Fall 2024

OCC 6020, Childhood Conditions, Assessments, and Interventions (3 units)

OCC 6020L, Childhood Conditions, Assessments, and Interventions Lab (2 units)

OCC 6021, Adolescent Conditions, Assessments, and Interventions (2 units)

OCC 6021L, Adolescent Conditions, Assessments, and Interventions Lab (1 unit)

Course Information

Meeting Day Lecture: Monday: 8:30-11:00 am; Balboa Campus, Rooms 251 and 181

Meeting Day Lab: Monday: 11:30-1:30 pm; Balboa Campus, Rooms 251 and 181

Meeting Day ECLC: Wednesday: 8:30-11:00 am; Main PLNU Campus, ECLC

Final Exam: Monday, December 16, 2024 : 8:30 – 1:30 pm

Instructor Information
Instructor: Madison Williams, MA, OTR/L
Email: mwillia3@pointloma.edu
Office Hours: Virtual/in-person as requested; email your faculty

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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.

Occupational Therapy Mission

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation-focused interventions that serve others as an expression of faith.

Course Description

OCC 6020/6021 Childhood and Adolescent Conditions, Assessments, and Interventions (3 Units, 2 units)

Course content includes typical and atypical physical, cognitive, and social development conditions seen in infants and young children. Developmental theories and early-intervention models of service, occupational therapy process and treatment settings for children and families, form the foundation of this course. Assessments and treatment interventions will focus on providing culturally sensitive and family focused care for children with disabilities. The adolescent component will focus on conditions affecting adolescents, common treatment settings, and the occupational therapy process for assessment and intervention for adolescents and families. Students will

learn common assessments, treatment focusing on the mental health needs of this population, strategies to promote health and wellness, and services for assisting students in transitioning to adulthood.

OCC 6020/6021L Childhood and Adolescent Conditions, Assessments, and Interventions Lab (**2 Unit, 1 Unit**)

In this course, students will apply knowledge gained in [OCC 6020](#) and OCC 6021 by observing typical child development, analyzing children with atypical development, and practicing the administration of assessments and interventions. Students will also develop documentations and treatment plans which meet insurance requirements based on client observations, written evaluations, and video case studies. Additionally, for OCC 6021 will create documentation which meets reimbursement requirements, demonstrate relevant assessments for this population, and develop age and culturally appropriate interventions based on video and written case studies.

Relationship of Course to Curriculum Design

These courses provide the knowledge of how to work with infants up to adolescents. It is taken concurrently with OCC 6022 (Case-based Learning Seminar-IV), OCC 6023 (Level 1 Pediatric/Adolescent Fieldwork-B), OCC 6024 (Research Methods-2), and OCC 6025 (Community Practice Seminar-2) courses. These courses support the curricular threads of **occupations, community, interdisciplinary, and underserved populations**. These courses expand upon foundational knowledge from applied human anatomy, applied neuroanatomy, evidence-based practice, applied human movement, occupations across the lifespan, and health and equity disparities. This work is informed by the study of child development and concomitant enrollment in adolescence and fieldwork level one provides opportunities for application of these principles.

Program Learning Outcomes

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

The Point Loma Nazarene University Master's in Occupational Therapy Program Graduate will be able to:

1. 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.
2. 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.
3. PLO # 4: Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.
4. PLO # 5: Exhibit the ability to document, manage, and evaluate outcomes of services provided.
5. 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.

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.

OCC6020/L Course Learning Outcomes:

1. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance (B.3.5).
2. 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).
3. Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-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) (B.4.5).

4. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed (B.4.6).
5. Demonstrate knowledge of the use of technology in practice, which must include Electronic documentation systems, virtual environments, and telehealth technology (B.4.15).
6. Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors (B.4.16).
7. Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies (B.4.26).
8. 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. Documentation must effectively communicate the need and rationale for occupational therapy services (B.4.29).
9. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.(B 1.4)

OCC6021/L Course Learning Outcomes:

1. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance (B.3.5).
2. 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).
3. Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-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) (B.4.5).
4. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed (B.4.6).
5. Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies (B.4.26).
6. 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. Documentation must effectively communicate the need and rationale for occupational therapy services (B.4.29).
7. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.(B 1.4)

Required Texts

NOTE: Students are responsible to have the required course 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.

