

Fall, 2025
Transformation through Human Occupation Application Pediatrics and
Adolescence OT 547

SYLLABUS AND TOPICAL OUTLINE

Instructor Information	
Faculty	Ellen Martino OTD, OTR/L Sharon McCloskey EdD, MBA, OT/L, CTP Cindy Taylor MS, OTR/L Stephanie Seanor EdD, MBA, OTR/L Lindsay Johnson MS, OTR/L
Contact	martinoe@sacredheart.edu
Office Hours	By appointment
Office Location	N120 College of Health Education

Course Overview

Course Information	
Course Meeting Times	Sections A, B, C Two days a week each (2.5 hours each). See PY2 Fall Schedule for your specific days and times.
Format	Laboratory
Location	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 five (5) credit hour course, the total expected workload is 225 hours. In a 16-week course, this course averages approximately 14 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: Application in Pediatrics will place specific emphasis on hands-on learning and practical skills development utilized with 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.

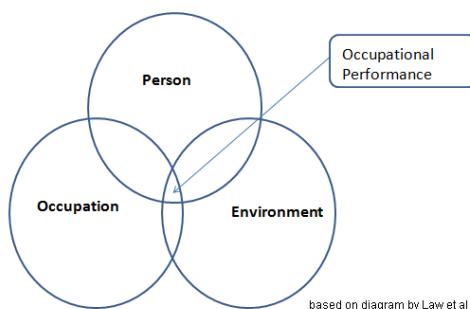
We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to 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 is one part of the whole Pediatric / Adolescence Series which also includes Transformation through Human Occupation Theory, Team Collaboration, and level one fieldwork. For this portion, you will be doing primarily hands on activities.

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, Team Collaboration, Level one Fieldwork. It is difficult to say which books will be used most for Application vs. Team Collaboration 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>

RECOMMENDED TEXTS:

Link to SHU Bookstore: [SHU Bookstore](#)

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
Follow proper administration and scoring procedures for evaluation and assessment in pediatric occupational therapy.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	B1.1 Demonstrate knowledge of: - structure / function of the body that must include the biological and physical sciences, neuroscience, kinesiology, and biomechanics -Human development throughout the lifespan. Course must include developmental psychology. -Concepts of human behavior – must include behavioral and social sciences and science of occupation	Lab activities with assessment tools Practice administering assessments	Midterm Lab Exam
Make accurate observations of child development and performance	Demonstrate the knowledge, skills, and competencies required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.2.3. Apply analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills and patterns, context, and client factors B.2.6 Analyze occupational performance aspects affected by diagnoses, diseases, genetic conditions, mental illness, disability, trauma, and injury	Lab activities with observation Practice Video Ants	Midterm Lab Exam Graded Video Ants Final Lab Exam
Interpret evaluation results correctly	Demonstrate the knowledge, skills, and competencies	B.3.4. Interpret eval findings including: Occupational performance and	Lab activities with assessment	Evaluation report assignment

	required of an entry level occupational therapist, including critical thinking and clinical reasoning.	participation deficits Results based on psychometric properties of tests considering factors that might bias assessment results (culture and disability status related to person & context) Criterion-ref and norm ref standardized test scores on an understanding of sampling, norm data, standard and criterion scores, reliability and validity and payors	tools and videos of evaluations	
Formulate appropriate long-term goals and measurable short-term objectives.	Demonstrate the knowledge, skills, and competencies required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.3.5 Based on interpretation of eval findings, develop occ-based intervention plans/strategies-must be client centered, cultural relevant, reflective of current OT practice, based on available evidence Report all eval findings and intervention plan to client, inter prof team and payors	Goal writing in lab Practice Video Ants (with goals)	Evaluation report assignment Graded Video Ants
Prepare for, plan, and implement interventions, considering the developmental level of the child, other child characteristics, family needs, and the child's goals.	Demonstrate the knowledge, skills, and competencies required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.1.1. B.2.1. Apply, analyze, and eval scientific evidence, theories, models and FOR that underlie the practice of OT to guide and inform interventions for persons, groups, and populations in a variety of practice contexts & environments B.3.2. Demo prof reasoning to	Treatment planning in lab Grading and modifying activities in lab	Final lab exam

