

Fall, 2025
Transformation through Human Occupation Team Collaboration
Pediatrics and Adolescence
OT 549

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information	
Faculty	Kim Flynn, Rayna Rhodes, Cindy Taylor, Debra Widman, Brenna DeStefano, Michelle Bragdon-Place with Ellen Martino as coordinator	
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Office Hours	By appointment	
Office Location	N120	College of Health Education

Course Overview

	Course Information	
Course Meeting Times	Thursdays 10:00-1:00 Sections A, B, C, D 2:00-5:00 Sections E, F	
	Problem Based Learning Format Instructor facilitation of group process Individual preparation work and case based small group collaboration in class	
	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location:	
Credit & Workload	This course is offered in a 16-week semester calendar. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as lectures, discussions, group work, individual work, and experiential activities	

	For a three (3) credit hour course, the total expected workload is 135 hours. In a 16-week course, this course averages approximately 8.5 hours per week.
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE:

This course is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the third in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team. Transformation through Human Occupation: Team Collaboration with Pediatrics will place specific emphasis on team-based case analysis of pediatric clients.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

"Vision 2030 is:

- *The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- *Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- *Essential to the profession's ongoing viability and success,"* ([AOTA](#), 2025).

"As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living," ([AOTA](#), 2025).

Vision Statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

([AOTA](#), 2025)

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950's is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. That tool may no longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research.

Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become

irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision.

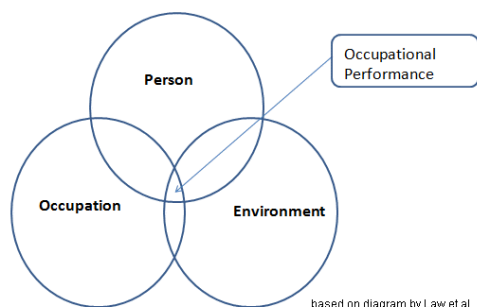
We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring, in your practice. We will make this course playful and silly wherever it is appropriate to do so.

We also believe in evidence-based teaching and have crafted activities and assignments that research suggests will help you learn the material. There is abundant evidence that repetition is important, that writing (in pencil) helps you to remember, that merely reading and highlighting content is not sufficient for long term learning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this semester.

RELATIONSHIP TO CURRICULUM DESIGN: The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course, the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism).

CONCEPTUAL MODEL FOR THIS COURSE:

We will be using the occupational therapy model PEO as the Conceptual Model for this course. PEO stands for Person, Environment, and Occupation. You have learned this model in your Introduction to Occupational Therapy Course, but we will be applying this model as we consider evaluation and intervention planning for pediatric and adolescent age clients.



INSTRUCTIONAL METHODS:

This course will be taught through small group discussions and work with the tutorial groups. This course is one part of the whole Pediatric / Adolescence Series which also includes Application, Theory, and level one fieldwork. You will have individual preparation work each week as well as activities that you will discuss as a group with your facilitator. You will be required to complete specific tasks, answer specific questions, or make specific clinical decisions as a group based on what you have learned from your assigned readings, your Theory and Lab courses, and any additional research required.

COURSE POLICIES: All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

This syllabus and course outline are subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

COURSE MATERIALS:

REQUIRED TEXTS:

You will be using your primary textbook, as well as any recommended pediatric books for the entire pediatric series of courses including Theory, Application, and Level one Fieldwork. It is difficult to say which books will be used most for Team Collaboration vs. Application vs. Theory. You may have some of these textbooks already from prior courses in our curriculum. Please note you will also need to review Willard & Spackman, which you should have already.

Your Pediatric book list for all 3 courses (Theory, Application, Team Collaboration) is as follows:

Your primary textbook for the entire pediatric semester is:

O'Brien, J. & Kuhaneck, H. (2025). *Case-Smith's Occupational Therapy for Children and Adolescents (9th Edition)*

<https://shop.elsevier.com/books/case-smiths-occupational-therapy-for-children-and-adolescents/obrien/978-0-443-11021-4>

You will be assigned almost every chapter of this text by the end of the semester and the quiz questions will come from this text and the PowerPoint presentations. Additionally,

your pediatric questions for NBCOT are pulled from this textbook so it is an absolute necessity that you purchase this book.

