Department of Occupational Therapy/College of Health Sciences

Master of Science in Occupational Therapy

1 Unit

OCC 6005 Community Practice Seminar-1

Fall 2023 Quad 2
October 23 through December 17

Meeting Days: Mondays, Wednesdays, and/or Fridays

Meeting Times: Variable based on clinical site

Meeting Location: Community Sites

Additional 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.
- **Final Project Presentation** - Monday, December 11th, 11am -1pm

Instructor Contact Information (Phone/ Email)

- Professor Robbie Lavery, MOT, OTR/L: rlavery@pointloma.edu; 619-849-7971
- Professor Mariel Schmidt, MOT, OTR/L: mschmidt@pointloma.edu
- Professor Carolyn Guerra, MBA, COTA/L: cguerra@pointloma.edu

Office Hours and Location

- Professor Lavery: On-campus Tuesdays and Thursdays from 9 am-noon, Saturday mornings, and virtually by appointment
- Professor Schmidt: in-person or virtual per request by appointment.
- Professor Guerra: virtual per request by appointment.

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.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

COURSE DESCRIPTION

This course will build upon the health equity course by allowing students to engage with other healthcare providers and clients in local community settings. The focus of this course is to enhance student awareness and appreciation of individual, group, and population socioeconomic, political, personal, and environmental factors, which limit access to traditional healthcare services. ***Successful completion of this course is necessary to progress to OCC 6025, Community Practice-2.*** (8-week course, quad two).

RELATIONSHIP OF COURSE TO CURRICULUM DESIGN AND THREADS

This course is the first of a two-part community practice series. It is a community-based learning experience with an emphasis on providing students with opportunities to learn about common barriers that underserved populations face in trying to access care. This course allows students to develop foundational professional skills in interacting with healthcare providers, and a beginning knowledge of the role of OT in non-traditional settings. Students must successfully complete this course to be eligible to take the Community Seminar-2 course. It is taken concurrently with Introduction to Occupational Therapy, Applied Human Anatomy, Professionalism in OT - 1, Evidence-Based Practice, Health Equity and Social Justice, and Case-Based Learning Seminar - 1.

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.

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.

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. Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (B.1.2 in part).
2. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations (B.1.3).
3. Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice (B.3.1)
4. Explain to interprofessional team members and/or clients the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being (B.3.3).
5. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (B.4.1).
6. Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy (B5.1).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

All required and supplemental readings are provided in Canvas.

GRADING AND ASSESSMENTS

Assessment Methods

- Discussion board assignments
- Patient Logs
- Timesheets
- Group work quizzes
- Community site evaluation of student performance
- Final presentation

Grading

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1 .4 and rounded up from .5 to .9.

Grading Scale

Letter Grade	GPA	Percent Grade
A	4.00	93-100
A-	3.75	90-92
B+	3.25	87-89
B	3.00	83-86
B-	2.75	80-82

Below a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure of this course, a remediation plan, and the need to join the next cohort of students.

C+	2.25	77-79
C	2.0	73-76
C-	1.75	70-72

Below a C- (70%) is not a passing grade. 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 (Mental Health Conditions, Assessments, and Interventions).

D+	1.25	67-69
D	1.0	63-66
D-	.75	60-62
F	0	0-59

Grade Intervention Procedures

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.

Course Weights

Each category below is weighted as a total percentage of the final grade:

Course Weights

Category	% of Course Grade
Discussion Board/ Assignments	5
Timesheets	5
Patient Log	5
Group Quizzes	5
Student Self-Evaluation	10
Site Evaluation of Student	30
Student Evaluation of Site (SEFWE)	10
Final Presentation	30

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online

(distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

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.

PLNU ATTENDANCE POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional details.

COURSE MODALITY DEFINITIONS

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

OT Community Seminar Course Attendance Policy

Students must arrive before their scheduled start time at the community site so that they are ready to begin work at their designated time. If a student knows they will be arriving late or are ill, they must contact all the following persons: the Academic Fieldwork Coordinator (AFWC), the Site Fieldwork Educator, and their assigned OT faculty member. All missed time must be made up to pass this course under the discretion of the AFWC.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by 11:59 PM PST on the day that they are due - including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

COMMUNICATION STRATEGIES AND FEEDBACK

The instructor will respond to email inquiries within 24 hours M-F and within 48 hours on weekends and holidays. Graded feedback on assignments, examinations, and/or other relevant assessments will be provided within 1 week of student submission.

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 with Rev. Portillo, or prayer requests you can 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 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. Faculty should follow and students may appeal using the procedure 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."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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 at 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 at pointloma.edu/title-ix

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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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) 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.

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.

ASSIGNMENT SUMMARY

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

- Weekly discussion assignments
- Group work Quizzes
- Timesheets
- Patient Logs
- Evaluations
- Final group presentation

Curricular Threads, ACOTE Standards, Learning Methods, & Assessment of Student Learning

Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard *=ACOTE Measurement of Learning	WHAT: Course Learning Outcome	HOW Student Learning Activities	DEMONSTRATE: Assessment of Student Learning
Students will describe the role of sociocultural and diversity factors and how systemic racism in healthcare impacts access to services for persons, groups, and populations at their specific community site (CIO 5). Students will reflect on the role of faith background and spirituality as an occupation with a client served at their community site (CIO 7). (curricular thread: underserved)	B.1.2	1. Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations.	Course readings Assigned podcasts Participation in clinical experience	Participation in discussion boards Quiz on group work Final presentation: The Role of OT in Community Setting)

Students will describe the assigned community site including but not limited to the mission/vision, role of other professionals, location, and population served (CIO 1).

Students will identify socioeconomic, political, systemic, and environmental factors that impact occupational justice and access to healthcare services at their community site (CIO 6).

(Curricular Thread: Underserved, Occupation)

B.1.3

1. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.

Course readings

Assigned podcasts

Participation in clinical experience

Participation in discussion boards

Quiz on group work

Final presentation: The Role of OT in Community Setting)

Students will informally interview one client and list the occupations this client

B.3.3

1. Explain to consumers, potential employers, colleagues, third-party payers,

Course readings

Assigned podcasts

Participation in discussion boards

engages in using the terminology from the [OTPF-4Links to an external site.](CIO 2).

Students will synthesize information from two or more articles to support the role of OT in similar community-based settings (CIO 3).

Students will describe the potential role of OT within their assigned community organization based on that organization's mission and vision (CIO 8).

(Curricular Thread: Underserved, interdisciplinary)

Students will define implicit bias and reflect on their assumptions and/or any

B.5.1

regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

1. Identify, analyze, and evaluate the contextual factors; current policy issues; and

Participation in clinical experience

Course readings

Assigned podcasts

Quiz on group work

Final presentation: The Role of OT in Community Setting)

Participation in discussion boards

implicit biases they may have about clients or populations at their community site (CIO 4).

(Curricular thread: underserved)

socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.

Participation in clinical experience

Quiz on group work

Final presentation: The Role of OT in Community Setting)