College of Health Sciences/Occupational Therapy Program

OCC 6006 Case-Based Learning Seminar-1

Credit/No-Credit

Fall 2023 | Quad 2

Course dates: 10/23 - 12/17

Meeting Days: Tuesday, Thursday

Meeting Times: 1:00-2:00 pm

Meeting Location: TBD

Additional Information

- Final Study due: 12/14 by the end of class

Instructor Contact Information (Phone/ Email)

- Professor Robbie Lavery, MOT, OTR/L: rlavery@pointloma.edu; 619-849-7971
- Beth Sullivan, OTD, OTR/L: bsulliva@pointloma.edu; 619-849-7968

Office Hours and Location

- Professor Lavery: On-campus Tuesdays and Thursdays from 9 am-noon, Saturday mornings, and virtually by appointment
- Beth Sullivan-Tu/Th and Friday afternoons or by 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.

COURSE DESCRIPTION

This is the first of five small group courses which utilize a case-based learning model to promote integration of course knowledge. The course design promotes the development of independent critical reasoning through faculty-led, case discussions. *Successful completion of this course is necessary to progress to OCC 6012, Case-Based Learning Seminar-2*. (Pass, No Credit, 8-week course, quad two).

PROGRAM LEARNING OUTCOMES

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

1. 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.
2. 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.

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 by the end of their didactic learning.

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 (B.1.2).
2. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments (B.2.1 in part).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Auriemma, D., Roseus, Y., Hutchinson, C., & Pagpatam, V. (Eds.) (2023). *Case studies for contemporary occupational therapy practice: Guided critical thinking for students*. AOTA Press. ISBN: 978-1569006320.

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 credit/no credit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING

This course is a credit/no-credit course. Students will be given credit for attendance, participation in analyzing and answering case study questions, and participation during the in-person class. To facilitate student learning, course faculty will provide feedback on the accuracy and quality of the case study responses.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by the end of the last class session of the week in Canvas.

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.

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 which 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.

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.

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.

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. Use of AI to generate assignment responses represents an academic integrity issue.

Use of AI to generate assignment responses represents an academic integrity issue. 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 the Academic Honesty Policy in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

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 an 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 assure 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

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) 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.

USE OF TECHNOLOGY

Successful completion of this course includes the collaboration of students using GoogleDocs. Students are expected to bring their laptop computer with them to each class session.

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.

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

#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.** (Curricular thread: occupation)	B.2.1*	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Group case studies	Group case studies
#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. (Curricular thread: occupation)	B1.2	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 content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Group case studies	Group case studies

#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. (Curricular threads: occupation, underserved)**	B3.1 (in part)	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.	Group case studies	Group case studies

ASSIGNMENTS AT-A-GLANCE

The course summary below lists assignments for this course. Refer to Canvas for specific information and due dates.

- Weekly group submission of responses to a case study
- Group development of final case study