RECOMMENDED TEXTS:

Link to SHU Bookstore: <https://www.bkstr.com/sacredheartstore/home>

Bundy, A., Lane, S., Mulligan, S. & Reynolds, S. (2020). *Sensory Integration Theory and Practice*. (3rd ed.). FA Davis.

Frolek-Clark, G., Rioux, J., & Chandler, B. (2019). *Best Practices for OT in the Schools*. (2nd ed). AOTA Press.

Kuhaneck, H.M. & Spitzer, S. (2022). *Making Play Just Right*. 2nd ed. Jones & Bartlett Pub.

Mulligan, S.E. (2013). *Occupational Therapy Evaluation for Children: A Pocket Guide*. 2nd ed. NY: Lippincott, Williams & Wilkins.

STUDENT BUDGET FOR COURSE SUPPLIES: All materials, with the exception of your textbook(s) for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course. If, for any reason, you choose to engage and teach an activity for which we do not have the specific materials, you may have to purchase those materials from your own funds.

INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure.

LEARNING OBJECTIVES AND OUTCOMES: Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. The standards that are addressed in this course are listed in the table below. This link will allow you to review all of the ACOTE standards: [NBCOT website](#).

The course objectives, program objectives, the mission and vision of the department and the overall curricular design are all linked to the ACOTE standards. Table 1 shows the connection between the entire course series objectives, the program objectives they are linked to, and the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

Table 1- Course, Learning, & Program Objectives, ACOTE standards, Learning Outcomes & Measures

Course Objective	Program Objectives	ACOTE Standards	Learning Activities	Assessment Strategies
TEAMING and COMMUNICATION Share information using appropriate terminology, concise communication, and professional demeanor. Work effectively with others to gather information and make clinical decisions. Modify behavior in response to team needs. Discuss client issues with empathy and with thought to their privacy and confidentiality. Apply universal design for learning principles and principles for teaching & learning to design and implement a	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Exhibit team collaboration skills, interprofessional practices, and demonstrate cultural sensitivity and humility in all communications and encounters. Demonstrate leadership in occupation-based practice, scholarship, and professional service. Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and	B.2.22. Demo knowledge of principles of intra and inter prof team dynamics to perform effectively in different team roles to plan, deliver, and eval patient and population centered care as and population health programs & policies that are safe, timely, efficient, effective, and equitable. B.3.5 Based on interpretation of eval findings, develop occ-based intervention plans/strategies-must be client centered, culturally relevant, reflective of current OT practice, based on available evidence Report all eval findings and intervention plan to client, inter professional team and payors B.2.12 Demonstrate the application of principles of instructional design and teaching and	Weekly group collaboration to complete template Teacher in-service Role play of IEP meeting	Graded participation in completion of weekly group templates CSEA Classroom Modification Activity w/Teacher Role Play Graded Teacher in-service (ppt and verbal presentation) Graded participation in IEP meeting role play

presentation for teachers	practice professionally Demonstrate an understanding and apply the principles of instructional design and teaching & learning in preparation for work in an academic setting.	learning content related to OT which includes at minimum: Develop learning objectives Design material Develop learning assessment Delivery of professional presentation Self-reflection of process B.2.21. Demo effective communication with clients, care partners, communities, and members of the intra & inter prof teams in a responsible and responsible manner that supports a team approach to promote client outcomes B.3.17. Eval and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies B.3.19. Demo and eval the principles of the teaching-learning process using educational methods and health literacy educational approaches To design activities and clinical training for persons, groups, and populations		
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		To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience		
CLINICAL REASONING Make occupational therapy clinical decisions and defend decisions using evidence. Value client centered care and family centered practice in pediatrics and adolescence. Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Engage in ongoing professional development, continuous, learning, and evidence-based practice with intellectual open-mindedness.	B.2.6. Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury B.2.7 Demonstrate activity analysis in areas of occupation, performance skills and patterns, context, and client factors to formulate an intervention plan Check B.2.8 re: safety B.3.2. Demo professional reasoning to eval, analyze, diagnose, and provide occ-based interventions that: Address client factors, performance patterns / skills Focus on creation, promotion, establishment, restoration, maintenance, modification, prevention B.3.3 Eval client(s) occupational performance including	Weekly prep template Session activities Role play of IEP meetings AT selection for a case Data based decision making activity	Graded participation in completion of weekly group templates CSEA Classroom Modification Activity w/Teacher Role Play Graded Teacher in-service (ppt and verbal presentation) Graded household activities assignment Graded participation in IEP meeting role play Make role of OTA required?

