



Sacred Heart  
UNIVERSITY

## OT501: Becoming an OT Professional, Part 1

### Fall 2024

### Course & Instructor Information

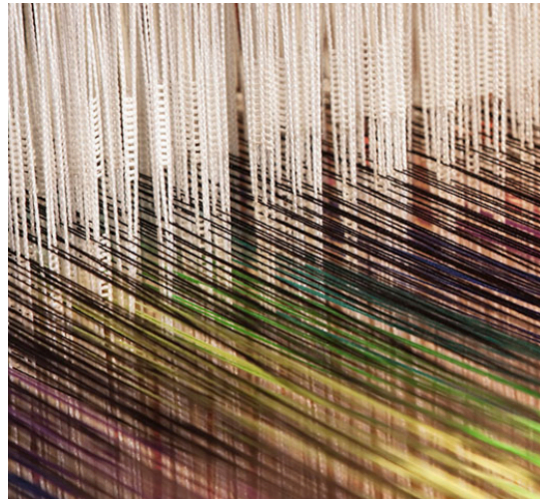
	Information
<b>Instructor Name</b>	Sylvia Sobocinski, MA, OTR/L
<b>Instructor Email</b>	sobocinskis@sacredheart.edu
<b>Office Hours</b>	By appt on campus Tues, Weds, or Thurs, or via zoom.
<b>Phone</b>	Cell: 203-671-6656 (please text first)
<b>Course Format</b>	Course content will be provided through in-class lectures, discussions, presentations, and hands-on activities.
<b>Course Locations</b>	<b>Please note:</b> <b>Wednesday class meets on West Campus, Room UC203.</b> <b>Thursday classes meet in the CHE. (see below)</b>
<b>Course Times</b>	WEDNESDAY 9:00-10:30 sections A and B, THURSDAY Section B: 1:00-2:30 in N131, and section A: 3:00-4:30 in S210.

### Course Description and Purpose

This course is one of a four-part series that focuses on the knowledge, skills, and attitudes required of an occupational therapist in practice, and the development of professionalism. A profession is much more than a job. This series will prepare you to embrace the dynamic nature of the occupational therapy profession, the evolving healthcare environment, and key considerations for occupational therapy practice, research, education and policy. You will begin to think like an occupational therapy practitioner, and an integral member of the healthcare team.

## RELATIONSHIP TO CURRICULUM DESIGN

The core concept the SHU OT program is “Transformation through values-based education”. Our curriculum design is depicted by a longstanding symbol in occupational therapy going back to our origins — that of a weaving.



The warp are the values of the profession, the program, and the university which run throughout the curriculum. The weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program. Each of you has brought your unique being into the program with your own set of values and perspectives from which you have made decisions and interacted with others. This course requires you actively “do” and reflect on your present values and begin to adopt the profession’s and the program’s values of authenticity, integrity, justice, and open-mindedness. Thus, you will be beginning the process of becoming a professional occupational therapist, a future leader, and an agent of change. You will be introduced to the community of OT knowers and doers who have and continue to construct our body of knowledge. Through this course, you will begin your journey into this professional community and become an integral part of achieving AOTA Vision 2025. This course offers you opportunities to learn content, roles and responsibilities, and resources you will need and build on for subsequent trimesters.

## CONCEPTUAL MODEL FOR THIS COURSE

This course will be using the 'Doing, Being, Becoming and Belonging' conceptual framework of occupational therapy (Wilcock, 1999). Beginning with our first class and continuing throughout the semester, we will consider these concepts for the profession as a whole and relate them to your learning within the profession. You, as students, will go through all these stages, as you learn to think like an OT and **BE** an OT.

**As a profession, there are specific things we do, just as there are specific things you will need to do as an OT student. Occupational therapy is always growing, changing, and becoming, as you will do in the next two years, while transforming into an entry level professional, and as you will continue to do while learning and growing across your entire career. Part of belonging to the profession is sharing its values and identity and understanding the intersection of those values with the health care contexts in the US and across the world. As you become part of the profession, and belong to OT, you will also belong to these contexts.**

## **Course Materials and required texts**

American Occupational Therapy Association. (2020). *Occupational therapy practice framework: Domain and process* (4<sup>th</sup> Ed.). Bethesda, MD: AOTA Press. (Located on Blackboard)

Cole, M. B. & Tufano, R. (2019). *Applied theories in occupational therapy: A practical approach* (2<sup>nd</sup> ed.). SLACK Incorporated.

