

OCC 6013 Level I Fieldwork-A: Mental Health Conditions

Fall 2024 Quad 1
September 9 - October 22

Meeting Days: Wednesdays

Meetings Times: Variable based on clinical site

Meeting Location: Assignment FW Site

Instructor Contact Information:

Professor Robbie Lavery, MOT, OTR/L
Email: rlavery@pointloma.edu; Office: 619-849-7971

Professor Lavery's Office Hours:

Mondays and Fridays 9am-noon (Balboa campus or virtually)

Wednesday 7pm-9pm (virtually)

Also available by appointment

Additional FW Information:

- The onboarding process for each clinical site will vary - look for emails connecting you to your site supervisor.
 - Students will be placed at their clinical site by the AFWC; please see EXXAT for details about your Fieldwork Educator and Clinical Site.
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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.

COURSE DESCRIPTION

This is the first of three Level I Fieldwork experiences focusing on the role of OT for persons and populations with mental health conditions in underserved community settings. Students will develop therapeutic use of self, communication abilities, observational skills, and awareness of how contextual factors influence the provision of healthcare services. **Successful completion of this course is necessary to progress to OCC 6023, Level I Fieldwork-B: Pediatrics/Adolescents.** (8-week course, quad two).

RELATIONSHIP OF COURSE TO CURRICULUM DESIGN AND THREADS

This course is the first of a two-part community practice series. It is a community-based learning experience with an emphasis on providing students with opportunities to learn about common barriers that underserved populations face in trying to access care. This course allows students to develop foundational professional skills in interacting with healthcare providers, and a beginning knowledge of the role of OT in non-traditional settings. Students must successfully complete this course to be eligible to take Level I Fieldwork-B. It is taken concurrently with Group Process, Case-Based Learning Seminar - 3, Healthcare Systems and Professional Documentation, Interprofessional Seminar, and Assistive Technology.

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 1-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

PROGRAM LEARNING OUTCOMES

- PLO # 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 client's goals.**
 - 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.
 - PLO # 7: Prepare diverse healthcare professionals as providers and leaders in the delivery of **high-quality, accessible, culturally responsive care within a highly technological and global environment.**
 - PLO # 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

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced. By the end of this course, students will be able to:

1. Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (B.3.5).
2. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.4.1).
3. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3).
4. Evaluate client(s)' occupational performance, including occupational profile. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. (B.4.4 in part).
5. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (B.4.9).

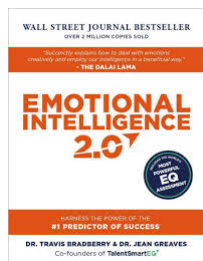
6. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23).

COURSE INSTRUCTIONAL OUTCOMES

By the end of the level IA fieldwork experience students will be able to:

1. Respectfully and responsibly communicate with clients with a suspected or identified mental health diagnosis and their families (when possible) as measured by feedback on fieldwork educator evaluation. (B 4.23)
2. Describe a client's daily habits, roles, and routines and occupational performance on an occupational profile. (B 4.23)
3. Compare and contrast a client's occupational performance deficits, both observed and reported, and determine which are related to the client's diagnosis and which are related to the environment and socio-economic factors. (B 3.5, B 4.4)
4. Interpret findings from an occupational profile to create two client-centered goals. (B 4.4)
5. Design a group-based intervention that promotes occupational engagement for client's with psychosocial and behavioral health deficits that affect occupational performance. (B 4.3, B 4.4, B 4.9)
6. Reflect on therapeutic use of self in building rapport with clients and staff as well as overall professional behaviors in the fieldwork setting as evidenced by weekly discussion board post and self-reflection at the end of the experience (B 4.1).

REQUIRED TEXT



Bradberry, T., & Greaves, J. (2009a). *Emotional intelligence 2.0*. TalentSmart.

ASSESSMENT AND GRADING

ASSESSMENT METHODS

- Discussion board reflections
- Written assignments
- Evaluations

GRADING AND COURSE WEIGHTS

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.