		occupational profile, by analyzing and selecting standardized and non-standard. screenings and assessment tools to determine the need for OT intervention. Assessment methods must consider: cultural and contextual factors of client ID and delegate components of eval to an OTA Demo intra-professional collaboration to establish and document OTA's competence re: screening and assessment tools B.3.4. Interpret evaluation findings including: • Occupational performance and participation deficits • Results based psychometric properties of tests considering factors that might bias assessment results (culture and disability status related to person and context)		
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		Criterion ref and norm ref standardized test scores on an understanding of sampling, normative data, standard and criterion scores, reliability, a B.3.6. Recommend and provide direct interventions /procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations Must include: Ability to collaborate w/ OTA related to interventions and selecting and delivering occupations and activities Occupation as therapeutic intervention Interventions to support occupation including therapeutic exercise Interventions to support well being Interventions to support self-advocacy Virtual interventions B.3.9. Select, design, and implement occ- based interventions using strategies of establish, restore & modify approaches to		
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		address deficits in performance skills		
DOCUMENTATION Complete coding and billing appropriately and ethically	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	B.4.3. Demo knowledge of various reimbursement systems and funding mechanisms (fed, state, local, 3rd party, private payers), appeals mechanisms, treatment/diagnosis codes and durable medical equipment coding and documentation requirements (ex. equipment justification) that affect consumers and practice of OT Documentation must effectively communicate the need and rationale for OT services B.4.6 Demonstrate knowledge of: • Care coordination, case management, and transition services in traditional and emerging practice environments. • The consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.		

Topical Outline & Course Schedule:

Subject to change per instructor

Table 2: Topical Outline

Week	Readings	Content	Assignments	Assessment Strategies
1 8/25/25	Case-Smith Ch 1 OT Process in Peds Ch 3 Children & Families p. 33-34, 38-41 Ch 4 Cultural Humility p. 52-57 Ch 5 Pedi Conditions p. 69-71 We will return to this chapter throughout the semester Ch 20 p. 417 (spina bifida) Ch 7 EI Documentation / Eligibility p. 117-119 Ch 6 Peds Settings p. 97-106 NICU, EI, outpatient specialty clinic Ch. 9 Assessment p. 174-197 FOR and models; eval approach/methods,	PBL Template DX covered: Spina bifida Scenario: Micah & Cairo Setting: NICU transitioning to Early Intervention Task- eval planning Discussion of PBL rules	PBL prep due by 8/28 (Thurs) in class Bring your laptops with your templates filled out-	Graded weekly individual prep assignment Graded participation in completion of weekly group templates

