p><b>Week 11</b></p>	<p><b><u>Lecture:</u></b></p> <p><b><u>Materials Covered:</u></b>  Activities of Daily Living  Leisure and Social Participation</p> <p><b><u>Learning Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. Identify and analyze the types of difficulties that persons with mental disorders may have with daily living skills.</li> <li>2. Identify cognitive and sensory reasons why clients may perform poorly in some ADLs.</li> <li>3. Discuss the effects of family background, social support, financial means and culture on performance of daily living skills.</li> </ol>

	<p>4. Discuss the roles of practice, repetition, and varying conditions on the development of habits and routines.</p> <p><b><u>Lab:</u></b></p> <p><b><i>Materials Covered:</i></b>            Activities of Daily Living            Leisure and Social Participation</p> <ol style="list-style-type: none"> <li>1. Examine obstacles to effective engagement in leisure and social participation for persons with mental disorders.</li> <li>2. Recognize general principles that guide interventions to assist clients with leisure and social participation.</li> <li>3. Identify and role-play ways to assist clients and appropriate interventions to improve and maintain their social participation</li> </ol> <p><b><i>Assessment(s):</i></b> Intervention Implementation Lab Practical, Lecture Exam, Final Exam</p>
<b>Week 12</b>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b>            Education and Work            Emotion Regulation, Self-management, Communication, and Interaction</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Examine the needs of students diagnosed with mental, emotional and cognitive disorders and explain the role of OT.</li> <li>2. Recognize the place of habit and skill development in occupational engagement in school and work.</li> <li>3. Identify the challenges faced by all ages with mental disorders to engage in roles of the student and worker</li> <li>4. Describe appropriate roles for OT in assisting clients to succeed in education and work, as well as the transition to retirement.</li> <li>5. Differentiate between the following programs: work potential evaluation, vocational evaluation, vocational training, employment seeking/acquisition, task group, work group, work adjustment program, sheltered work, transitional employment, and worker cooperatives.</li> <li>6. Identify and select appropriate work program(s) for mental health diagnosis case studies and explain the role of the OT/OTA.</li> <li>7. Recognize the effects of cognitive, motor and sensory factors in performance of skills needed for occupation.</li> </ol>

	<p><b><u>Lab:</u></b></p> <p><b>Intervention Implementation Lab Practical</b></p> <p><b><i>Assessment(s):</i></b> Lecture Exam, Final Exam</p>
<b>Week 13</b>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b> Cognitive, Sensory, and Motor Factors</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Recognize the effects of cognitive, motor and sensory factors in performance of skills needed for occupation.</li> <li>2. Identify cognitive, motor and sensory impairments of those with mental disorders and compensatory strategies for specific cognitive impairments.</li> <li>3. Differentiate between remedial and compensatory approaches.</li> <li>4. Discuss the relationship of cognitive, sensory, and motor functions to emotion regulation.</li> <li>5. Relate the purpose of using sensorimotor activities in the treatment of persons with mental disorders.</li> <li>6. Give examples of appropriate interventions for each of the following: low registration, high registration, sensation avoiding and sensation seeking.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>OT Mental Health Group Project Presentations</b></p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Plan and implement a developmentally appropriate occupational therapy group intervention for a specific mental health diagnosis.</li> <li>2. Apply and demonstrate knowledge of mental health pathology, safety, and group leadership skills for an occupational therapy group.</li> <li>3. Write a SOAP note justifying occupational therapy group intervention utilizing appropriate documentation skills.</li> </ol> <p><b><i>Assessment(s):</i></b> Lecture Exam, Final Exam</p>
<b>Week 14</b>	<b><i>No Classes – Thanksgiving Break</i></b>
<b>Week 15</b>	Level I-A Psychosocial Dysfunction Fieldwork

<b>Week 16</b>	Comprehensive Lecture Final Exam
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***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students’ performance will be assessed, and the points associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

6 Lecture Exams	40%
5 Lecture/Lab Assignments	10%
3 Lab Practicals	15%
Mental Health Group	13%
Class Participation	2%
Final Exam	<u>20%</u>
	100%

#### **GRADING SYSTEM:**

A = 90% -100%

B = 80% - 89%

C = 75% - 79%

D = 69% - 74%

F = below 68%

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

### **Occupational Therapy Assistant Program Classroom Attendance Policy:**

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15-week course (Fall and Spring) the allowed number of misses is as follows:

For TTh classes: 2 absences are allowed for lecture and 2 absences from lab, regardless of the reason

### **Tardy Policy:**

Students are expected to be on time for class and to stay for the entire session. A tardy is defined as missing up to 10 minutes of classroom time. Three tardies will be counted as one class absence.

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

### **Makeup Assignments (Examinations, Skill Check Assessments, Homework)**

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score. Missed exams must be taken on the students next day in any OTA course. Students are responsible for scheduling with their course instructor.
- Lab Practicals: If not performed on the scheduled day per the course schedule or failure to pass on the first attempt, a second attempt is allowed with a maximum score of 75% given for passing the second attempt. If the second attempt is failed, then the student will be removed from the program.
- Late assignments: Per the instructor's discretion, the assignment will have a deduction of 10% of the achieved score and no more than two late assignments may be accepted.

**\*\*The instructor reserves the right for discretion on the above policy on a case by case basis.**

### **Bonus**

- Per the instructor's discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

## **Part V: Student Resources**



### **THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):**

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com).

Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



## **STUDENT INFORMATION CENTER: TECH Central**

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



## **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and

Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

### **Title IX Requirements:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking

and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

**Student and prospective student** inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

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## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give

the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).