Schell, B.B., and Gillen, G. (2019). *Willard and Spackman's Occupational Therapy* (13<sup>th</sup> Ed.). Lippincott Williams & Wilkins.

There will be additional readings posted on BB for certain class sessions.

**PLEASE NOTE: You will need these texts across other courses as well. Please do not sell them back at the end of the semester.**

**It is required that students become AOTA members.** For many of your courses over the 2 years, you will be required to conduct research in the 'members only' section of the AOTA website. You can get the membership information from the AOTA Webpage: [www.aota.org](http://www.aota.org). Membership in AOTA is also considered to be an important professional behavior, and one to maintain across the life of your career.

The department will provide AOTA membership fees. **Ivy Sailer will contact you about this, so please wait to hear from Ivy to ensure you have the proper paperwork for reimbursement before you join.**

## **RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND VISION 2025**

The [AOTA Vision 2025](#) states that “*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.*” This course will introduce you to the occupational therapy profession and AOTA’s Vision 2025. You will be introduced to and begin to integrate yourselves into the community of OT *knowers* and *doers* who

have and continue to construct our body of knowledge. This occupational therapy community must work together, and through this course, you will begin your journey into this professional community, becoming an integral part of achieving [AOTA's Vision 2025](#). The course's learning outcomes will enable you to begin to meet the following Occupational Therapy program goals:

## Student Learning Objectives/Outcomes

### PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

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. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below.

The course learning objectives are linked to the ACOTE standards as well as the program's objectives, mission and vision, and the overall curricular design. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, and the ACOTE standards that are addressed by the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom's Taxonomy of Learning Domains of Remember, Understand, Apply, Analyze and Evaluate, and Create. This course will facilitate students to perform within the Domains of Remember, Understand, Apply, Analyze and Evaluate.

Refer to <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

### The student will actively participate to accomplish and meet the objectives:

Student Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How the Learning Objective will be Measured
Define occupational therapy.	Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite	<b>B.2.1</b> Apply, analyze, and evaluate scientific evidence, theories, models	Lecture  In-class discussions	Reading assignments  Final exam

	for entry-level, holistic application of the occupational therapy process.	of practice, and frames of reference that underlie the practice of OT to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. <b>B.3.3</b> Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being	In class OT definition activity  OT to the Stars class assignment	5 min journal-OT definition  OT to the Stars assignment  Role playing activities
Define terms used in the occupational therapy practice framework.	<b>Exhibit</b> critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of	<b>B.3.3</b> Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers,	Lecture  OTPF-4 quiz game  Peer interviews	Occupational Profile Assignment  Walk Around Life: Performance Skills and

	the occupational therapy process.	and the public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being	Reading quizzes	Client Factors Assignment  OTPF-4 Quiz game  Final exam
Describe how historical events have affected the profession of occupational therapy.	<b>Exhibit</b> critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.	<b>B.3.1</b> Analyze occupational therapy history, philosophical base, theory, and sociopolitical and climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice	Lecture  Video  In-class discussions  Article presentations	Reading assignments
Explain what occupational therapists DO.	<b>Exhibit</b> critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational	<b>B.4.2</b> Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors,	Lecture  In-class discussions  In-class OT definition activity	Reading assignments  OT to the Stars assignment  Final exam  Capstone presentations

	<p>therapy process.</p> <p><b>Engage in professional activities and demonstrate professional behaviors.</b></p>	<p>performance patterns, and performance skills.</p> <p><b>B.4.1</b> 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>Case studies, article presentations and weekly case studies and hands-on team learning exercises.</p>	<p>attendance and reflection assignment.</p>
<p>Identify and apply theories and models that underlie occupational therapy practice in this country and abroad.</p>	<p><b>Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.</b></p>	<p><b>B.2.1</b> Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of OT to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.</p> <p><b>B.2.2</b> Explain the process of theory development</p>	<p>Lecture</p> <p>In-class discussions and article presentations</p>	<p>OT to the Stars Assignment</p> <p>Reading assignments</p> <p>Quizzes</p> <p>Final exam</p>

