



Master of Science in Occupational Therapy Program

OCC 6030 Level I Fieldwork-C: Adult/Older Adult

1 CREDIT

Spring 2025 Quad 2

Days: Wednesdays (March 5-April 30), Spring Break March 10th-14th; times vary depending on assigned site's hours of operation

Meeting location: Assigned fieldwork site

Final Exam/Presentation: None

Information	Specifics for the Course
Instructor title and name:	Professor Robbie Lavery, MOT, OTR/L
Phone:	(619) 849-3354
Email:	rlavery@pointloma.edu
Office location and hours:	In-person or via Zoom please sign up for office hours here: also available by appointment outside of scheduled office hours

Additional Fieldwork Information:

- The onboarding process for each clinical site will vary - look for emails connecting you to your site supervisor.
- Students will be placed at their clinical site by the AFWC; please see EXXAT for details about your Fieldwork Educator and Clinical Site.

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 is the first of three Level I Fieldwork experiences focusing on the role of OT for persons and populations with mental health conditions in underserved community settings. Students will develop therapeutic use of self, communication abilities, observational skills, and awareness of how contextual factors influence the provision of healthcare services.

Relationship of Course to Curriculum Design

This course is the 1 in a 3-part level I fieldwork series. It is taken concurrently with the following courses Group Dynamics. This course supports the curricular threads of occupation and interdisciplinary collaboration. The application of the knowledge gained in the course prepares students to succeed in their level II fieldwork courses.

Program and Course 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 client's goals.
- PLO # 3: Provide services within a client-centered and occupation-based framework, with consideration of contextual factors that influence a person's, groups, and/or population's ability to engage in meaningful occupational tasks and roles.
- PLO # 7: Prepare diverse healthcare 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.

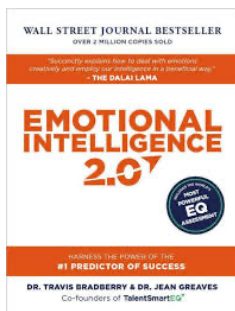
Course Learning Outcomes

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 sound judgment about safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice (B.3.7).
2. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (B.4.1).
3. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9).
4. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances (B.4.18).
5. Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches:
 - a. To design activities and clinical training for persons, groups, and populations.
 - b. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience (B.4.21).
6. 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 (B.4.23).
7. 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. Documentation must effectively communicate the need and rationale for occupational therapy services (B.4.29).
8. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements (B.7.1).

Required Texts

Bradberry, T., & Greaves, J. (2009a). *Emotional intelligence 2.0*. TalentSmart.



Assessment and Grading

Assessment Methods

- Discussion board reflections
- Written assignments
- Evaluations

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.

PLNU Grading Scale:

A=93-100	B-=80-82	D+=67-69
A-=92-90	C+=77-79	D=63-66
B+=87-89	C=73-76	D-=60-62
B=83-86	C-=70-72	F=0-59

Course Weighting

Weekly Discussion Board Reflections	5%
Assignment #1	5%
Assignment #2	5%
Assignment #3	5%
Emotional Intelligence (EQ) Assessment (retake)	2.5%

Update EQ Growth Plan	2.5%
Fieldwork Evaluation of Student (FWES)	60%
Student Evaluation of Fieldwork Site (SEFW)	5%
Final Reflection	10%

Grade Intervention Plan

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. 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. 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. 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.

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.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. 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).

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

Fieldwork Specific Attendance

Students must arrive **10 minutes before** their scheduled start time at their fieldwork site so that they are ready to begin at the designated time. Absences must be excused by the AFWC and are reserved for serious illness or family emergencies. **Students are expected to complete a minimum of 32 hours to a maximum of 40 hours at their assigned Fieldwork site by the end of the term. Any missed time must be made up prior to the end of the course as determined by AFWC.** Depending on the nature of the illness/family emergency, students should contact the [Educational Access Center](#) to discuss any needed accommodations.

If a student knows they will be arriving late or are ill, they must contact the following persons prior to their scheduled day and time of Fieldwork:

1. Academic Fieldwork Coordinator (AFWC)
2. Fieldwork Educator

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.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity.

Transportation:

Students are required to provide their own transportation. The AFWC will do their best to place students to not cause undue stress, based on placement availability. Students are required to travel within 50 miles of the CHS Balboa campus and may not refuse placements. See the Fieldwork Manual for more information.

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.

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

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.

The course summary below lists our assignments. Refer to the course schedule in Canvas for more detailed information.

- Weekly discussion assignments
- Written assignments
- Retake EQ assessment
- Update EQ Growth Plan
- Evaluations
- Final written reflection

Course Learning Objectives: At the conclusion of this course, students will be able to:	Course Curricular Thread (s)	ACOTE Standard Measurement of Learning	HOW? Student Learning Activities	DEMONSTRATE: Assessment of Student Learning
Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Occupation	B.3.5	Occupational Profile Client Goal Worksheet Group-based Intervention Worksheet	Occupational Profile Client Goal Worksheet Group-based Intervention Worksheet
Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Occupation	B.4.1	Emotional Intelligence (EQ) Assessment Therapeutic Use of Self Learning Contract Weekly self-reflection discussion board posts	Emotional Intelligence (EQ) Assessment Therapeutic Use of Self Learning Contract Weekly self-reflection discussion board posts Fieldwork Evaluation of Students.
Explain the process of theory development and its importance to occupational therapy.	Occupation	B.4.4	Occupational Profile Client Goal Worksheet Group-based Intervention Worksheet	Occupational Profile Client Goal Worksheet Group-based Intervention Worksheet

<p>Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. 	Community Occupation	B.4.21	Weekly participation in fieldwork experience	Assignment Fieldwork Educator Evaluation of Student
<p>Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.</p>	Underserved	B.4.23	Weekly participation in fieldwork experience Self-reflection on discussion board	Participation in discussion boards Fieldwork Educator Evaluation of Student
<p>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. Documentation must effectively communicate the need and rationale for occupational therapy services</p>	Occupation	B.4.29	Weekly participation in fieldwork experience	Assignment

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	B.71	Self- reflection	Fieldwork Educator Evaluation of Student
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