

Master of Science in Occupational Therapy | College of Health Sciences  
**OCC6018 Assistive Technology and OCC6018L Assistive Technology Lab**

Number of Units: 3

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**Summer 2026**

May 18 - August 7, 2026

Modality: In Person

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**Meeting Days and Times: Thursday**

**Meeting Time: Lecture: 11:30 pm - 1:45 pm / Lab 2:00 pm -4:30 pm**

**Meeting Location: Balboa, Orthotics Lab**

**Oral Presentation: July 30, 2026**

**3D Printing Presentation: August 6, 2026**

**Instructor: Dr. Jay Gerzmehle, OTD, OTR/L**

**Email: [jgerzmeh@pointloma.edu](mailto:jgerzmeh@pointloma.edu)**

**Office Location and Hours: Virtual/In-Person by request (please email to arrange an appointment).**

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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.

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## 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.

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## Course Description

### **OCC 6018:**

Low- and high-tech adaptations for persons, tasks, environments, and/or contexts to promote optimal health and occupational performance are the focus of this course.

Students will also learn about the use of physical agent modalities, orthotic interventions, wheelchair seating and positioning, low- and high-tech adaptive equipment, and 3-D printing to promote health and wellness across the lifespan.

Corequisite(s): OCC 6018L

### **OCC 6018L:**

In this course, students will apply knowledge gained in [OCC 6018](#)

[Links to an external site.](#)

to promote competence in use of adaptive equipment, modalities, orthotics, 3D printing, wheelchair seating and positioning, and low- and high-tech equipment to promote health and wellness in clients. Corequisite(s): OCC 6018

### Relationship of Course to Curricula Design

This course is taken concurrently with the following courses: OCC 6070 Foundations of Adult Orthopedic Conditions, Assessment, and Treatment; OCC 6070L Foundations of Adult Orthopedic Conditions, Assessment and Treatment Lab; OCC 6075 Foundations of Adult Neurologic Conditions, Assessment, and Treatment; OCC 6075L Foundations of Adult Neurologic Conditions, Assessment, and Treatment Lab, OCC 6017 Interprofessional Seminar; OCC 6060 Level I Fieldwork-B and Adult Learning Community. This course supports the curricular thread of occupation. Knowledge gained in the course is both foundational and requires students to apply knowledge learned to case studies. Assistive technology prepares students for success in application coursework later in the curriculum.

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# 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. Recommend and provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations. This must include the ability to collaborate with the occupational therapy assistant related to interventions and selecting and delivering occupations and activities:
  - Occupations as a therapeutic intervention
  - Interventions to support occupations including therapeutic exercise
  - Interventions to support well-being (e.g., complementary health and integrative health)
  - Interventions to support self-advocacy related to the person, groups, or populations.
  - Virtual interventions (B.3.6).
2. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances (B.3.8).
3. Evaluate the needs of persons, groups, or populations to design programs that enhance community mobility, and determine alternative means of transportation in community settings, including driver rehabilitation and other community access options. (B.3.11)
4. Demonstrate use and knowledge of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions. (B.3.14).
5. Apply the principles of assessment to identify appropriate features of assistive technologies and durable medical equipment to support the client's participation. Demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., aids for communication, mobility, sensory loss, computer access, seating, and positioning systems) used to

enhance occupational performance. Document a justification to secure funding. (B.3.15)

6. Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices used to enhance occupational performance. (B.3.16)

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## 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 # 3:** Provide services within a client-centered and occupation-based framework, with consideration of contextual factors which influence a persons', groups' and/or populations' ability to engage in meaningful occupational tasks and roles.

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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.
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# Required Texts and Recommended Study Resources

**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.

**Cook, A. & Polgar, J. (2020). *Assistive technologies: Principles and practice* (5th ed.). Mobsy. 978-032352338.**

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## 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 3-unit class delivered over 12 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 112.5 total hours meeting the course learning outcomes - or approximately 37.5 hours per week

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## Assessment and Grading

Assessment methods include discussion board posts, midterm exam, final project, lab skills checks and final 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>Assignment Category</b>   | <b>Weight of Course Grade</b> |
|------------------------------|-------------------------------|
| Reading/Video Reflections    | 15%                           |
| Discussion Assignments       | 10%                           |
| Lab Assignments / Activities | 20%                           |
| Midterm Exam                 | 15%                           |
| Lab Skills Checks            | 15%                           |
| Final Project/Presentation   | 25%                           |
| <b>Total</b>                 | <b>100%</b>                   |

## *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.

| <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>F</b>       |
|----------|----------|----------|----------|----------------|
| 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 |  |
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# Grade Intervention Plan

Scoring below a letter grade of B- (79.5%) in a Clinical Competency/Skill check will be rated as not showing evidence of necessary competency.