	assessment types, AA (should be review), Interviews Ch 15 p. 347-348 (EI Process)			
2 9/1/25	Ch 8 Developmental Trajectories (up to p. 162) Includes Sensory systems p. 144 Primitive Reflexes p. 146-147	PBL Template DX covered: Neonatal abstinence syndrome (NAS) Scenario: DeMichael Setting: hospital out pt specialty clinic Role of EI Evaluation planning	PBL prep due Tues 9/2 at noon	Graded weekly individual prep assignment Graded participation in completion of weekly group templates
3 9/8/25	Ch 9 p. 202-210 Feeding and Eating Assessment Ch 11 p. Feeding/ Eating Interventions Ch 5 p. 80-81 (CP) Ch 6 p. 104 Outpt therapy clinic, p. 106-107 Early Education	PBL Template Dx covered: CP/ CVA Scenario: Zachary / Lincoln Setting: EI / Outpatient:	PBL prep due Tues 9/9 at noon	Graded weekly individual prep assignment Graded participation in completion of weekly group templates
4 9/15/25	Ch 9 p. 170-174, 197- 202, 215-219 (Eval of Education), p.246 Eval of Hand	PBL Template DX covered: DD Scenario: Sammy	PBL prep due Tues 9/16 at noon	Graded weekly individual prep assignment Graded participation in

	and FM Skills (just the first two sections), skip specific hand therapy sections Continue p. 251-252 Additional FM assessment p. 252-254 VPM skills, vision screen p. 255-258 mobility p. 258-259 DD p. p. 259 -261 Interpretation and Summary Refer to previous Ch 9 readings as needed Ch 31 p.589-599 Vision / Visual Info Processing	Setting: Pre-k		completion of weekly group templates
5 9/22/25	Ch 9 p. 213-215, 219-221 (up to section on Leisure, we will return to this section later.) p. 255-258 (mobility) Ch 5 p. 81-83 TBI Ch. 6 p. 97-102 hospital settings	PBL Template DX covered: TBI Scenario: xxx Setting: Hospital Acute Care	PBL prep due Tues 9/23 at noon	Graded weekly individual prep assignment Graded participation in completion of weekly group templates
6 9/29/25	Ch 9 p. 233-244 (Eval SI)	PBL Template	PBL prep due Tues 9/30 at noon	Graded weekly individual prep assignment

	Ch 5 p. 70-73, 75-77 Please view https://www.youtube.com/watch?v=cyDtj-s7RUU There are reading guides posted for these chapters but the quiz will be the following week because of the exam (none due on 28th)	Dx covered: OCD/ASD/ADHD Scenario: Rafael / Julian Setting: School / outpatient Role play explaining SI issues		Graded participation in completion of weekly group templates
7 10/6/25	Review Ch 9 p. 215-219 (Educational Setting), 251-254 (Client factors and performance skills related to handwriting) For Weeks 7 & 8 Ch 7 Documentation & Billing p. 112-125	Asynchronous PBL activity this week- Classroom-teacher role play-Jayden case NO in person class this week- facilitators will be assisting with OSCE	Classroom Sensory Environment Assessment (CSEA)	Graded CSEA Assignment Due: 10/11 by 11:59 PM
8 10/13/25	Service learning week Ch 23 Telehealth	Asynchronous online PBL this week	Telehealth case- Tx planning for Jackie Household Item Assignment See Week 8 folder for instructions	PBL full template including Household Items Play Activities due 10/16/24 by 11:59 pm
9 10/20/25	Ch 5 p. 88-90 DS Ch 15 Intervention for Education (you	PBL Template Dx covered: DS	PBL prep due Tues 10/21 at noon	Graded weekly individual prep assignment

	can skip previously read section on EI) Ch 16 Play Intervention 361-367 Ch 30 FM Intervention p. 566-579, p. 582 pre writing, p. 583-587 scissors skills and summary Ch 31 VPM Intervention p. 598-603 To prepare for upcoming weeks and exam 2: Ch 9 p. 230-231 Behavior Assessment Ch 24 p. 469-477 Review eval report assignment	Scenario: Emir and Ayelen Tardio Setting: Elementary School Household items demo and discussion		Graded participation in completion of weekly group templates
10 10/27/25	Ch 27 SI Ch 28 SST Ch 5 p. 71-72 (ADHD)	PBL Template Dx: ADHD Scenario: Brad 12 y.o. and George 10 y.o. (his brother) both with ADHD Setting - school and outpatient/SI	PBL prep due Tues 10/28 at noon	Graded weekly individual prep assignment Graded participation in completion of weekly group templates
11 11/3/25	Ch 13 – ADL Intervention	PBL Template	PBL prep due Tues 11/4 at noon	Graded weekly individual prep assignment