		and its importance to occupational therapy.		
Identify contextual factors that influence the profession and practice of occupational therapy.	<p><b>Practice in a safe, legal, and ethical manner.</b></p> <p><b>Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.</b></p>	<b>B.3.2</b> Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	<p>Lecture</p> <p>Discussion of the AOTA documents</p> <p>In-class Ethical dilemma analysis</p> <p>Social Identity Activity</p>	<p>Reading assignments</p> <p>Final exam</p> <p>OT to the Stars Assignment</p>
Utilize professional communication skills including basics of proper documentation	<b>Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.</b>	<b>B.4.25</b> Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient and population-centered care as well as population health program policies that are safe, timely,	<p>In-class discussions and debates</p> <p>Hands-on learning activities and role plays</p> <p>Giving and receiving feedback exercise</p>	<p>Occupational Profile assignment</p> <p>OT to the Stars Assignment</p>



		efficient, effective, and equitable.		
Demonstrate ethical reasoning	<p><b>Demonstrate</b> readiness, habits, and skills for self-directed, life-long learning and self-reflection.</p> <p><b>Practice</b> in a safe, legal, and ethical manner.</p> <p><b>Exhibit</b> critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.</p>	<p><b>B.7.1</b> Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.</p>	In class ethical dilemma analysis	<p>Reading assignments</p> <p>In class lecture and ethical dilemma analysis</p> <p>Final exam</p>
Identify ways to collaborate with other healthcare providers.	Interact collaboratively and communicate effectively with individuals, populations, and inter-professional teams.	<p><b>B.4.23</b> Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and</p>	<p>Team Roles and Responsibilities Presentation</p> <p>In-class discussions</p>	<p>Team assignments throughout the semester</p> <p>Final exam</p>

		responsible manner that supports a team approach to the promotion of health and wellness.	Giving and receiving feedback	
--	--	---	-------------------------------	--

Learning Objectives/Outcomes
1. Begin internalizing the values of the occupational therapy profession
2. Understand and be able to apply the Occupational Therapy Practice Framework
3. Identify and apply theories and models of occupational therapy
4. Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally.
5. Demonstrate leadership through scholarship and group activities

## Course Activities

### Course Learning Activities & Assessments

You will have multiple opportunities to practice and demonstrate your progress toward the above student learning outcomes in this course. These include, but are not limited to reading assignments, written assignments, presentations, discussion, active and experiential activities, case studies, and collaborative group work.

### Key Assignments and Important Dates

All work is individual unless specified otherwise. Some assignments will be completed individually and some in teams of 3 or 4.

Teams will be pre-assigned and remain constant throughout the semester.

Team assignments are completed by the team. Please note: **For team assignments, the team makes one submission to the BB submission folder by the due date and time and all members of the team will earn the same grade.**

## Course Schedule

See weekly schedule below and under course content on BB. All reading assignments and reading quizzes are due before class on Wednesday morning to encourage class as a time to clarify content, ask questions and participate in discussions. Quizzes are open-book and designed to help with studying and integrating the material.

All article presentations will take place during the Thursday sessions. The schedule is subject to change by the instructor if needed based on course progression, inclement weather, etc.

Week	Dates	Topic	Assignments, Class Prep & Readings Due
1	Aug 28-29	Course Introduction, syllabus review	<p><b>Read:</b> Willard and Spackman Chapter 1 (What is Occupation?) up to pg. 7</p> <p>Wilcock (1999) posted on BB- <i>Doing, Being, Becoming</i></p> <p><b>Assignment:</b> Article reflection (Due Wednesday, August 28<sup>th</sup> by 11:00pm)</p>
2	Sept 4-5	Lifespan Development And Considering Social Identity	<p><b>Read:</b> Cole and Tufano: Appendix 1 (Theories of Lifespan Development)</p> <p><b>What is Due: Reading Quiz #1,</b> Due Tuesday, 9/3, by 11pm</p>
3	Sept 11-12	Frames of Reference: Applied Behavioral Cognitive Behavioral Continuum	<p><b>Read:</b> Cole and Tufano, Chapter 12 (Applied Behavioral Frames) and Chapter 13 (Cognitive Behavioral Frames)</p> <p>Additional articles on BB</p> <p>Article presentations and interactive discussion (Prof. S)</p>