Each category below is weighted as a total percentage of the final grade:

OCC6013 Course Weighting	
Category	% of Course Grade

Weekly Discussion Board Reflections	5
Occupational Profile	5
Client Goals	5
Treatment Plan	5
Completion of EQ Assessment	2.5
EQ Growth Plan	2.5
FW Evaluation of Student (FWES)	60
Student Evaluation of FW (SEFW)	5
Final Reflection	10

Grading Scale

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
<i>Below a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure of this course, a remediation plan, and the need to join the next cohort of students.</i>		
C+	2.25	77-79

C	2.0	73-76
C-	1.75	70-72
<p>Below a C (72.5%) is not a passing grade. Students may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan. Students will not be able to take the next class in this series (Mental Health Conditions, Assessments, and Interventions).</p>		
D+	1.25	67-69
D	1.0	63-66
D-	.75	60-62
F	0	0-59

GRADE INTERVENTION PLAN

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 may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan. Students will not be able to take the next class in this series (Level II Fieldwork-Mental Health).

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.

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. Community Practice - 1, 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 understanding the history and theoretical basis of the OT profession, and I will support you throughout your learning in this course.

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.

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.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU ATTENDANCE 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, two classes for a 16-week course and 1 class for a quad course, 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 a class should contact the instructor prior to the anticipated absence about the need to miss a class. Acceptable absences include illness, family emergencies, family deaths, and/or a significant life event impacting ability to attend class. Students are to develop a plan with the course faculty to complete the required coursework and/or complete alternative assignments assigned. Acceptance of late work and/or absences which do not meet the "acceptable criteria" is at the discretion of the instructor and does not waive attendance requirements.

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.

FIELDWORK SPECIFIC ATTENDANCE

Students must arrive **before** their scheduled start time at their fieldwork site so that they are ready to begin at the designated time. Absences must be excused by the AFWC and are reserved for serious illness or family emergency. Missed time must be made up prior to the end of the course as determined by AFWC. If a student knows they will be arriving late or are ill, they must contact the following persons:

1. Academic Fieldwork Coordinator (AFWC)
 2. Fieldwork Educator
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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.

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

Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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 course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through

the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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.

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

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.

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. We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

ASSIGNMENT SUMMARY

The course summary below lists our assignments. Refer to the course schedule in Canvas for more detailed information.

- Weekly discussion assignments
- Written assignments: AOTA Occupational Profile, Client Goals, Group-Based Intervention Plan, and FW Learning Contract
- Completion of EQ assessment
- EQ Growth Plan
- Evaluations
- Final written reflection

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. <i>Respectfully communicate with clients with a suspected or identified mental health diagnosis and their families (when possible) as measured by feedback on the fieldwork educator evaluation of the student.</i> 2. <i>Describe a client’s daily</i>	B.4.23	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. 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.	Weekly participation in clinical experience Self-reflection on discussion board	Participation in discussion boards Fieldwork Educator Evaluation of Student

<p><i>habits, roles, routines and occupational performance on an occupational profile.</i></p> <p>(curricular thread: underserved)</p>				
<p>3. Compare and contrast a client’s occupational performance and deficits, both observed and reported, and discuss which are related to the client’s diagnosis and which are related to environmental and socio-economic barriers as part of an occupational profile.</p> <p>4. Interpret the findings from an occupational profile to identify two client-centered goals.</p> <p>5. Design a group-based intervention that promotes occupational engagement for clients with psychosocial and/or behavioral health impairments that impact occupational performance.</p> <p>(Curricular Thread: Underserved, Occupation)</p>	<p>B.4.4</p> <p>B.3.5</p>	<p>Evaluate client(s)’ occupational performance, including occupational profile. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.</p>	<p>Occupational Profile</p> <p>Client Goal Worksheet</p> <p>Group-based Intervention Worksheet</p>	<p>Occupational Profile</p> <p>Client Goal Worksheet</p> <p>Group-based Intervention Worksheet</p>
<p>6. Demonstrate therapeutic use of self in client interactions and professional behaviors including timeliness, respectful communication, and professional dress as evidenced by the fieldwork educator’s</p>	<p>B.4.1</p>	<p>Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.</p>	<p>Emotional Intelligence (EQ) Assessment</p> <p>Therapeutic Use of Self Learning Contract</p>	<p>Emotional Intelligence (EQ) Assessment</p> <p>Therapeutic Use of Self Learning Contract</p> <p>Weekly self-reflection discussion</p>

<p>evaluation of the student.</p> <p>7. Reflect on therapeutic use of self in building rapport with clients and staff as well as overall professional behaviors in the fieldwork setting as evidenced by weekly self-reflections</p> <p>8. Identify two areas for self-improvement based on the results of the emotional intelligence assessment and write a strategy to improve in each area on a learning contract.</p>			<p>Weekly self-reflection discussion board posts</p>	<p>board posts</p> <p>Fieldwork Evaluation of Student</p>
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