

Spring 2024 | Full Semester

January 8 - May 5

Course Information

Meeting days: Tuesday and Thursday	Instructor: Mariel Schmidt, MOT, OTR/L; Part-Time Faculty
Meeting times: Lecture: 9:00 a.m. - 10:15 a.m. Tue/Thur Lab: 10:15 a.m. - 12:15 p.m.	Phone: N/A
Meeting location: Balboa Campus #251	Email: mschmidt@pointloma.edu
Final Assignment: Week 16	Office location and hours: 8:15-8:55am Tue/Thu in MSOT office

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

In this course, students explore common mental health conditions following the DSM-V and applicable occupational therapy practice frameworks. Emphasis is on the impact of mental health conditions on occupational performance and participation across the lifespan. The role of OT in mental health in traditional and role emerging settings and the impact of reimbursement systems on the provision of services are additional topics covered. Students will learn and apply client-centered occupational therapy assessments; design and implement evidenced-based occupation-based interventions, demonstrate documentation which meets reimbursement requirements, and engage in experiential labs to promote integration of course content.

This first intervention course focuses on interventions for children and adults with mental health conditions who are seen in a variety of inpatient and outpatient settings. The impact of interventions on client's occupational engagement are explored. Students will learn assessments and treatment to increase occupational engagement at home, work, and in the community. The interplay of individuals' capabilities and the barriers to occupational participation will be examined.

Relationship of Course to Curricular Design

This course is one of three courses focusing on mental health conditions, assessments, and interventions. It is taken concurrently with the following courses: human occupations across the lifespan, applied human movement, applied neuroanatomy, research methods-1, and case-based learning seminar course-2. This course supports the curricular thread of underserved and community to promote occupational participation and occupational justice. This course expands upon foundational knowledge from the health and equity disparities and community seminar-1 courses. Students will be able to further apply concepts learned in this course during their Level I fieldwork course in term three.

Program and Course Learning Outcomes

Program 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 # 1: Use critical reasoning to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.

PLO # 3: Provide services within a client-centered and occupation-based framework, with consideration of contextual factors which influence a persons', groups' and/or populations' ability to engage in meaningful occupational tasks and roles.

PLO # 5: Exhibit the ability to document, manage, and evaluate outcomes of services provided.

Course Learning Outcomes

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

1. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance (B.3.5).
2. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan (B.3.6).
3. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills (B.4.2).
4. Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence (B.4.4).

5. Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context) (B.4.5).
6. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9).
7. Assess, grade, and modify the way persons perform occupations and activities by adapting processes, [and] modifying environments, to reflect the changing needs of the client, sociocultural context, and technological advances (B.4.18).
8. Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies (B.4.26).
9. Evaluate access to community resources to support occupational performance for persons, groups, and populations (B.4.27).
10. Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment (B.4.28).
11. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.
12. Documentation must effectively communicate the need and rationale for occupational therapy services (B.4.29).
13. Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy (B.5.1).

Required Texts and Recommended Study Resources

Brown, C., Stoffel, V., & Muñoz, J. (2019). *Occupational therapy in mental health: A vision for participation* (2nd ed.). F.A. Davis Company.

Download and Save: [American Occupational Therapy Association \(2020\). Occupational Therapy Practice Framework \(4th ed.\). American Journal of Occupational Therapy, 74\(Suppl. 2\), 1-87.](#)

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 4-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assessment and Grading

DESCRIPTION OF ASSESSMENTS

Midterm Exam (15% of course grade): A multiple-choice exam consisting of 50 questions will be given in Week 8 of the course. It will assess all course objectives addressed at that point of the semester, and therefore will cover all Week 1-7 course material. *ACOTE Standards: B.3.5., B.4.2., B.4.9., B.4.28, B.4.29., B.5.1.*

Guided Homework Sheets (15) - 10% of course grade

ACOTE Standards: All assigned to the course

Students will be provided with a weekly Guided Homework Sheet consisting of an outline and/or questions to complete as they engage in the week's assigned reading. These sheets will be submitted for credit prior to class time, and will prepare them for engaging in in-class learning activities.

TBL Quizzes (10) - 10% of course grade

ACOTE Standards: All assigned to the course

Individual Readiness Assurance Tests (iRATs) and Team Readiness Assurance Tests (tRATs) are scheduled throughout the semester - in 10 of the 15 weeks of the course. They are considered both learning activities and formative assessments, in that the results of both the pre-class iRATs and the in-class tRATs will serve to help you identify content-related strengths and areas for growth. Students will be responsible for completing iRATs at home on Canvas before class on the weeks that they are due, and will then engage with their assigned teams in the tRAT at the beginning of class time. tRATs will include the same questions as the iRATs, and will involve immediate feedback and a chance to earn partial credit on initially-incorrect responses.

Application Posts (15) - 5% of course grade

ACOTE Standards: B.3.5., B.3.6., B.4.2., B.4.4., B.4.5.

Throughout the semester, students will engage in weekly forum posts (with peer responses) that involve application of the week's content to practice. The topics of these will vary based on the week's content, and the prompts will be available on Canva.

Mental Health in the Media Reflection - 5% of course grade

ACOTE Standards: B.5.1.

During the weeks indicated on the schedule, students will write a forum post in which they reflect on how mental health and people living with mental health conditions being studied in class are portrayed in the media. Following completion of these posts and engagement with the posts completed by their peers, students will write a reflection about how the media's portrayal of mental health in general does or does not reflect your own views and/or those of the OT profession. Your reflection should also describe how these insights may inform your practice of occupational therapy with this population.

