



College of Health Sciences

Master of Science in Occupational Therapy

OCC 6025 Community Practice II

2 Units

Fall 2024

September 2 - December 20, 2024

Meeting Day/Time: Thursdays, time may differ dependin gon the operating hours and needs of the site

Meeting Location: Assigned Community Practice Site

Final Presentation: December 19, 2024

Instructor Information:

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Office location and hours: In person and via Zoom by appointment

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.

COURSE DESCRIPTION

This course is the second in a two-part series with underserved clients, patients, groups, and populations in the community. It is taken concurrently with the following courses OCC 6024. This course supports the curricular thread of underserved populations and community service. The application of knowledge gained in the course prepares students to succeed in fieldwork coursework.

PROGRAM LEARNING OUTCOMES

This course contributes to the acquisition of skills and knowledge necessary for achievement of the following program learning outcomes:

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 #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.

PLO #6: Develop clinical programs, which meet a need for **underserved** persons, groups, and/or populations in the **community**.

PLO #7: Prepare diverse health care professionals as providers and leaders in the delivery of **high quality, accessible, culturally responsive care within a highly technological and global environment**.

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 social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations. (1.3)
 2. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being. (3.3)
 3. Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. (4.19)
 4. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (4.23)
 5. 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. (4.25)
 6. Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations. (4.27)
 7. 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. (5.1)
 8. Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.(5.2)
 9. Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. (5.6)
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REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Not applicable for this course.

GRADING AND ASSESSMENTS

Assessment Methods

Assessment methods include: discussion board posts, assignments, evaluations, and a final presentation.

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.

Grading Scale

| 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 |
| <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 (Mental Health Conditions, Assessments, and Interventions).</i> | | |
| D+ | 1.25 | 67-69 |
| D | 1.0 | 63-66 |
| D- | .75 | 60-62 |
| F | 0 | 0-59 |

Assignment Distribution by Percentage

| Category | % of Course Grade |
|---|-------------------|
| Discussion Board Posts | 15 |
| Assignments | 20 |
| Student Evaluations: Self evaluation and evaluation of site | 10 |
| Site Evaluation of Student | 35 |
| Final Group Presentation | 20 |

Scoring below a letter grade of B- (79.5%) in any clinical course and/or any Level II and Level III Clinical Competency will be rated as not showing evidence of necessary competency.

All students must develop a remediation plan if their grades do not meet the expected threshold. 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.

Potential consequences of the above may include any of the following:

- Need to repeat a Level II or Level III clinical competency.
- Inability to take the next course in a sequence for which this course is a prerequisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

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 6025 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 substance use, abuse, poverty, and racial injustice. 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 the occupational therapy profession, 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 OCC 6025, we will cover a variety of topics, some of which you may find triggering. These topics include substance use, abuse, poverty, and racial injustice. 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 profession of 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 the designated due date and time of day, typically 11:59 pm. Each day an assignment is late, your grade will be reduced by 10%. Incompletes will only be assigned in extremely unusual circumstances.

PLNU SPIRITUAL CARE - Balboa Campus:

PLNU strives to be a place where you grow as a whole person. 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, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

In addition, there is a quiet space for meditation located in the chapel on the second floor.

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 RECORDING NOTIFICATION

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) 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.

[APA Style: How to Cite ChatGPT](#)

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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 course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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 APA, 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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

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 or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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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.

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.

This course includes an on-site participation component, which is approximately 4 hours a week, for a minimum of 50 hours over the course of the semester. ***Students who anticipate being absent for a class or on-site visit should contact the instructor prior to the anticipated absence for approval to miss the class, as well as contact their site supervisor.*** Acceptable absences include illness, family emergencies, family deaths, and/or a significant life event impacting ability to attend class, however, students must meet the 50 hours of on-site participation to pass this course, therefore, any on-site visit absence must be made up, in coordination with your site supervisor.

