

## **OCC 6014 | Group Process**

2 units (1 unit lecture; 1 unit lab)

**Summer 2024**

**May 10 - August 30, 2024**

**Meeting day/times:** Friday; Lecture 11:30am - 12:30 pm; Lab 1 - 2:30 pm

**Meeting Location:** Balboa Regional Center (ADL Lab)

**Final Presentations:** Weeks 14-15

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**Instructor:** Mariel Schmidt, MOT, OTR/L

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

**Office Location / Hours:** Virtually or in person 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.

### **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**

In this course, students explore common mental health conditions following the DSM-V and applicable occupational therapy practice frameworks. Emphasis is on the impact of mental health conditions on occupational performance and participation across the lifespan. The role of OT in mental health in traditional and role emerging settings and the impact of reimbursement systems on the provision of services are additional topics covered. Students will learn and apply client-centered occupational therapy assessments; design and implement evidenced-based occupation-based interventions, demonstrate documentation which meets reimbursement requirements, and engage in experiential labs to promote integration of course content.

This first intervention course focuses on interventions for children and adults with mental health conditions who are seen in a variety of inpatient and outpatient settings. The impact of interventions on client's occupational engagement are explored. Students will learn assessments and treatment to increase occupational engagement at

home, work, and in the community. The interplay of individuals' capabilities and the barriers to occupational participation will be examined.

## RELATIONSHIP OF COURSE TO CURRICULA DESIGN

The focus of this course is on the understanding and application of group process and dynamics to the development of occupation-based groups for clients across the lifespan. Emphasis is on the development of group leadership skills and application of knowledge gained through laboratory experiences.

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## PROGRAM LEARNING OUTCOMES

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

- 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 person, groups' and/or populations' ability to engage in meaningful occupational tasks and roles.
  - PLO# 4: Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.
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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. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance and performance skills (B.3.5).
2. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan (B.3.6).
3. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills (B.4.2).
4. Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting appropriate interventions to accomplish the goals of the occupational therapy treatment plan. Assessment methods must take into consideration cultural and contextual factors of the client. Interpret observational findings of occupational performance and participation deficits to develop and appropriately grade occupation-based group interventions and treatment strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence (B.4.4).
5. Select and apply groups of different modalities, considering client needs, and cultural and contextual factors. Using appropriate group procedures and protocols considering factors that might bias assessment results (e.g., culture and disability status related to the person and context) (B.4.5).
6. Design and implement group protocol and intervention strategies to remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9).
7. Assess, grade, and modify the way persons perform occupations and activities by adapting processes, [and] modifying environments, to reflect the changing needs of the client and those in the group, sociocultural context, and technological advances (B.4.18).
8. Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies (B.4.26).
9. Evaluate access to community resources to support occupational performance for persons, groups, and populations (B.4.27).
10. Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment (B.4.28).

11. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.
12. Documentation must effectively communicate the need and rationale and progression of/for occupational therapy services (B.4.29).
13. 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 (B.5.1).

## REQUIRED TEXTS

American Occupational Therapy Association (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl.2), 7412410010.

<https://doi.org/10.5014/ajot.2020.74S2001>

Cole, M.B. (2018). *Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention*. (5th ed.). Thorofare, NJ; SLACK Incorporated.

## 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 2-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

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 Distribution

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
<b>Below a B- (80%) will require course remediation for any clinical course and Level II and III clinical competencies</b>		
C+	2.25	77-79
C	2.0	73-76
C-	1.75	70-72
<b>Below a C- (70%) will not be a passing grade</b>		
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, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

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## ASSESSMENT AND GRADING

Student course grades are calculated using all assessment tools utilized during the course. Assessment methods may include objective tests, essays, projects, presentations, demonstrations, lab skill checks, and simulations.

**OCC 6014 Assignment Distribution by Percentage**

<b>Category</b>	<b>Weight</b>
Participation	45%
<b>Assignments:</b>	
Group Profile #1	5%
Reflection Paper #1	5%
Midterm Exam	20%
Group Profile #2	5%
Reflection Paper #2	5%
Final Reflection Paper	5%
Final Group Presentation	10%
<b>Total</b>	<b>100%</b>

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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 OCC 6014, 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 occupational therapy, and I will support you throughout your learning in this course.

