

College of Health Sciences

OCC 6002, Professionalism in OT Seminar-1

1 credit unit

<p><b>Fall 2023   Quad 1</b> <b>August 28 to October 22</b></p>
---

<p><b>Meeting days:</b> Fridays,</p>	<p><b>Instructor title and name:</b> Beth Sullivan, OTD, OTR/L, Program Director, Associate Professor</p>
<p><b>Meeting times:</b> Fridays, Quad One, 11:30-1:30 pm</p>	<p><b>Phone:</b> (619) 849-7968</p>
<p><b>Meeting location:</b> Balboa Campus</p>	<p><b>Email:</b> <a href="mailto:bsulliva@pointloma.edu">bsulliva@pointloma.edu</a></p>
<p><b>Final Project:</b> Friday, 10/20/23</p>	<p><b>Office location and hours:</b> Refer to <a href="#">Dr. Sullivan Advising Schedule</a> and email <a href="mailto:bsulliva@pointloma.edu">bsulliva@pointloma.edu</a> to confirm.</p>

PLNU Mission

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed,

and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **MSOT Program Mission**

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation focused interventions that serve others as an expression of faith.

### **Course Description**

This course will promote the development of self-awareness of leadership skills, strengths and areas of growth, and professional behaviors needed for success in the community and Level I fieldwork experiences. Emphasis will be on personal and professional advocacy. Students explore the PLNU Occupational Therapy program curriculum design and develop a plan for personal success and growth in the program. Students will also reflect on the impact of their faith on their vocational choice of becoming an occupational therapist (8-week course, quad one).

This first professionalism seminar focuses on skills required for success in the MSOT Program, the promotion of professional behaviors, and ethical concerns related to engagement with clients in the community. Students will complete basic certifications (HIPAA Blood Borne Pathogens) to ensure compliance with healthcare requirements. Professional development plans will be introduced and completed to assist the student in self-awareness of their abilities and areas for growth. Case-studies emphasizing ethical considerations for working with clients in the community will be used to facilitate integration of AOTA's ethical principles.

### **Relationship of Course to Curricular Design and Threads**

This course is the first in a three-part professionalism series. It is taken concurrently with introduction to occupational therapy, applied human anatomy, evidence-based practice, health and equity disparities, and community practice seminar-1. This course supports the curricular thread of occupation and community to promote ethical and safe occupational participation and occupational justice. This work is informed by the study of AOTA ethical principles and concomitant enrollment in health and equity disparities and community practice seminar-1 provides opportunities for application of these principles.

---

### **Program and Course Learning Outcomes**

#### **Program Learning Outcomes**

Our educational goals describe what the MSOT student will demonstrate upon completion of their didactic and clinical coursework. The goals flow from and support the mission statement, the curricular design, threads, and curricular sequence. Program learning outcomes for this course include:

PLO # 2: Develop and utilize a therapeutic use of self during client interactions which supports the client's engagement in occupational therapy and achievement of the clients' goals.

PLO # 4: Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.

PLO # 8: Advance the awareness and ability to work collaboratively with interdisciplinary team members to enhance the provision of client-centered, quality occupational therapy services.

### Course Learning Outcomes

Course learning outcomes used are ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to master.

1. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable (B.4.25).
2. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts (B.7.1).
3. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards (B.7.4).

### Required Texts and Recommended Study Resources

1. American Occupational Therapy Association (2020). AOTA 2020 occupational therapy code of ethics. *The American Journal of Occupational Therapy*, 74, Suppl. 3, 7413410005p1-13.  
[https://research.aota.org/ajot/article/74/Supplement\\_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics](https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics).
2. ClinEdWeb (2023). Bloodborne pathogen certificate course. <https://www.clinedweb.com/courses/bloodborne-pathogens-certificate-course>.
3. Tomes, J. (2023). HIPAA overview. Vector Solutions. <https://www.vectorsolutions.com/course-details-edu/hipaa-overview/sc-staff/course-hipaa/>

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 1-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## Assessment and Grading

Course assessment measures used in this course include:

- Assignments
- Quiz (certificate courses-HIPAA, Bloodborne Pathogens)
- Discussion board posts
- Case studies
- Presentations

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1-.4; and rounded up from .5 to .9.

Letter Grade	GPA	Percent Grade
A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82
<b><i>Below a B- (80%) will require course remediation for any clinical course and Level II and III clinical competencies</i></b>		
C+	2.25	77-79
C	2.0	73-76
C-	1.75	70-72

**Below a C- (70%) will not be a passing grade**

<b>D+</b>	<b>1.25</b>	<b>67-69</b>
<b>D</b>	<b>1.0</b>	<b>63-66</b>
<b>D-</b>	<b>.75</b>	<b>60-62</b>
<b>F</b>	<b>0</b>	<b>0-59</b>

### **Grade Intervention Procedures**

Students scoring below a letter grade of B- (79.5%) in any clinical course (Community-Based Seminar, Level I and Level II Fieldwork) AND any Level II and Level III Clinical Competency will be rated as not showing evidence of necessary competency. Students will be required to contact their course faculty and develop a remediation plan\*. Refer to the MSOT Student Handbook for more information.

Students who receive a course grade of 69.4 or lower AND/OR whose cumulative GPA falls below a 3.0, will be placed on academic probation and must develop a remediation plan\*. Refer to the MSOT Student Handbook for more information.

\*A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

### **COURSE WEIGHTING**

Quizzes (HIPPA, Bloodborne pathogens; Curriculum, Implicit biases, Role of interdisciplinary team members) 10%

Assignments (Spiritual and OT journey narrative paper, Professional development plan, Ethical case studies, cultural interview, AOTA and OTAC resources, advocacy, 55% team dynamic simulation)

Discussion Board Posts 20%

Presentation (Ethical case analysis) 15%

---

## Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In OCC 6002, all the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in professionalism, and I will support you throughout your learning in this course.

## Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## Incompletes and Late Assignments

All assignments are to be submitted/turned in by 11:59 pm PST on the established due date unless otherwise noted on the course schedule. Incompletes will only be assigned in extremely unusual circumstances.

## PLNU Spiritual Care

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

## PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and decide to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

## Synchronous Attendance/Participation Definition

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

## Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## Assignments At-A-Glance

For more detailed information about your assignments, refer to Canvas.

## Curricular Threads, ACOTE® Standards, Learning Methods, and Assessment of Student Learning

Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard * =Assigned ACOTE standard to measure	WHAT: Course Learning Outcome	HOW: Student Learning Activities	DEMONSTRATE: Assessment of Student Learning (Measures 1-8: numbered below)
Demonstrate knowledge of the principles of	B.4.25	Demonstrate knowledge of the principles of	Presentations by interdisciplinary	Quiz, cultural interview discussion

interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable (occupation, community)

interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable

team members; simulation of interdisciplinary team dynamics. assignment and post.

Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts (occupation, community).

B.7.1

Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

Readings, case studies.

Final presentation on ethical dilemmas.

Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

B.7.4

Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

AOTA and OTAC resources, professional development plan instruction.

Completion of professional development plan, paper on spiritual path as related to becoming an OT.