Case-Smith, Jane, and Jane Clifford O'Brien (2015). *Occupational therapy for children and adolescents* (8th ed.). Elsevier.

Kramer, P., Hinojosa, J., & Howe, T. H. (2020). *Frames of reference for pediatric occupational therapy* (4th ed.). Wolters Kluwer.

Assessment and Grading

Assessment methods include:

- Assignments
- Quiz

- Objective tests
- Projects
- Presentations
- Demonstrations
- Lab skill checks
- Simulations

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.

Standard Grade Scale Based on Percentages

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assignment Distribution by Percentage

Category	Weight
Quizzes	10%
Assignments	25%
Mid-Term Exam	25%
Final Project/Presentation	25%
Participation	15%
Total	100%

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 plan 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 prerequisite.
- 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.

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 6020 and OCC 6021, 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 child abuse, sexuality, and development. 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.

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 OCC 6020 and OCC 6021, we will cover a variety of topics, some of which you may find triggering. These topics include child abuse, drug abuse, sexuality and development. 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.

Incompletes and Late Assignments

All assignments are to be submitted/turned in 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, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

In addition, there is a quiet space for meditation located in the chapel on the second floor.

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 Recording Notification

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.

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 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 will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

APA Style: How to Cite ChatGPT

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 APA, 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 other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

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 or as shown in the PLNU Spiritual Care section of this syllabus.

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

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.

    A. Synchronous Courses: At least one class meeting takes place at a designated time.

    B. 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).

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 plan 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 detail.

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.

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.

ACOTE Standards Alignment

Course Objectives based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard	Curricular Thread	HOW: Student Learning Activities	DEMONSTRATE: Assessment of Student Learning (Measures 1-8: numbered below)
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	Occupation	Conditions and Development Activity Course Readings In-Class Activities	Mid Term and/or Final Exam Questions Presentation of Conditions
Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	B4.3	Occupations	Conditions and Development Activity Field Observation Study Case Studies In class activities and readings	Intervention Plan Assignment in Portfolio Assessment Assignment
Select and apply assessment tools, considering client needs, and cultural and contextual factors. - Administer selected standardized and non-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). (Curricular Thread: Occupation, Community)	B.4.5	Occupations	Course Readings In-Class Activities Field Observation Study Assignment Case studies	Assessment Interpretation Assignment (OCC 6020 only) Test Administration Activity

Course Objectives based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard	Curricular Thread	HOW: Student Learning Activities	DEMONSTRATE: Assessment of Student Learning (Measures 1-8: numbered below)
Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. (Curricular Thread: Occupation, Community, Interdisciplinary)	B.4.6		Course Readings In-Class Activities Field Observation Study Assignment Case studies	Portfolio Project Assignment (OCC 6020 only) Assessment Interpretation Assignment Test Administration Activity
Demonstrate knowledge of the use of technology in practice, which must include: • Electronic documentation systems • Virtual environments • Telehealth technology	B.4.15	Occupation	In class Presentations Case study Readings	Case Study Assignment Mid term and/or Final Exam Questions
Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors. (Curricular Thread: Occupation)	B.4.16	Occupations	In class Presentations Case study Readings	Mid term and/or Final Exam Questions
Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	B.4.26	Inter-disciplinary; Community; Underserved	In class Presentations Case study Readings	Case Study Assignment Adolescent Transition Lab Quizzes Mid term and/or Final Exam Questions
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. • Documentation must effectively communicate the need and rationale for occupational therapy services.	B.4.29	Occupation	Presentations Readings Case Study Reviews	Mid term and/or Final Exam Questions

Course Objectives based on Curricular Threads: (At the conclusion of this course, students will be able to):	ACOTE Standard	Curricular Thread	HOW: Student Learning Activities	DEMONSTRATE: Assessment of Student Learning (Measures 1-8: numbered below)
Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	B 1.4	Occupation	Case Studies Lectures/labs Readings Presentations	Protocol Write up Treatment Plan Write up Evaluation Write up

Assignments At-A-Glance

The course summary below lists these course assignments. See Canvas for specific details about assignments and due dates.