	<p>eval, analyze, diagnose provide occ based interventions that: Address client factors, perf patterns, and perf skills Focus on creation, promotion, establishment, restoration, maintenance, modification, and prevention.</p> <p>B.3.5 Based on interpretation of eval findings, develop occ-based intervention plans/strategies-must be client centered, cultural relevant, reflective of current OT practice, based on available evidence Report all eval findings and intervention plan to client, inter prof team and payors</p> <p>B.3.9. Select, design, and implement occ-based interventions using strategies of establish, restore & modify approaches to address deficits in perf skills</p>		
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Topical Outline & Course Schedule:

Subject to change per instructor

Table 2: Topical Outline

Week	Readings	Content Lab 1 Tuesday	Content Lab 2 Wednesday	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 ch. 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	Scavenger hunt Demo of a parent interview (Ellen interviews a parent) Role play- Parent interviews with peer grading Lab instructor Ellen	Using varied FOR and activity analysis clinical reasoning relay FOR relay Intro to NICU - neuroprotective care How to use Videoant, practice with observation using FOR and video ants Lab instructor Ellen		

	and models; eval approach/methods, assessment types, AA (should be review), Interviews Ch 15 p. 347-348 (EI Process)(S)				
2 9/1/25	Ch 8 Developmental Trajectories (up to p. 162) Includes Sensory systems p. 144 Primitive Reflexes p. 146-147	Demo GM/FM developmental sequence- first year (including reflexes) Developmental evaluations, types and methods Atypical movement patterns and tone HELP - Hawaii Early Learning Profile (GM/FM) There are TONS of resources with pictures in your resources folder-under typical development Lab instructor Ellen	Using the Battelle Evaluation within CT Birth to Three System brief explanation of AIMS - what it is, when required Lab instructor Cindy	Video ant 1	Video BB quiz 9/5 by 11:59 PM
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	Baby Lab Family Centered Approach Observation of infants Practice filling in HELP form	Feeding eval and tx YOU will need to bring food for this lab- see doc in lab 2 folder for week 3 Lab instructor Cindy	Video Ant 2	Video BB quiz 9/12 by 11:59 PM

	therapy clinic, p. 106-107 Early Education	Lab instructor Ellen			
4 9/15/25	Ch 9 p. 170-174, 197-202, 215-219 (Eval of Education), p.246 Eval of Hand 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	FM / VPM assessment Administer-PDMS3 (sample items) Administer /score Beery VMI (green booklet) Review VP and VM sections DAP If time: View / discuss similarities between DTVP / TVPS/ TVMS/ Lab instructor Sharon	FM / VPM assessment Administer and score BOT-2 FM and VPM items M-FUN Administer and score FM and VM items, review GM items Review Beery VP and VM sections if needed Vision screening Observe- In-hand manipulation and Scissors skills with activity analysis Lab instructor Ellen	Video observation Assignment #3 #3	Video Observatio Assignment #3 quiz / annotations 9/19 by 11:59pm
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	ADLs IADLs Mobility Assessment Informal ADL assessment - observation,	Play Assessment Childhood play remembrances/ Takata play hx The Test of Playfulness		

