

Course Syllabus

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Master of Science in Occupational Therapy | College of Health Sciences

OCC6023 Level 1 Fieldwork B - Pediatric/Adolescent

1 Unit

Fall 2025 | Quad 2

Week 12: November 17-22

In Person

Meeting Days: Monday-Friday

Meeting Times: Varied based on clinical site

Meeting Location: Assigned FW site

Final Exam: (Day/Time):

Instructor: Professor Gabrielle Leibbrandt

Email: gleibbra@pointloma.edu

Office Location and Hours: Available by appointment; request via email

Additional FW Information:

- The onboarding process for each clinical site will vary - please email your fieldwork educator to confirm start time and details prior to starting your FW experience



- Students will be placed at their clinical site by the AFWC; please see EXXAT for details about your Fieldwork Educator and Clinical Site.
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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 is the second of three Level I Fieldwork experiences focusing on client interactions to develop observational and clinical reasoning skills, therapeutic use of self, communication abilities and understanding of the OT process for children and /or adolescents. Students will analyze the effects of developmental dysfunction on the lives of children or adolescents, perform developmental screenings, and develop and implement group interventions.

Prerequisite(s): Successful completion of [OCC 6013](https://pointloma-public.courseleaf.com/search/?P=OCC%206013)  [. \(https://pointloma-public.courseleaf.com/search/?P=OCC%206013\)](https://pointloma-public.courseleaf.com/search/?P=OCC%206013).

Successful completion of this course is necessary to progress to [OCC 6030](https://pointloma-public.courseleaf.com/search/?P=OCC%206030)  [. \(https://pointloma-public.courseleaf.com/search/?P=OCC%206030\)](https://pointloma-public.courseleaf.com/search/?P=OCC%206030).



Course Learning Outcomes

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced. By the end of this course, students will be able to:

1. Demonstrate knowledge of: Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. (B.1.1 in part)
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 (4.1).
3. Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. (B.4.10)
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. (4.18)
5. Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches:
 - 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. (B.4.2)
6. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention. (B.4.22)
7. 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)



8. 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)
 9. 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)
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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, group's, 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.
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Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural



world while developing skills and habits of the mind that foster lifelong learning.

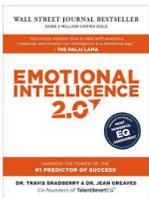
2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources



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

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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

Assessment Methods

- Discussion board reflections
- Written assignments
- Evaluations

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Assignment Weighting

| Assignment Category | % of Total Grade |
|-------------------------------------|-------------------------|
| Weekly Discussion Board Reflections | 5% |
| Occupational Profile | 5% |
| Client Goals | 5% |
| Treatment Plan | 5% |
| Completion of EQ Assessment | 2.5% |
| EQ Growth Plan | 2.5% |
| FW Evaluation of Student (FWES) | 60% |
| Student Evaluation of FW (SEFW) | 5% |
| Final Reflection | 10% |



| | |
|------------------|------|
| Total Percentage | 100% |
|------------------|------|

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Standard Grade Scale Based on Percentages

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

MSOT Grade Intervention Plan

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 (Level II Fieldwork-Mental Health).

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, the course instructor, and the faculty advisor to establish specific learning activities and plans to ensure



competency and successful progression in the program.

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. Community Practice - 1, 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 understanding the history and theoretical basis of the OT profession, 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 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,



desire to meet or share any prayer requests with Rev. Portillo, you may 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 Recording Notification

In order 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, in reality, 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](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-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

Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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. 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 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 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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage \(http://www.pointloma.edu/nondiscrimination\)](http://www.pointloma.edu/nondiscrimination).

Sexual Misconduct and Discrimination



Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 via our [Sexual Harassment and Discrimination Policy. \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy \(https://www.pointloma.edu/bias\)](https://www.pointloma.edu/bias).

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 make arrangements 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 ↗ \(https://pointloma-public.courseleaf.com/catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/catalog/academic-general-policies/) for additional details.



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 \(mailto:eac@pointloma.edu\)](mailto:eac@pointloma.edu) 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

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are 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).



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 \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) 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 nor allowable) 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.

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 \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps) 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 \(https://my.pointloma.edu/pages/research-help\)](https://my.pointloma.edu/pages/research-help) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9)  [\(https://maps.app.goo.gl/CRXui8PJUnSkvokC9\)](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) off the student lounge
- [Academic Writing Resources Course \(https://canvas.pointloma.edu/courses/64301\)](https://canvas.pointloma.edu/courses/64301): 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](https://youtu.be/4H8KTZ4BOaY)  [\(https://youtu.be/4H8KTZ4BOaY\)](https://youtu.be/4H8KTZ4BOaY) and take time now to explore!



- [Grammarly \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps): 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 \(https://my.pointloma.edu/pages/tutoring-gps\)](https://my.pointloma.edu/pages/tutoring-gps): 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.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Mon Nov 10, 2025 |  ★ Important Course Information | to do: 8am |
| |  Day 1 Overview | to do: 8am |
| Mon Nov 17, 2025 |  Day 1 Reflection: Therapeutic Use of Self https://canvas.pointloma.edu/courses/82061/assignments/1244950  | due by 11:59pm |
| Tue Nov 18, 2025 |  Day 2 Overview | to do: 8am |
| |  Day 2 Reflection: Occupational Impact of Psychosocial and Behavioral Deficits https://canvas.pointloma.edu/courses/82061/assignments/1244949  | due by 11:59pm |



| Date | Details | Due |
|------------------|--|----------------|
| Wed Nov 19, 2025 |  Day 2 Treatment Plan | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244948 | |
| |  | |
| Thu Nov 20, 2025 |  Day 3 Overview | to do: 8am |
| |  Day 3 Reflection: Reimbursement | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244948 | |
| Fri Nov 21, 2025 |  Day 3 SOAP Note | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244952 | |
| |  | |
| Thu Nov 20, 2025 |  Day 4 Canva Handout | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244953 | |
| |  | |
| Thu Nov 20, 2025 |  Day 4 Reflection: Home Program | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244947 | |
| |  | |
| Fri Nov 21, 2025 |  Day 4 Education | to do: 11:59pm |
| |  Day 5 Reflection: Video | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244946 | |
| Sun Nov 23, 2025 |  Day 5 Overview | to do: 11:59pm |
| |  Day 5 Fieldwork Evaluation of the Student (FWES) | due by 11:59pm |
| | https://canvas.pointloma.edu/courses/82061/assignments/1244954 | |
| |  | |



Date

Details

Due

 [Day 5 | Student Evaluation of Fieldwork \(SEFW\)](#)

due by 11:59pm

<https://canvas.pointloma.edu/courses/82061/assignments/1244955>



 [Roll Call Attendance](#)

<https://canvas.pointloma.edu/courses/82061/assignments/1244956>

