



NAZARENE UNIVERSITY

College of Health Sciences

Master of Science in Occupational Therapy Program

OCC 6033: Level II Fieldwork B

6 units

Fall 2025

September 2 - November 21, 2025

Meeting day/times: Daily x 12 Weeks; daily schedule determined by field work site

Meeting Location: Assigned fieldwork site

Final Exam: None

Instructor: Dr. Robbie Lavery, MOT, OTR/L and Academic Fieldwork Coordinator

Email: rlavery@pointloma.edu

Phone: 619-849-3354

Office Location / Hours: In-person or via Zoom.

To schedule your appointment with Dr. Lavery: [Sign up for office hours](#)

(contact professor if you need to meet 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.
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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 two, 12-week, Level II fieldwork courses, focusing on the integration of all coursework. The goal of this experience is for students to demonstrate entry-level competency to practice in this type of clinical setting by the end of this experience.

Prerequisite(s): Successful completion of OCC 6032. Successful completion of this course is necessary to progress to OCC 6033 and to graduate.

Relationship of Course to Curriculum Design

This course is the second of two 12-week fieldwork experiences. This course supports the curricular threads of occupation and interdisciplinary. The application knowledge gained in the course prepares students to succeed as an entry level occupational therapist.

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. Integrate the ability to identify and utilize effective written, oral and nonverbal communication methods with clients, their families and caregivers, colleagues, other professionals, and the public.
2. Integrate and employ logical thinking, critical analysis, problem solving and creativity in the understanding and application of occupation in practice, leadership, and research of the profession.
3. Consider and incorporate the role of lifestyle choices and sociocultural, socioeconomic, and diversity factors in contemporary society as well as these influences on occupation within an ethical context during assessment, treatment design and implementation in the practice setting.
4. Evaluate and apply knowledge of the interaction of the person, environment, and occupation with the analysis of tasks relative to occupational performance, performance, components, and performance contexts.
5. Demonstrate the ability to explain the value of occupational therapy practice to client's, families, and other members of the health care team in the assigned practice setting.

6. Choose appropriate goals for intervention that address client-specific occupations, age-appropriate roles, life tasks, and developmental issues across the life span from a sociocultural perspective.
7. Select and use appropriate standardized and non-standardized screening, assessment, and evaluation tools, and methods based on the needs of the client, contextual factors, and psychometric properties to determine the need for occupational therapy services.
8. Identify how psychosocial factors are influencing the client's engagement in occupation and discuss how that knowledge was integrated into meaningful, client-centered, occupation-based care (C.1.7).
9. Interpret evaluation data following test procedures and protocols with consideration of factors that might bias the results such as culture, disability status, and context variables.
10. Choose and implement appropriate safety, infection control, and universal precaution protocols to ensure the safety and well-being of clients during screening, evaluation, and therapeutic intervention.
11. Determine when it is necessary and make appropriate referrals to specialists, both internal and external to the profession, for evaluation, consultation and/or intervention.
12. Follow procedures for documentation of occupational therapy services to ensure accountability of service provision that meets standards of reimbursement and communicates the need and rationale for occupational therapy services appropriate to the system in which services are delivered.
13. Design and employ a therapeutic intervention plan utilizing therapeutic use of self in dyadic and group interventions, demonstrating the ability to grade and adapt occupational tasks appropriate to the needs and abilities of the client.
14. Assess and implement appropriate home and community programming to support occupational performance in the client's natural environment, educating and training the client/family/significant others/caregivers to facilitate skills in promoting health and safety.
15. Select basic learning theories and principles of the teaching/learning process when educating clients/family/caregivers, the public, third party payers, and other professionals about the role of therapeutic occupation in health and disability and its value to the client.
16. Choose and implement compensatory strategies and/or adapt the environment through family/caregiver training regarding technology, adaptations to the environment and involvement of humans and non-humans in the completion of occupations.
17. Compare evaluation and intervention data with stated goals and anticipated outcomes to determine the need for intervention plan modification or termination as well as the efficacy of the occupational therapy intervention.
18. Plan for and terminate the intervention plan to include a summary of outcomes, recommendations, and referrals after a discussion of post discharge needs with the client/family/significant other/caregiver, colleagues, and other professionals.
19. Develop a knowledge base and act in accordance with federal, state, third party, and private payer reimbursement policies and procedures including maintenance of billing and payment records.
20. Integrate management and leadership concepts that include team collaboration and supervisory skills for the most effective use of occupational therapy and non-occupational therapy personnel time and skills.
21. Plan, develop, select, organize and maintain the staff, space, equipment, and supplies necessary to deliver services that meet programmatic needs.
22. Evaluate the efficacy of and need for service delivery through the documentation and analysis of program services and quality of care.
23. Site specific goal (a minimum of one student site-specific goals are listed in their Fieldwork Educator agreement available in EXXAT.

Program Learning Outcomes

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

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

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

There are no required textbooks for this course.

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 6-unit class delivered over 12 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assessment and Grading

Weighted Grades

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

Assignment Weighted by Percentage

<i>Assignment Category</i>	<i>Percentage of Grade</i>
Reflections	15%
Discussion Board Posts	10%
SEFWE	10%
FWPE at midterm	10%
FWPE at final	30%
Final Project	25%
Total Possible	100%

Student grades for assignments will be posted in the Canvas gradebook. 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.

Grading Scale

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.

- 93-100% = A
 - 90 - 92% = A-
 - 87 – 89% = B+
 - 83 – 86% = B
 - **80 – 82% = B-**
 - 77 – 79% = C+
 - *73 – 76% = C
 - 70 – 72% = C-
 - 67 – 69% = D+
 - 63 – 66% = D
 - 60 - 62% = D-
 - Below 60% = F
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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. In Level II Fieldwork-B, 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 your encounters with diverse clients at your fieldwork site. If you encounter a situation that is intellectually or emotionally 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. Course topics are discussed for the sole purpose of expanding your intellectual and professional 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 6033, you may experience many challenges during your Fieldwork experience. The experience of being triggered versus intellectually/emotionally 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 situation in your Fieldwork 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 asking for a break from your Fieldwork Educator, asking to meet with the Fieldwork Coordinator, and/or talking to a therapist at the Counseling Center. Should you choose to not engage in a challenging situation you will still be to complete all required Fieldwork objectives. Course topics are discussed for the sole purpose of expanding your

intellectual/emotional/professional 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 beginning of the class session when they are due—including assignments posted in Canvas. 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 or 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

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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](#) 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](#)
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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](#).

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](#). 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](#).

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](#).

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](#) for additional details.

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.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

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 within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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).
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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 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](#) 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.
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Assignments-at-a-Glance

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