

SOUTHEAST COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
OCCUPATIONAL THERAPY
Created Date: 03/2025

I. CATALOG DESCRIPTION

Course Number: OTAS 2000
Course Title: Community Based & Mental Health Practice
Prerequisite(s):

Catalog Description: This course explores occupational therapy's role in addressing global social issues and working with diverse and underserved populations. Students will examine factors contributing to social injustice, the impact on occupational participation, and the importance of advocacy. Emphasis is placed on working with special populations, including individuals with mental health conditions, and applying occupational therapy principles in community-based settings.

Credit Hours: 3
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

1. Explore the influence of global social issues on health, wellness, and occupational participation.
2. Identify barriers to occupational engagement among diverse and underserved populations.
3. Examine the occupational therapy practitioner's role in promoting health equity and social justice.
4. Analyze community-based and mental health service models that support occupational participation.
5. Enable students to develop strategies for advocacy and collaboration with individuals, caregivers, and organizations.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. STUDENT LEARNING OUTCOMES: *The student will be able to:*

1. Describe the impact of key global and local social issues on occupational participation.
2. Identify factors that contribute to occupational injustice for diverse and underserved populations.
3. Explain the role of occupational therapy in community-based and mental health settings.
4. Apply occupational therapy principles to case scenarios involving special populations, including those with mental health conditions.
5. Develop a basic advocacy plan to address an identified occupational need within a community or population.
6. Collaborate with peers to propose evidence-informed interventions that promote occupational justice and participation.

B. GENERAL EDUCATION LEARNING OUTCOMES

GELO 3: Critical Thinking and Problem Solving

Outcome: Synthesize information to arrive at reasoned solutions to problems.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

A. UNITS

1. Foundations of Mental Health and Community-Based Occupational Therapy
2. Occupational Participation and Population Health
3. The Role of the OTA in Community and Psychosocial Practice
4. Theoretical and Practice Models for Psychosocial and Community OT
5. Understanding the Impact of Mental Illness and Social Determinants on Occupation
6. Therapeutic Use of Self and Group Dynamics
7. Program Planning and Needs Assessment in Community and Mental Health Settings
8. Intervention Approaches Across the Lifespan
9. Occupation-Based Interventions for Health and Wellness
10. Community-Based Mental Health Programs and Service Delivery Models
11. Addressing Substance Use, Homelessness, and Marginalized Populations
12. Advocacy and Leadership in Mental Health and Community Practice
13. Interprofessional Collaboration and Community Partnerships
14. Documentation, Outcomes, and Program Evaluation
15. Emerging Trends and Future Directions in Psychosocial and Community Practice

V. INSTRUCTIONAL MATERIALS REQUIRED

A. Required Text(s):

Cole, Marilyn B., *Group Dynamics in Occupational Therapy* (most current edition)

Scaffa, M.E. & Reitz, S.M. *Occupational Therapy in Community and Population Health Practice* (current ed).

*Note: Students will continue to reference all texts previously required in the program.

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Lecture
2. Demonstration
3. Handout Materials
4. Class Participation/Presentations
5. Case Studies and Group Work
6. Guest Presenters
7. Websites
8. Power Point slides and videos
9. Pretests and worksheets
10. Games may be used to augment some of the units.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of assignments, quizzes, exam, projects, skill checkoffs, etc. For grading expectations please see the course information document

SCC STANDARD GRADING SCALE POLICY:

A+ 95-100	C+ 75-79
A 90-94	C 70-74
B+ 85-89	D+ 65-69
B 80-84	D 60-64
	F Below 60

VIII. SPECIFIC COURSE REQUIREMENTS

- A.** Must pass all program courses (OTAS) with a C+ to progress to the next term.
- B.** Must follow all expectations as outlined in this document, student handbook, and course information document.

Please see course information document and student handbook for program policies related to grading, expectations, assignments, assessments, and participation.