	(mobility) Ch 5 p. 81-83 TBI Ch. 6 p. 97-102 hospital settings	caregiver interview Vineland (ADL) PEDI-CAT REAL Lab instructor Sharon	The KPPS Lab instructor Stefanie		
6 9/29/25	Ch 9 p. 233-244 (Eval SI) Ch 5 p. 70-73, 75-77 Please view https://www.youtube.com/watch?v=cyDtj-s7RUs There are reading guides posted for these chapters but the quiz will be the following week because of the exam (none due on 28th)	Administer and interpret SP-2 SPM-2 Executive Function/Behavior BRIEF Lab Instructor Ellen	Comprehensive OT ASI eval- EASY (Includes - Administer and interpret Clinical observations Indications and observations of difficulties in prop/tact/vest processing Goal writing for SI (discussion of SIPT/EASI/SOSI) Lab instructor Lindsay	Video observation Assignment #4 #4	Video Observatio Assignment #4 quiz / annotations 10/3 by 11:59pm
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	HANDWRITING EVAL ETCH PRINT tool SMHP Intro: HHIW, THS, Minnesota Informal HW	LAB OSCE scheduled all day Thursday (will take the place of your second lab) For the OSCE you will be administering standardized		Midterm Lab OSCE

	Ch 7 Documentation & Billing p. 112-125	assessment - posture, grasp, work samples, etc SFA Lab Instructor Ellen	assessments, doing clin observations, and a brief parent interview		
8 10/13/25	Service-learning week Ch 23 Telehealth	No school In a different key- the story of the beginning of autism https://www.youtube.com/watch?v=v6arXcC_g_8I and https://www.youtube.com/watch?v=CjwwFIJdUXc Also you might like to learn about refrigerator mothers- see https://www.youtube.com/watch?v=_XcMa_iZKo Life animated- about a family who learn to communicate with their child with ASD- using Disney	Asynchronous ONLINE LAB- How to interpret evaluation materials and write reports You may also want to view this film about parental reactions to a child with disability or differences https://www.youtube.com/watch?v=v_1bVhenzZ0 Called Far from the Tree- you can rent it online https://www.youtube.com/watch?v=5HjUXPiByKc A father's love- about the Hoyts https://www.youtube.com/watch?v=5HjUXPiByKc	SOAP note SOAP note due 10/18/25 See rubric in your lab sections Maize video observations 10/18 Maize BB quiz 10/18 Ayres video observations 10/17	

		<p>movies</p> <p>https://www.youtube.com/watch?v=4n7fosK9UyY</p> <p>and</p> <p>https://www.youtube.com/watch?v=8ZSNbJjBCFE</p> <p>and</p> <p>https://www.youtube.com/watch?v=Xe0y0-QzTXg</p> <p>Here is a great documentary about twins at school, one with DS and one without Trailer for the film</p> <p>https://www.youtube.com/watch?v=GXfp-rlMh5k</p> <p>Website info</p> <p>https://www.downs-syndrome.org.uk/news/our-stories/new-documentary-about-school-inclusion-and-education/</p>		
9 10/20/25	<p>Ch 5 p. 88-90 DS</p> <p>Ch 15 Intervention for Education (you can skip previously read section on EI)</p> <p>Ch 16 Play Intervention 361-367</p> <p>Ch 30 FM</p>	<p>Tx for VPM / Play</p> <p>Grading/ Modifying- for the right thing</p> <p>Lab instructor</p> <p>Ellen</p>	<p>Tx for in-hand/ scissors/ grasp/</p> <p>Introduce Behavioral Assessment and Intervention</p> <p>Lab Instructor</p>	