Week	Dates	Topic	Assignments, Class Prep & Readings Due
4	Sept. 18-19	Frames of Reference:  Biomechanical/Rehabilitative, Motor Control and Motor Learning, and NDT	<p><b>Read: Biomechanical FOR:</b> Cole &amp; Tufano p. 165-166</p> <p><b>Rehabilitative FOR:</b> Rybski p.367-369 (See BB)</p> <p><b>Motor Control/Motor Learning:</b> Cole &amp; Tufano p. 245-251</p>
5	Sept. 25-26	Using the OT Practice Framework (OTPF)  Part 1: Domain	<p><b>Read:</b> OTPF-4 p. 1-17 (up to Process); Tables 1 &amp; 2 on p. 29-35; and key terms and definitions of your readings in the glossary, (p. 74-84)</p> <p>Willard and Spackman Chapter 18: (Patterns of Occupation)</p> <p><b>What is Due:</b></p> <p>Walk Around Life Activity: Identifying Performance Skills and Client Factors (in-class)</p> <p>Each team will write a 1-page summary reflection of what you learned and what you still need to learn. Share findings in class and submit on BB. (Due September 26, by 11pm)</p> <p>Article presentation and interactive discussion (Team 1)</p>

Week	Dates	Topic	Assignments, Class Prep & Readings Due
6	Oct. 2-3	OTPF Part 2: Process Creating an Occupational Profile Developing goals from assessment Considering Outcomes	<p><b>Read:</b> OTPF pg. 18-28, and 36-74 and articles posted on BB.</p> <p><b>Review</b> OTPF reading from previous class that you need clarification on.</p> <p><b>What is Due: Reading Quiz*</b> (OTPF) *includes reading and concepts from weeks 5 and 6</p> <p><b>Assignment:</b> Occupational Profile due Friday, October 4<sup>th</sup> by 11:00pm</p>
7	Oct. 9-10	Frames of Reference: Psycho-analytic and Psycho-dynamic	<p><b>Read:</b> Cole and Tufano, Chapter 22 (Psychoanalytic Frames) and Chapter 23 Psychodynamic – Ego – Adaptive Frames</p> <p><b>What is Due:</b> Complete Reading Quiz</p>
8	Oct 16-17	Professional Roles and Responsibilities, Ethics, and Teamwork	<p><b>Read:</b> Willard and Spackman, Chapter 36 (Ethical Practice)</p> <p>Willard and Spackman, Chapter 39 (Professionalism, Communication and Teamwork)</p> <p>Michelsen and Schultheiss Article on feedback (posted on BB)</p> <p><b>What is due:</b></p> <p><b>Assignments:</b> Ethical Dilemma in-class Team Assignment.</p>

Week	Dates	Topic	Assignments, Class Prep & Readings Due
			Article presentation and interactive discussion (Team #2)
9	Oct 23-24	<p><b>OT Models and Theories:</b></p> <ul style="list-style-type: none"> <li>• Model of Human Occupation (MOHO)</li> <li>• KAWA Model</li> <li>• Occupational Adaptation (OA)</li> </ul>	<p><b>Read:</b> Cole and Tufano: Chapter 6: (Model of Human Occupation) Chapter 10, pages 173-175 (The Japanese Kawa Model) Chapter 8, pages 139-144 (OA) And articles on BB</p> <p><b>What is due:</b></p> <p><b>Assignments:</b> MOHO article presentation and discussion (Team # 3) Active participation  KAWA in-class activity (counts toward participation grade)</p>
10	Oct 30-31	<p><b>OT Models continued:</b></p> <p>Ecology of Human Performance; (<b>EHP</b>) Person-Environment-Occupation Model (<b>PEO</b>) Person-Environment-Occupation- Performance Model (<b>PEOP</b>) Canadian Model of Occupational Performance (<b>CMOP-E</b>)</p>	<p><b>Read:</b> Cole and Tufano Chapter 7:(PEOP), Chapter 9: (EHP) Chapter 10: (International Models)  And refer to  Willard and Spackman, Chapter 43 (Ecological Models in Occupational Therapy) for an overview and comparison of the models.</p>