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## INCOMPLETES AND LATE ASSIGNMENTS

Late submissions are not allowed unless in the event of an unusual circumstance, which will need to be approved by faculty prior to the day and time the assignment is due. If you turn in a late assignment, you will receive a 10% deduction in your grade for each day the assignment is late

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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, desire to meet with Rev. Portillo, or prayer requests you can 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 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 for further policy information.

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## **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.

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## **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](mailto: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.

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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.

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

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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 at [pointloma.edu/Title-IX](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

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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](#) for additional details.

## COURSE POLICIES

1. Attendance and participation. Because knowledge of group process and dynamics is primarily learned through experience, your attendance and participation are extremely important. Your personal growth as well as that of your classmates, is also dependent upon your participation. Therefore, only one absence (in an emergency) will be permitted. After that, each absence will lower your grade by 5 points.
2. You are required to contact your lab instructor BEFORE a missed class to avoid the above penalty. You will be asked to fill out an extension request form in the event of missed labs, assignment due dates or exams. Acceptance of the extension is at the discretion of the instructor.
3. Confidentiality of information in the group labs prevents students from missing, switching or making up missed labs. It is expected that whatever personal information is revealed in the group labs will not be discussed with outsiders. Lab instructors may share general information with each other as part of monitoring progress, but will refrain from revealing personal details.
  - A contract discussing the confidentiality of group participation will be signed at the beginning of class.
4. Group reaction papers are considered confidential. They will be graded based on honesty, depth of understanding, and personal expression of feelings. Instructors will maintain the confidentiality of these papers by keeping them out of public view and returning them personally to students.
5. Group protocol papers WILL NOT BE RETURNED to students. These will be kept on file by the course coordinator. Please make your own copy, if desired, prior to due date.

## 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.

## USE OF TECHNOLOGY

Laptops and phones must be put away for the duration of class, unless otherwise specified by the instructor.

## 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 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](#)** 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](#)** and take time now to explore!
- **[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.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

## ASSIGNMENTS AT-A-GLANCE:

Form more detailed information about this course's assignments, refer to Canvas Learning Management System.

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)
Analyze the dynamics of a group and appropriately grade the group to the current demands of the patient population.		Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	readings, lectures	reading worksheets, reflection papers, Midterm exam; final assignment

<b>Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to):</b>	<b>ACOTE Standard</b>  *=Assigned ACOTE standard to measure	<b>WHAT: Course Learning Outcome</b>	<b>HOW: Student Learning Activities</b>	<b>DEMONSTRATE: Assessment of Student Learning</b>  (Measures 1-8: numbered below)
Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate create an effective group intervention	B.3.6	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the group intervention plan.	readings, lectures	reading worksheets, reflection papers, final assignment
Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills in the group setting	B.4.2	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	readings, lectures	reading worksheets, reflection papers, Midterm exam, application posts, final assignment
Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting appropriate groups as occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Group protocol and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.	B.4.4	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting appropriate group interventions for the group population. Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.	readings, lectures	reading worksheets, evaluation plan,



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)
Select and apply appropriate group topics considering client needs, and cultural and contextual factors. Interpret group dynamics based on factors such as culture and disability status.	B.4.5	Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and no standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	readings, lectures	reading worksheets, reflection papers, final assignment
Design and implement group protocols to remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance.	B.4.9	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, and psychosocial and behavioral health deficits that affect occupational performance.	readings, lectures	reading worksheets, reflection papers, Midterm exam, final assignment
Assess, grade, and modify the way persons perform occupations and activities by adapting processes, [and] modifying environments, to reflect the changing needs of the client, sociocultural context, and technological advances.	B.4.18	Assess, grade, and modify the way persons perform occupations and activities by adapting processes, [and] modifying environments, to reflect the changing needs of the client, sociocultural context, and technological advances.	readings, lectures	reading worksheets, reflection papers, final assignment
Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	B.4.28	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	readings, lectures	reading worksheets, midterm exam

<b>Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to):</b>	<b>ACOTE Standard</b>  *=Assigned ACOTE standard to measure	<b>WHAT: Course Learning Outcome</b>	<b>HOW: Student Learning Activities</b>	<b>DEMONSTRATE: Assessment of Student Learning</b>  (Measures 1-8: numbered below)
Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.	B.4.29	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.	readings, lectures	Reflection papers, midterm exam
Documentation must effectively communicate the need and rationale for occupational therapy services.	B.4.29	Documentation must effectively communicate the need and rationale for occupational therapy services.	Readings, lectures	midterm exam, reading worksheets, reflection papers
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.	B.5.1	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.	readings, lectures	reading worksheets, midterm exam