Documentation Portfolio - 20% of course grade

ACOTE Standards: B.4.5., B.4.26., B.4.28., B.4.29.

During Module 2 (Weeks 4-8), which is focused on practice settings and documentation, students will learn about the types of documentation and interventions used in various practice settings. Each week, students will watch a video, participate in a role-play, or otherwise engage in observation of an OT intervention or a complete OT session. They will then complete documentation of that observation consistent with a typical format used within the corresponding setting. This completed documentation will then be edited (as desired), peer reviewed and revised (as a required part of the process), then finalized, compiled, and submitted as the Documentation Portfolio.

Evaluation Plan - 15% of course grade

ACOTE Standards: B.4.4., B.4.5.

Following instruction on standardized and non-standardized assessment tools addressing a range of body functions, performance skills, and occupations,, students will be provided with a case study that details a practice-based scenario in which an evaluation plan is necessary. Students will analyze the case to determine evaluation needs, and will identify a battery of assessments that will sufficiently and ethically address the client's needs while attending to the practice setting and client's cultural context. They will create an evaluation plan that includes rationale for selected assessments as they would present such rationale to the client and full treatment team, and describes the procedure they would use to administer each assessment tool.

Final Assignment (Evaluation Report and Intervention Plan) - 20% of course grade

ACOTE Standards: B.3.5., B.3.6., B.4.2., B.4.4., B.4.5., B.4.18., B.4.26., B.4.27.

Students will be provided with raw assessment data and a case study, and will develop an evaluation report and intervention plan based on this data. The assignment will involve completion of the report and plan as they would be documented in practice, as well as a live oral presentation outlining one intervention session as it might be described to another OT practitioner. The plan for the intervention session must include a description of methods

to grade and/or adapt the activity as needed for the identified client, and the overall intervention plan must include a general description of the client’s needs for access to community resources to support occupational performance.

Assessment Methods

Assessment methods include objective tests, discussion board posts, essays, projects, presentations, demonstrations, lab skill checks (levels 1,2,3) and simulations.

Grading

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	Grading Scale		Percent Grade
	GPA		
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	
<i>Below a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure of this course, a remediation plan, and the need to join the next cohort of students.</i>			
C+	2.25	77-79	
C	2.0	73-76	
C-	1.75	70-72	
<i>Below a C- (70%) is not a passing grade. Students may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan. Students will not be able to take the next class in this series (applied human neuroanatomy).</i>			
D+	1.25	67-69	
D	1.0	63-66	
D-	.75	60-62	
F	0	0-59	

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 may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan*. Students will not be able to take the next class in this series (ANA 6009, Applied Neuroanatomy) upon achieving a course grade of <C-.

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

Each category below is weighted as a total percentage of the final grade:

Course Weighting	
Category	Grade %

Midterm Examination	15%
Guided Reading Worksheets (15)	10%
Team-Based Learning Quizzes (10 individual, 10 team)	10%
Application Posts (7)	5%
Evaluation Plan	15%
Mental Health in the Media Reflection	5%
Documentation Portfolio	20%
Final Assignment (evaluation report & intervention plan)	20%

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 6011, 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. 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 occupational therapy, 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 PST on the due date.

PLNU Spiritual Care

Balboa Campus:

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.

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 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. 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 or find a list of campus pastors at 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.

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)
Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	B.3.5	Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Guided reading worksheets, readings, lectures	Midterm exam; team-based learning quizzes; application posts; final assignment (evaluation report & intervention plan)
Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	B.3.6	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, application posts, final assignment (evaluation report & intervention plan)
Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	B.4.2	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Guided reading worksheets, readings, lectures	Midterm exam, team-based learning quizzes, application posts, final assignment (evaluation report & intervention plan)
Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment	B.4.4	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational	Guided reading worksheets, readings, lectures	Team-based learning quizzes, application posts, assessment tool selection, final assignment (evaluation report

methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.		therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.		& intervention plan)
Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and no standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	B.4.5	Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and no standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	Guided reading worksheets, readings, lectures	Team-based learning quizzes, application posts, assessment tool selection, documentation portfolio, final assignment (evaluation report & intervention plan).
Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance.	B.4.9	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Guided reading worksheets, readings, lectures	Midterm exam, team-based learning quizzes, final assignment (evaluation report & intervention plan)
Assess, grade, and modify the way persons perform occupations and activities by adapting processes, [and] modifying environments, to reflect the changing needs of the client, sociocultural context, and technological advances.	B.4.18	Assess, grade, and modify the way persons perform occupations and activities by adapting processes, [and] modifying environments, to reflect the changing needs of the client, sociocultural context, and technological advances.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, final assignment (evaluation report & intervention plan)
Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	B.4.26	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, documentation portfolio, final assignment (evaluation report & intervention plan)
Evaluate access to community resources to support occupational performance for persons, groups, and populations.	B.4.27	Evaluate access to community resources to support occupational performance for persons, groups, and populations.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, final assignment (evaluation report

				& intervention plan)
Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	B.4.28	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, midterm exam, documentation portfolio
Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.	B.4.29	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, midterm exam, documentation portfolio
Documentation must effectively communicate the need and rationale for occupational therapy services.	B.4.29	Documentation must effectively communicate the need and rationale for occupational therapy services.	Guided reading worksheets, readings, lectures	Team-based learning quizzes, midterm exam, mental health in the media assignment
Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.	B.5.1	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.	Guided reading worksheets, readings, lectures	Midterm exam

Assignments At-A-Glance

For more detailed information about this course's assignments, refer to Canvas Learning Management System.