Week	Dates	Topic	Assignments, Class Prep & Readings Due
			<p><b>What is due:</b></p> <p><b>Assignments:</b> PEO Article presentations and interactive discussion (Team #4)</p> <p>OT to the Stars group presentation (15%)</p>
11	Nov. 6-7	<p>Ayres Sensory Integration Theory</p> <p>and overview of sensory processing, sensory modulation and restraint reduction</p>	<p><b>Read:</b> Cole and Tufano, Chapter 18 and Chapter 19</p> <p>Review articles posted to BB</p> <p><b>What is Due:</b></p> <p><b>Assignments:</b> Be prepared to share WFOT activities.</p> <p>Sensory article presentations and interactive discussion (Team #5)</p>
12	Nov 13-14	<p>Looking back and moving ahead:</p> <p>Considering our OT History and Promoting Occupational Justice</p>	<p><b>Read:</b> Willard and Spackman - Chapter 2 (History of OT) and Chapter 45 (Occupational Justice)</p> <p><b>What is Due:</b></p> <p>Review Occupational Justice articles on BB and be prepared to discuss</p>
13	Nov. 13-14	Cognition:	<p><b>Read:</b> Cole and Tufano, Chapter 16 (Allen's Cognitive levels)</p>

Week	Dates	Topic	Assignments, Class Prep & Readings Due
		Toglia's Dynamic Interactional Approach and Allen's Cognitive Disabilities	Chapter 17 (Toglia's Dynamic Interactional Approach) Willard and Spackman, Chapter 58 (Cognition, Perception and Occupational Performance) pages 901 to 907- up to Evaluation <b>Assignment:</b> Article presentation and interactive discussion (Team #6)
14	Nov. 27-29	Considering Occupational Science	<b>Read:</b> Willard and Spackman Chapter 9 (Occupational Science: The Study of Occupation) <b>What is Due:</b> <b>Asynchronous Assignment:</b> <b>Discussion Board post: Reflection on reading. See BB for assignment details.</b> <b>(Due Friday, Nov 29 by 11:59pm)</b>
15	Dec. 4-5	Putting it all together! Wrap up, review for final.	Put together a study guide. Get clarification as needed.
16		Finals week.	In-class Final exam (Time tba) Assignment: <b>Required Attendance at Capstone Presentations</b> <b>What is Due:</b> (Submit reflection to discussion board on BB)



Week	Dates	Topic	Assignments, Class Prep & Readings Due

## Final Grades

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

Assignment/Assessment	Percentage of Grade
Personal Reflection on Doing, Being and Becoming	5%
Reading Quizzes (4 @ 2.5% each)	10%
Article Presentation/discussion (team)	10%
Occupational Profile	10%
OTPF "Walk around life" activity (in-class)	5%
Ethical Dilemma activity (in-class)	5%
OT to the Stars (team presentation)	15%
Occupational Science discussion post	5%
Capstone attendance and short reflection	5%
Participation	10%
Final Exam	20%
<b>Total</b>	<b>100%</b>

The final letter grade is assigned in accordance with the university grading policy.

## Fostering our Classroom Community

### Academic Integrity

#### 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.

## 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 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.

### Artificial Intelligence:

It is expected that all written work submitted within this course is your own, as an individual or as a group submission. This includes, but is not limited to, the writing of papers and all assignments. Your learning is a product of your own study, inquiry, reflection, and writing, and is built into each assignment. Any writing drawn from other sources must be documented and cited accordingly. **You may not use ChatGPT or other AI composition software while competing assignments within this course.** There will be an automatic zero given for any assignments that utilize AI without transparency to your peers or instructor.

## How We Support Your Learning at SHU

### THOUGHTS ABOUT KNOWLEDGE AND LEARNING (and how they will impact you in this course)

While it may appear that knowledge is certain and there are facts we can count on, knowledge changes over time. As knowledge evolves, so does practice. Therefore, it is important that you gain an appreciation for the fluidity of knowledge in general, and OT knowledge. It is also crucial that you realize the importance of the entire OT community working together as learners and teachers to grow and shape the profession. You are now part of that community, and at this level of education, are involved in not only acquiring knowledge, but evaluating and generating knowledge along with the faculty and clinicians associated with this program.

### What you can expect:

1. I will be prepared for class and materials will always be available to you before class so you can prepare.
2. Class will begin and end on time unless there are extreme events beyond my control.
3. I will answer your emails during the workweek within 48 hours.

