



Master of Science in Occupational Therapy Program

# OCC 6000, Introduction to Occupational Therapy

3 credit units

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**Fall 2024**

September 3 - December 22

Face-to-Face

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**Meeting Days:** Mondays and Wednesdays,

**Meeting Times:** 10:15-11:30 am

**Meeting Location:** Balboa Campus- Room 251

**Final Exam: (Day/Time):** TBD

**Instructor: Professor Heather Distelrath (Professor "D")**

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

**Phone:** 619.849.2310

**Office Location and Hours:** Mondays & Wednesdays; 8:30-10:00 am or Virtual/in-person as requested; email to schedule all meetings

## 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.

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## Course Description

This course examines the historical development of occupational therapy, including philosophical, social, political, economic, and medical influences on clinical practice. Current practice settings, the role of the occupational therapist, professional standards, OT process, OT theories, and OT models of practice are included in this course.

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## Relationship of Course to Curricular Design

**This course is the first in a two-part series on occupation. It is taken concurrently with the following courses: applied human anatomy, evidence-based practice, health and equity disparities, community practice seminar-1, case-based learning seminar-1, and professionalism in OT-1. This course supports the curricular thread of occupations. The foundational knowledge gained in the course prepares students to succeed in all application OT coursework.**

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## Institutional Learning Outcomes

### 1. **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.

### 2. **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.

### 3. **Serving, in a Context of Christian Faith**

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

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## Program Learning Outcomes

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

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. Develop and utilize a therapeutic use of self during client interactions, which supports the client's engagement in occupational therapy, and achievement of the clients' goals.
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.
4. Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.
5. Exhibit the ability to document, manage, and evaluate outcomes of services provided.
6. Develop clinical programs, which meet a need for underserved persons, groups, and/or populations in the community.
7. Embrace diversity, equity, and inclusion in clinical practice through the delivery of high-quality, accessible, and culturally responsive care within a technological and global environment.
8. Advance the awareness and ability to work collaboratively with interdisciplinary team members to enhance the provision of client-centered, quality occupational therapy services.

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## 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. the following are also aligned with PLO 1 and PLO 3.

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).
2. Explain the process of theory development and its importance to occupational therapy (B.2.2).

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. 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).

## Required Texts and Recommended Study Resources

**Note:** Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

- Cronin, A. & Grabe, G. (2018). *Clinical reasoning in occupational therapy (1st ed.)*. AOTA Press. [https://library.aota.org/Clinical\\_Reasoning](https://library.aota.org/Clinical_Reasoning).
- Metaxasis Quiroga, V. (1995). *Occupational therapy: The first 30 years 1900-1930*. AOTA Press. 978-1569000250.

## Recommended Study Resources

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

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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 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

Assessment methods include discussion board posts, guided reading worksheets, video creation, shared group summaries of didactic information, written assignments, completion of [AOTA Occupational Profile](#), midterm examination, and a PPT and poster presentation

### Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

<i>Assignment Category</i>	<i>Percentage of Total Grade</i>
<b>Participation</b>	<b>10</b>
<b>Assignments</b>	<b>35</b>
<b>Unit Examinations</b>	<b>20</b>
<b>Poster Presentation (Final)</b>	<b>15</b>
<b>Quizzes</b>	<b>10</b>
<b>Final Activity</b>	<b>10</b>
<b>Total</b>	<b>100%</b>

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Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

## **Grading Scale**

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B- **Graduate Programs**
- 78 – 80% = C+
- \*75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

## **MSOT Grade Intervention Plan**

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade.

All students must develop a remediation plan if their grades do not meet the expected threshold. A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plans to ensure competency and successful progression in the program.

### **Potential consequences of the above may include any of the following:**

- Need to repeat a Level II or Level III clinical competency.
- Inability to take the next course in a sequence for which this course is a pre-requisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

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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 Introduction to Occupational Therapy, 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. These topics include the history of occupational therapy, the OT practice framework, and theories and models of practice that guide OT clinical practice. 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 the occupational therapy profession, and I will support you throughout your learning in this course.

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## **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Introduction to Occupational Therapy, we will cover a variety of

topics, some of which you may find triggering. These topics include the history of occupational therapy, the OT practice framework, and theories and models of practice that guide OT clinical practice. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the profession of occupational therapy, and I will support you throughout your learning in this course.

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## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the by the designated due date and time of day, typically 11:59 pm. Each day an assignment is late, your grade will be reduced by 10%. Incompletes will only be assigned in extremely unusual circumstances.

### **Exams**

Honorlock, an online exam proctoring system, will be used for each OT midterm and final exam. It is your responsibility to ensure that your computer can access Honorlock. If you have any questions about your computer's compatibility, you need to contact [Honorlock Support](#) prior to the day of the examination. If you are unable to access the exam due to a lack of compatibility, the course instructor has the right to prohibit you from taking the exam and/or reducing your exam grade until the issue is resolved.

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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 or a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu)

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## **PLNU Copyright Policy**

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## **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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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.

For all student appeals, faculty and students should follow the procedures outlined 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 may 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."

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## Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

- [APA Style: How to Cite ChatGPT](#)
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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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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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](#). 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).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

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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.

### *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.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

es not qualify as participation and will not be counted as meeting the attendance requirement.

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## Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
  2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
  3. **In-Person Courses**: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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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 nor allowable) 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.

## 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 on 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!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [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.

## ASSIGNMENTS

For more detailed information about this course's assignments, refer to details in Canvas.

### Curricular Threads, ACOTE® Standards, Learning Methods, and Assessment of Student Learning

Course Learning Objectives: At the conclusion of this course, students will be able to:	Course Curricular Thread (s)	ACOTE Standard	HOW?	DEMONSTRATE:
		Measurement of Learning	Student Learning Activities	Assessment of Student Learning
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	Course readings Faculty led discussion. Group discussion. PowerPoint presentation	Student generated guided reading worksheets. Weekly quizzes Assignments Midterm examination Final project (paper, poster & presentation)
Explain the process of theory development and its importance to occupational therapy. (Curricular thread: occupation).		B. 2.2*	Course readings	Student generated guided reading worksheets.



			Faculty led discussion. Group discussion. PowerPoint presentation	Weekly quizzes Assignments Midterm examination Final project (paper, poster & presentation)
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.  (Curricular thread: occupation).		B.3.1*	Course readings and videos Faculty led discussion. Group discussion. PowerPoint presentation	Student generated guided reading worksheets. Written assignments Discussion board assignments. Assignments. Midterm examination Final project (paper, poster & presentation)
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. (Curricular thread: occupation).		B.3.2*	Course readings and videos Faculty led discussion. Group discussion. PowerPoint presentation	Student generated guided reading worksheets. Written assignments Discussion board assignments. Assignments. Midterm exam
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	Course readings and video Faculty facilitated dialogue	Student reflection. Unit exam.

## Assignments-at-a-Glance

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