

OCC 6012 Case-Based Learning Seminar-2

Spring 2024 | Quad 2

March 11 - May 5

Meeting Days: Wednesday

Meeting Times: 1:00-2:00 pm pm (PST)

Meeting Location: Balboa, Upstairs Classroom

Additional Information: Meetings will be in person
Weeks 1, 3, and 8

Instructor Contact Information (Phone/ Email)

- Robbie Lavery, MOT, OTR/L:
rlavery@pointloma.edu; 619-849-7971
- Mariel Schmidt, mschmidt@pointloma.edu

Office Hours and Location

- Professor Lavery: Virtually or in-person by request
- Professor Schmidt: Virtually or in-person by request

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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.

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.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

- 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.
- 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.
- Serving, in a Context of Christian Faith

- Students will serve locally and/or globally in vocational and social settings.
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COURSE DESCRIPTION

This is the second of five case-based learning seminars designed to promote clinical reasoning and integration of material learned to date by using case studies within a group setting. **Successful completion of this course is necessary to progress to OCC 6015, Case-Based Learning Seminar-3.** (Pass, No Credit, Quad 2).

This course explores advanced skills in mental health practice used by occupational therapists when working with people of various ages and in a variety of settings to promote engagement in occupations. The impact of interventions such and therapeutic use of self to promote engagement in meaningful occupation are explored. Students demonstrate abilities in learning and practicing interview methods to increase occupational engagement at home, work, and in the community. Additionally, the interplay of the individual's capabilities and the barriers to occupational participation will be examined.

PROGRAM LEARNING OUTCOMES

Program Student 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 which influence a persons', groups' and/or populations' ability to engage in meaningful occupational tasks and roles.

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 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).
 2. Apply, analyze, and evaluate 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)
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COURSE INSTRUCTIONAL OBJECTIVES

1. Students will practice interviewing a client with a mental health diagnosis using the AOTA [Occupational Profile](#) .
 2. Students will synthesize information from the occupational profile to develop goals for the client.
 3. Students will interpret the results of an assessment to support the client's goals.
 4. Students will experience a simulated lived experience of a client with a mental health diagnosis.
 5. Students will practice providing constructive feedback to a peer.
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COURSE ORGANIZATION & LEARNING STRATEGIES

This course is the second in a 5 part series. It is taken concurrently with Mental Health Conditions, Assessments, and Interventions. This course supports the curricular thread of **occupation** to promote occupational participation and occupational justice. This course expands upon foundational knowledge from Introduction to Occupational Therapy and Human Occupations Across the Lifespan. This work is informed by the study of mental health in the OT ** course and concomitant enrollment in Mental Health Conditions, Assessments, & Interventions provides opportunities for application of these principles.

FINAL EXAMINATION

The final examination will be an in-class summative reflection exercise.

REQUIRED TEXTS

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.

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.

Course assessment measures used in this course include :

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

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 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.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by 11:59 PST when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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.

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 Links to an external site.](#) for definitions of kinds of academic dishonesty and 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.

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.

COMMUNICATION STRATEGIES AND FEEDBACK

The instructor will respond to email inquiries within 24 hours M-F and 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.

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, our language must 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

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 the use of these tools will be treated as plagiarism.

ASSIGNMENTS AT-A-GLANCE

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

- Video submission
- Self-reflection
- Discussion board reply to two other groups

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.	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	Group case study videos, self-reflection, and group discussion	Faculty assessment of learning via the video, self-reflection, and discussion board posts using a rubric

(Curricular thread: occupation)		practice contexts and environments.		
<p>#3</p> <p>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.</p> <p>(Curricular thread: occupation)</p>	B.3.4*	Apply, analyze, and evaluate 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	Group case study videos, self-reflection, and group discussion	Faculty assessment of learning via the video, self-reflection, and discussion board posts using a rubric