## AND

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade.

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, the course instructor, and the faculty advisor to establish specific learning activities with a plan to ensure competency and successful progression in the program.

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# Skills Check Policy

All skills checks administered in this course are designated must-pass assessments. To successfully pass a skills check, students must meet both of the following criteria: achieve a minimum score of 72% or higher, and demonstrate competency on all individually designated must-pass items within the assessment. Failure to meet either criterion, regardless of performance on the remaining items, constitutes an unsuccessful attempt.

Students who do not achieve a score of 72% or higher, or who fail to pass one or more must-pass items, are required to complete a remediation before progressing in the course. Students who do not pass the first attempt will be given one remediation opportunity. This will be scheduled at the discretion of the instructor and must be completed within the timeframe specified at the time of notification. Students are expected to take remediation seriously and come prepared having addressed the areas of deficiency.

\*Throughout the entirety of the program, students may fail 1 skill check and remediation and continue course progression. However, students will have to demonstrate the competency prior to initiation of Level 2 Fieldwork. If a student does not successfully

pass a second skill check they will be referred to SPCC and unable to continue the course that includes a second fail, and any subsequent fail. This policy exists to ensure that all students entering fieldwork and clinical practice have demonstrated the foundational skills necessary for safe and competent patient care.

Please note that regardless of the score achieved on the remediation attempt, the grade recorded in the gradebook will reflect the student's performance on the initial attempt only. Remediation serves as a competency verification process and does not replace or override the original grade.

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## Late Assignment Policy

Assignments are due on the dates specified in the course schedule. Late work will not be accepted. Any assignment submitted after the deadline will receive a grade of zero (0), regardless of the reason for the delay. If you anticipate a conflict or difficulty meeting a deadline, you are encouraged to contact the instructor in advance. Exceptions will not be granted retroactively.

First late assignment: email/verbal and at risk student alert for student success

Second late assignment: EXXAT write up for professionalism concern, and warning that third is a referral to SPPC to determine deceleration and dismissal.

Third late assignment: 3 or more results in automatic academic risk and then SPPC to determine deceleration and dismissal, and collaboration between advisor and student to create PIP if student is allowed to continue in the course.

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## 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 Assistive Technology, 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 adaptations for people with disabilities. 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 Assistive Technology, we will cover a variety of topics, some of which you may find triggering. These topics include adaptations for people with disabilities. 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.

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

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# 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.

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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.

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## 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](#)

[Links to an external site.](#)

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.”

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## Artificial Intelligence (AI) Policy

The use of artificial intelligence tools is permitted in this course in a limited capacity. Students may use AI tools for the following purposes only: proofreading and editing written work for grammar, clarity, and style; obtaining guidance on citation formatting; and as a supplementary study aid (e.g., generating practice questions or summarizing concepts for personal review). AI tools may **not** be used to generate, draft, or substantially write any portion of submitted assignments, reflections, case analyses, or other coursework. All submitted work must represent the student's own original thinking and professional reasoning. Misuse of AI beyond these permitted uses will be considered a violation of academic integrity policy and subject to the consequences outlined in the student handbook

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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.

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# 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](#).

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# 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](mailto: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](#).

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## 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](#)

[Links to an external site.](#)

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.

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# Professionalism, Communication and Collaboration

Students are expected to arrive to class sessions on time and fully prepared, with all assigned pre-readings, case studies, and preparatory work completed prior to class. Dress code guidelines outlined in the student handbook must be followed consistently in all classroom, lab, and on-site learning experiences. These expectations are not merely academic requirements — they are daily opportunities to practice the professional habits that will define your clinical identity.

Students are also expected to engage with their peers and faculty in a manner that reflects the core values of the occupational therapy profession. Any academic concerns or conflicts should be communicated to faculty in a timely and professional manner and students are encouraged to come prepared with possible solutions rather than concerns alone. Response to professor emails and assignment feedback is expected within 48 hours.

Within the cohort, students are expected to demonstrate genuine support for one another, actively listening, offering constructive feedback, and fostering a collaborative learning environment where every student can succeed. Professional behavior is continuously observed, documented, and considered in academic progression decisions throughout the program.

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## 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.

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## 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](#)
  - [Links to an external site.](#)

- 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**
- **Links to an external site.**
- 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.