



Department of Occupational Therapy/College of Health Sciences

Master of Science in Occupational Therapy

## OCC6031 Professionalism in Occupational Therapy Seminar II

1 Unit

Spring 2026 / Quad 2

Mondays March 16th - May 4th, 2026

Meeting Days: Mondays

Email: [gleibbra@pointloma.edu](mailto:gleibbra@pointloma.edu)

Meeting Times: 1:30-3:10 pm

Phone: 619-849-3376

Meeting Location: Balboa Room #251

Professor Leibbrandt's:

Final Exam: Monday, May 4, 2026

[Office hours](#), [Wellness Walks](#), [Thirsty Thursday](#)

Instructor: Professor Gabrielle  
(Gabby) Leibbrandt, MOT, OTR/L

### 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

Commented [1]: @adavis3@pointloma.edu I \*think this one should be good to go...  
\_Assigned to adavis3@pointloma.edu\_

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 course prepares students for Level II Fieldwork experiences through case-based scenarios involving potential ethical and professional issues. Students will engage in reflective activities to identify areas of personal growth needed prior to the start of their first Level II Fieldwork experience.

Prerequisite(s): Successful completion of OCC 6002.

Successful completion of this course is necessary to progress to OCC 6034.

### **Relationship of Course to Curriculum Design**

This course is the 2nd in a 3-part series on professionalism. It is taken concurrently with the following courses: OCC 6026 & OCC 6026L (Orthopedic Adult/Older Conditions, Assessments, and Interventions & Lab), OCC 6027 & OCC 6027L (Neurologic Adult/Older Adult Conditions, Assessments, and Interventions & Lab), OCC 6028 (Management in OT), OCC 6029 (Case-Based Learning Seminar-5), and OCC 6030 (Level I Fieldwork-C-Adult/Older Adult). This course supports the curricular thread of occupation. The application knowledge gained in the course prepares students to succeed in Level II fieldwork experiences.

### **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.

### **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 sound judgment regarding 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.2.8. In part)
2. Develop strategies for effective, competency-based legal and ethical supervision of

- occupational therapy practitioners and non-occupational therapy personnel. (B.4.9.)
3. Apply, analyze, and evaluate the interaction of occupation and activity, including [areas of occupation](#), performance skills, performance patterns, context, and client factors. (B.2.3)
  4. Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. (B.2.9)
    - a. The plan must address the following:
      - i. Personal well-being.
      - ii. Alignment with current accepted norms in occupational therapy practice.
      - iii. [Advocacy](#) related to clients, occupational therapy, or the role of the occupational therapist or occupational therapy assistant.
      - iv. Long-term career objectives.
      - v. A strategy to evaluate, refine, and update the plan over time.

### **Required Texts and Recommended Study Resources\***

- There is no required text book for this course.

#### Recommended Study Resources

- Course materials used in OCC 6011, 6020, 6021, 6026, 6027, and 6028.

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 37.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **Assessment and Grading**

#### *Assessment Methods*

- Discussion board
- Reflections
- Written assignments
- Presentation

#### *Weighted Grades*

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:

<b><i>Assignment Category</i></b>	<b><i>Percentage</i></b>
Assignments	20
Discussion Board Posts	10
Resume/ Cover Letter	20
Final Presentation	30
Final Exam	20
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.

**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 Professionalism Seminar-2, 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 analysis of ethical case scenarios, role playing challenging situations, and engagement in clinical simulations. 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 Professionalism Seminar-2,

we will cover a variety of topics, some of which you may find triggering. These topics include analysis of ethical case scenarios, role playing challenging situations, and engagement in clinical simulations. 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](mailto: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](#) 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](mailto: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 [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

### **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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at <http://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](http://www.pointloma.edu/bias)

## PLNU Course Modality Definitions

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).

## 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 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](mailto:GPSWritingCenter@pointloma.edu)