4. Since this class includes the entire cohort, please understand that grading of individual assignments will take time. I will make every effort to grade your assignments and have things back to you in a reasonable and timely manner.
5. I understand that things happen in life, and you can expect me to be fair. Please speak with me if you are having any difficulties with the material or assignments.
6. Class will follow all policies and procedures outlined in your student manual.

## **What is Expected of You**

### **Do your best to be prepared and participate!**

Prepare for class before-hand, having read all the reading assignments so you can be ready to participate, engage during discussions, ask questions, and get clarification if you need it.

We understand that students learn in different ways. Please communicate with me if you are having difficulty and I will make every effort to modify the teaching style within reason to promote understanding and success.

We expect that you will all demonstrate the professional behaviors you will need as an occupational therapist. Treat this class as a professional setting and behave just as you would behave on your first job as an occupational therapist.

### **Expectations for Attendance and Participation**

- Be in class and ready to start on time. Tardiness is not acceptable.
- There will be no use of cell phones, texting, or use of personal social sites on laptop during class.
- As per school policy, attendance of all classes is required. (refer to program manual for full policy information)
- Please contact your course instructor in advance of an absence unless it is an emergency. In case of an emergency notify the department (Ivy Sailer) as soon as possible.
- While we expect you to attend all classes, you will be allowed one excused absence without penalty (loss of points towards final grade) if you have good cause for that absence, proof of absence, and have communicated with me.

### **Self-directed Learning/Assignments:**

- All material covered in class and posted on Blackboard is your responsibility, even if you are absent.

- You are fully responsible for acquiring all learning, materials and knowledge should you miss class time. Any absences (beyond one) will need to be made up in some way, an additional assignment for example, or there may be a loss of points toward your final course grade.
- Assignments must be turned in on time unless you have spoken to me in advance of the due date, and we have come to an agreement about an alternate arrangement.
- Each day an assignment is late will result in the reduction of the final assignment grade by one portion of a letter grade.
- Late assignments without prior communication and arrangement will not be accepted and will be given a grade of zero (0).
- Students are expected to have completed assigned readings prior to the class to which they are assigned. This course will not consist of lecturing to you on material you should have read.

## University Support Offices

There are multiple University support offices eager to assist SHU students:

- **[Center for Teaching and Learning \(CTL\)](#)** - offers tutoring, writing, and academic support for all SHU students. Visit the [PASS Portal](#) to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up Classroom Learning Assistants (CLAs) and Learning Lab schedules for specific courses. Questions? Contact [CTLtutoring@sacredheart.edu](mailto:CTLtutoring@sacredheart.edu).
- **[Office of Student Advising & Success](#)** – 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](mailto:studentsuccess@sacredheart.edu).
- **[Technical Support @ The Factory](#)** – offers technical support, including Blackboard and classroom technology help, across [walk-in](#), [phone](#), [chat](#), [self-service](#), and [help article](#) formats. Questions? Contact [techsupport@sacredheart.edu](mailto: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](mailto:reference@sacredheart.edu).
- **Counseling & Ministry Supports** - Students may experience a variety of challenges while enrolled at SHU. Information about [undergraduate counseling](#) and [graduate counseling](#) services are available via the [Counseling Center website](#). [Campus Ministry](#) also provides faith-based support for students.

## **Academic Accommodations & The Office of Student Accessibility**

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the [Office of Student Accessibility \(OSA\)](#). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information, please contact Kathy Radziunas, Director of OSA, [radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu).

## **Our Commitment to Inclusive Excellence**

Inclusive Excellence is the recognition that our institution's success depends on how well we value, engage, and include the rich diversity of students, staff, faculty, administrators, alums, and surrounding community. For more information about inclusive excellence, visit the [Office for Inclusive Excellence](#) (OIE) website, email [inclusiveexcellence@sacredheart.edu](mailto:inclusiveexcellence@sacredheart.edu), or call 203-365-7530.

If you believe you have witnessed or experienced bias, discrimination, or harassment in any way, I encourage you to submit an [Incident Report](#) or contact [inclusiveexcellence@sacredheart.edu](mailto:inclusiveexcellence@sacredheart.edu). If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, I encourage you to contact the Dean of Students, Denise Tiberio, at [tiberiod@sacredheart.edu](mailto:tiberiod@sacredheart.edu). There are university resources available to support you.