

OCC6007 | Human Occupations Across the Lifespan

Spring 2024

January 8 - May 5

Meeting Days: Tuesday, Thursday

Instructor: Dr. Beth Sullivan

Meeting Times: Tuesday 2:00-3:15 pm; Thursday 1:15-2:30 pm

Phone: 619-849-7968

Meeting Location: Balboa Rm 251

Office Location and Hours: Balboa, 256

Final Exam: Tu/Th, 1-2:30 pm

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.

OCCUPATIONAL THERAPY 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

The development of human occupations across the lifespan, their meaning and roles, and the conditions that create barriers to engagement in meaningful occupations is the focus of this course. The Occupational Therapy Practice Framework (4th ed.) will serve as a guide to analyzing contexts, performance patterns, performance skills, occupations, and their impact on client's ability to achieve health and well-being.

RELATIONSHIP OF COURSE TO CURRICULUM DESIGN AND THREADS

This course is the second in a two-part series. It is taken concurrently with applied human movement, applied neuroanatomy, research methods-1, mental health conditions, assessments, and interventions, and case-based learning seminar-2. This course supports the curricular thread of occupation to promote occupational participation and occupational justice. This course expands upon foundational knowledge gained from Introduction to Occupational Therapy.

PROGRAM LEARNING OUTCOMES

Our educational goals describe what the MSOT student will demonstrate upon completion of their didactic and clinical coursework. The goals flow from and support the mission statement, the curricular design, threads, and curricular sequence.

Program learning outcomes for this course include:

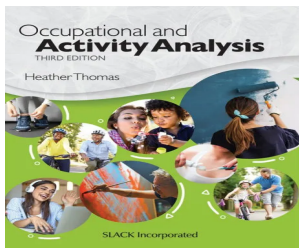
- PLO#1; Use critical reasoning to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.
 - PLO#3; Provide services within a client-centered and occupation-based framework, with consideration of contextual factors that influence a person's, group's, and/or population's ability to engage in meaningful occupational tasks and roles.
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COURSE LEARNING OUTCOMES

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to master:

1. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors (B.3.2).
 2. Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations (B.3.4).
 3. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan (B.3.6).
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REQUIRED TEXTS



Thomas, H. (2023). *Occupational and activity analysis* (3rd ed.). Slack Incorporated.

ISBN-13: 978-1630918903

Download and save the Article - [American Occupational Therapy Association \(2020\). Occupational Therapy Practice Framework \(4th ed.\). American Journal of Occupational Therapy, 74\(Suppl. 2\), 1-87.](#)

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 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING

Student course grades are calculated using all assessment tools utilized during the course.

Course assessment measures used in this course include:

- Assignment
- Quiz
- Objective test
- Discussion board post
- Project
- Presentation
- Demonstration

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.

Letter Grade	Grading Distribution	
	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
<i>Below a B- (80%) will require course remediation for any clinical course and Level II and III clinical competencies</i>		
C+	2.25	77-79
C	2.0	73-76
C-	1.75	70-72
<i>Below a C- (70%) will not be a passing grade</i>		
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 will be required to contact their course faculty and develop a remediation plan*. 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 WEIGHTING

Weight Distribution	
Category	Weight

Assignments	20%
Individual Team Readiness Assurance Test (IRAT)	10%
Team Readiness Assurance Tests (TRATs)	20%
Midterm Exam	20%
Group Final Project	25%
TBL Week 16 Final Peer Evaluation	5%

COURSE SCHEDULE

Specific course schedules are located in your Canvas Course.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the designated date and time listed in Canvas (11:59 pm PST) and on the course schedule.

Late assignments are accepted under extremely unusual circumstances. It is the responsibility of the student to contact the lead course faculty as soon as an unusual circumstance occurs.

SPIRITUAL CARE AND CHAPLAIN SERVICES

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."

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.

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.

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](#).

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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously**, and attendance will be determined by submitting the assignments by the posted due dates. 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.
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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) 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.

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.

ASSIGNMENT SUMMARY

Assignments AT - A - GLANCE

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

Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard *=Assigned ACOTE standard to measure	WHAT: Course Learning Outcome	HOW: Student Learning Activities	DEMONSTRATE: Assessment of Student Learning (Measures 1-8: numbered below)
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