	Ch 18 Soc Participation Ch 17 Leisure Participation Ch 25 Managing Challenging Behavior Ch 5 p. 75-77 Autism Review as needed There are also 3 articles in your resource folder for social participation - interventions you should read for your lab activities this week (may also help with PBL)	Dx covered: ASD Scenario: Ramsey Setting: Home and community Family needs / caregiver education Strengths and difficulties related to community participation (Thinking ahead to adult life- and outcomes		Graded participation in completion of weekly group templates
12 11/10/25	Ch 29 p. 542-555 Motor Control and Motor Learning Ch 30 p. 579-583 HW Intervention Ch 5 p. 73-74 DMCD	PBL Template DX covered- DCD (DMCD)/ Dyspraxia Scenario: Quinton, James, and Ellie Setting: School and outpatient	PBL prep due Tues 11/11 at noon	Graded weekly individual prep assignment Graded participation in completion of weekly group templates
13 11/17/25	Ch 29 Motor Learning p. 555-561 Ch 34 AT Ch 5 CP p. 80-81 Review as needed Ch 14 p. 336-338 COOP	Handwriting in-service presented (45 min then Q and A) PBL Template for Daniel in class	PBL prep due Tues 11/18 by 11:59 Handwriting in-service PPT due Tues_11/18 by 11:59	Graded weekly individual prep assignment Graded participation in completion of weekly group templates

		DX covered: CP AT and letters of medical necessity Prep for role play week 14		Handwriting In-service Individual Presentation Grade Handwriting In-service PPT group grade
14 11/24/25	Ch 14 p. 336-342 (IADLs) Ch 15 p. 349-352 Transition Ch 19 Sexuality p. 403 (safety) 408-410 (OT's role) Ch 20 Driving and Community Mobility Ch 21 Vocational	Thanksgiving		
15 12/1/25		Role play IEP Final PBL meeting with facilitator Dx covered: DS Scenario: Jeremy Setting: Transition school to adult life		
16 12/8/25				

Final Grades

Please read this section carefully. Final grades will be determined by student performance according to the following:

Assignment/Assessment	Percentage of Grade
Session Evaluation Each session (1x week) you will be graded on your individual clinical reasoning, your interpersonal skills, team communication, and professional behaviors. See rubric for specific grading criteria. For each session, you will be required to complete preparatory work along with each member of your group, so that your group is ready to discuss the case when you begin your session. During these class sessions, you will be reviewing and discussing cases, planning for comprehensive evaluation, selecting appropriate assessment tools, writing goals, documenting with SOAP notes, creating playful interventions from household items, selecting appropriate frames of reference, grading and modifying activities, using data based decision making, choosing assistive technology and documenting medical necessity. Often you will be applying content learned in Theory and/or Lab to a specific case situation	50%
Handwriting In-service Assignment For one session your assignment will be to create an in-service for teachers and present it. You will be graded on your content and your presentation skills. This is a group and individual assignment (group content but individual presentation skills). See rubric for specific grading criteria.	20% (10% group, 10% individual)
IEP Role Play In one session you will be assigned to role play a particular individual attending an IEP for a student transitioning from school to adult life. You will be graded on your preparation and accurate portrayal of the role, given the materials provided.	10%
For one assignment, you will complete portions of the Classroom Sensory Environment Assessment (CSEA) and role play meeting 1-1 with a teacher about classroom modifications for a student (based on results of the CSEA)	10%
Coding and Billing There will be 5 cases chosen for this online assignment where you will determine the appropriate diagnosis code as well as the appropriate billing codes for the intervention selected.	10%
Total	100%

The final letter grade is assigned in accordance with the university grading policy: [SHU Graduate Grading System](#).

Student Expectations

ATTENDANCE: As per program policy, a 100% attendance rate for all courses is required. Per university policy, attendance will be recorded on Blackboard for each class and for each student. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events; for example, a wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible.

Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms, or the SHU [Coronavirus](#) web page. Please note that, while classes might take place online (using Zoom, Webex, or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes.

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

ACADEMIC INTEGRITY and PARTICIPATION: Please refer to the 2025-2027 O.T. Student Handbook.

PROFESSIONAL BEHAVIORS: Please refer to the 2025-2027 O.T. Student Handbook.

ARTIFICIAL INTELLIGENCE PLATFORMS: In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a case-by-case basis in the Department of Occupational Therapy. Students are permitted to use artificial intelligence chatbots (such as ChatGPT) **only when explicitly directed by the instructor**. If you are ever unsure whether the use of an artificial intelligence chatbot is allowed, please contact the instructor prior to using it.

How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERAPY FACULTY:

- Your materials will always be available to you at least one week before class (usually much earlier than that).
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We don't believe in 'busy work' and won't give you any.
- We will have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people. We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.
- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

UNIVERSITY STUDENT SUPPORTS

Our Commitment to Inclusive Excellence

As a student, it is important to know that at Sacred Heart University, inclusive excellence is not just a value – it is a foundational element that shapes our academic mission, our community culture, and our collective future. As a Catholic institution guided by a commitment to human dignity, justice, and the common good, we believe that true excellence is only possible when equity, inclusion, and belonging are fully woven into the fabric of our classrooms and university life.

In every course, we are called to foster environments where all members of our community feel seen, heard, respected, and empowered to thrive. This is a shared responsibility among SHU faculty, staff, and students. We look forward to the contributions you will make to help uphold this commitment to one another. Questions? Contact inclusiveexcellence@sacredheart.edu, visit the Inclusive Excellence website, or call 203-365-7530.

University Student Offices

There are multiple support offices eager to support your learning and success at SHU. The services below are available for undergraduate and graduate students:

Academic & Technology Supports:

- **Center for Teaching and Learning (CTL)** - offers tutoring, writing, and learning support for all SHU undergraduate and graduate students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up peer-assisted learning opportunities for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.
- **Office of Student Advising & Success (SAS)** – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact studentsuccess@sacredheart.edu.
- **Office of Student Accessibility (OSA)** - Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact OSA. Students must be registered with OSA and submit appropriate documentation to be granted accommodations. · Questions? Contact Kathy Radziunas (radziunask@sacredheart.edu).
- **Technical Support @ The Factory** – offers technical support, including Blackboard and classroom technology help, across walk-in, phone, self-service, help articles formats. Questions? Contact techsupport@sacredheart.edu.

- **University Library** – offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the SHU Library website. Questions? Contact reference@sacredheart.edu.

Student Life Supports

- **Counseling** - Students may experience a variety of challenges while enrolled at SHU. SHU provides both undergraduate counseling and graduate counseling services. Questions? Contact counselingcenter@sacredheart.edu.
- **Dean of Students Office** - If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, there are university resources available to support you. Contact Dean of Students, Denise Tiberio (tiberiod@sacredheart.edu).
- **Campus Ministry** - provides faith-based support for students across religious backgrounds, including retreats, liturgical ministry, service experiences and more. Questions? Contact campusministry@sacredheart.edu.

University Policies

Anti-Discrimination Policy

Discrimination and discriminatory harassment on the basis of protected characteristics, as defined in our Anti-Discrimination and Discriminatory Harassment Policy, are strictly prohibited. This Policy applies to all Sacred Heart University students, faculty, and staff.

If you believe you have witnessed or experienced bias, discrimination, or discriminatory harassment in any way, you are encouraged to submit an Incident Report or contact inclusiveexcellence@sacredheart.edu.

Academic Integrity Policy

All Sacred Heart University programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the Undergraduate and Graduate Catalogs and on the Academic Integrity Web Page. Academic dishonesty (e.g., cheating, plagiarism, unauthorized use of artificial intelligence, and other unethical behavior) could result in a grade of F for the assignment and/or course. Be sure to carefully review the syllabus and consult with your instructor regarding specific academic integrity expectations in your course.

Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and/or posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