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

SYNCHRONOUS ATTENDANCE / PARTICIPATION DEFINITION

For synchronous courses that 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.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics.
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research.
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge.

- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- **Grammarly:** Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

ASSIGNMENTS AT-A-GLANCE

The course summary below lists these course assignments. See Canvas for specific details about assignments and due dates.

| Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to): | ACOTE Standard *=ACOTE Measurement of Learning | WHAT: Course Learning Outcome | HOW Student Learning Activities | DEMONSTRATE: Assessment of Student Learning |
|--|---|---|--|--|
| <p>Students will describe the assigned community site including but not limited to: the mission/vision, role of other professionals, location, and population served (CIO 1).</p> <p>Students will identify socioeconomic, political, systemic and environmental factors that impact occupational justice and access to healthcare services at their community site (CIO 1).</p> <p>(Curricular Thread: Underserved, Occupation)</p> | B.1.3 | 1. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations. | Participation in clinical experience Site specific data collection, staff interview | Discussion board Data Collection assignment Final presentation: Program development and implementation |
| <p>Students will describe the potential role of OT within their assigned community organization based on that organization's mission and vision (CIO 2).</p> <p>(Curricular Thread: Underserved, interdisciplinary)</p> | B.3.3 | 1. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being. | Participation in clinical experience Participation in discussion board | Discussion board Final presentation: Program development and implementation |

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| <p>Students will collaborate with site representatives and clients to determine needs, implement and revise programming (CLO 3).</p> | <p>B.4.19</p> | <p>1. Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues.</p> | <p>Participation in clinical experience</p> <p>Interview site supervisor, seek feedback on drafted proposal</p> <p>Peer feedback on drafted proposal</p> | <p>Data Collection Assignment</p> <p>Final presentation: Program development and implementation</p> |
| <p>Students will develop and revise community programming based on needs and participation/staff feedback (CLO 4).</p> | <p>B.4.23</p> | <p>1. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.</p> | <p>Participation in clinical experience</p> <p>Site supervisor feedback on drafted proposal</p> | <p>Site Evaluation of Student</p> <p>Final presentation: Program development and implementation</p> |
| <p>Students will identify what interprofessional supports they require from the site to launch and continuously implement their community programming (CLO 5).</p> <p>Students will work collaboratively with all professionals at community site to improve service delivery (CLO 5).</p> | <p>B.4.25</p> | <p>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.</p> | <p>Participation in clinical experience</p> | <p>Site Evaluation of Student</p> <p>Final presentation: Program development and implementation</p> |
| <p>Students will demonstrate a basic site specific needs assessment to help develop their community program (CLO 6).</p> | <p>B.4.27</p> | <p>1. Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.</p> | <p>Participation in clinical experience</p> <p>Site supervisor feedback on drafted proposal</p> | <p>Data Collection Assignment</p> <p>Final presentation: Program development and implementation</p> |

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|--|-------|--|---|---|
| | | | Peer feedback on drafted proposal | |
| Students will develop clinical programs, which meet a need for underserved persons, groups, and/or populations in the community. (CIO 7). (Curricular thread: underserved) | B.5.1 | 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. | Participation in clinical experience Site Specific data collection Staff interview | Data Collection Assignment Final presentation: Program development and implementation |
| Students will develop clinical programs, which meet a need for underserved persons, groups, and/or populations in the community and connect it to future OT programming options for community site. (CIO 8). | B.5.2 | Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs. | Participation in clinical experience Site supervisor feedback on drafted proposal Peer feedback on drafted proposal | Data Collection Assignment Programming Proposal Assignment Final presentation: Program development and implementation |
| Students will develop clinical programs, which meet a need for underserved persons, groups, and/or populations in the community. (CIO 9). | B.5.6 | Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. | Participation in clinical experience Site supervisor feedback on drafted proposal Peer feedback on drafted proposal | Data Collection Assignment Programming Proposal Assignment Final presentation: Program development and implementation |