	<p>Intervention p. 566-579, p. 582 pre writing, p. 583-587 scissors skills and summary</p> <p>Ch 31 VPM Intervention p. 598-603</p> <p>To prepare for upcoming weeks and exam 2:</p> <p>Ch 9 p. 230-231 Behavior Assessment</p> <p>Ch 24 p. 469-477</p> <p>Review eval report assignment</p>		Ellen		
10 10/27/25	<p>Ch 27 SI</p> <p>Ch 28 SST</p> <p>Ch 5 p. 71-72 (ADHD)</p>	<p>Sensory Strategies</p> <p>Alert Program</p> <p>Sensory Diets</p> <p>Tx for organizational skills</p> <p>Lab Instructor Ellen</p> <p>Guest Lecturer - Kelly</p>	<p>ASI Tx lab</p> <p>Lab Instructor</p> <p>Lindsay</p>		
11 11/3/25	<p>Ch 13 – ADL Intervention</p> <p>Ch 18 Soc Participation</p> <p>Ch 17 Leisure Participation</p> <p>Ch 25 Managing</p>	<p>ADL Intervention</p> <p>Review ADL assessment</p> <p>Feeding adaptations (ADL vs OM)</p>	<p>Learn how to administer CAPE-PAC & PEGS Social Stories and Social Skills Groups</p> <p>Behavior</p>	<p>Lab report - individual portion of the eval report</p>	<p>Graded individual portion of eval report due 11/7 at 11:59</p>

	<p>Challenging Behavior</p> <p>Ch 5 p. 75-77</p> <p>Autism Review as needed</p> <p>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)</p>	<p>Lab Instructor</p> <p>Sharon</p>	<p>Intervention</p> <p>Lab Instructor</p> <p>Stefanie</p>		
12 11/10/25	<p>Ch 29 p. 542-555</p> <p>Motor Control and Motor Learning</p> <p>Ch 30 p. 579-583</p> <p>HW Intervention</p> <p>Ch 5 p. 73-74</p> <p>DMCD</p>	<p>HWT/ writing programs</p> <p>Tx demos</p> <p>Lab Instructor</p> <p>Ellen</p>	<p>Biomechanical Tx-Obstacle courses</p> <p>Motor learning</p> <p>CO-OP</p> <p>Lab Instructor</p> <p>Ellen</p>		
13 11/17/25	<p>Ch 29 Motor Learning p. 555-561</p> <p>Ch 34 AT</p> <p>Ch 5 CP p. 80-81</p> <p>Review as needed</p> <p>Ch 14 p. 336-338</p> <p>COOP</p>	<p>Neuro-developmental Tx</p> <p>Finish COOP activities / skills if needed</p> <p>Lab Instructor</p> <p>Ellen</p> <p>Lab 1 Section A lab time as usual</p> <p>All lab sections will participate in an Inter professional problem-based learning experience</p>	<p>Neuro-developmental Tx</p> <p>Finish COOP activities / skills if needed</p> <p>(Ellen)</p> <p>Lab 1 Sections B and C lab times as usual</p> <p>LAB 2 Assistive Technology WILL BE ON FRIDAY THIS WEEK- SPECIAL GUEST</p>	<p>Final Eval Report group portion Due 11/25 by 11:59pm</p>	<p>Graded Final Eval Report group portion Due 11/25 11:59 pm</p>

		with PT and SLP students – 1:00-4:00 (Ellen)	SPEAKER- Location PEDS LAB 10-12 and 1-3 Plan for lab session sign up TBD		
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	Prep for HS visit MAPS Transitions Lab Instructor Ellen	Happy Thanksgiving		
15 12/1/25	Review plans for HS visit Review for Final Exam	HS visit Lab Instructor Ellen	Stations lab Lab Instructor Ellen	Review for Final Lab OSCE	
16 12/8/25					Final Lab OSCE 12/11

Final Grades

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

Assignment/Assessment	Percentage of Grade
Midterm Application Exam 1. You will administer the VMI using proper protocols,	25%

<p>and you will be graded on your correct administration and scoring procedures.</p> <ol style="list-style-type: none"> 2. You will administer 2 sub-tests of the BOT-3, randomly selected out of 8 3. You will administer 1 item from the PDMS-3 and 1 item from the M-FUN selected randomly out of 4 options (each) 4. You will administer 2 of the clinical observations randomly selected out of six. 5. You will conduct a parent interview to develop an occupational profile for a child 6. You will be asked to make specific observations of feeding using activity analysis / child development 	
<p>Final Application Exam</p> <p>In the final lab exam, you will rotate through a variety of stations that will require you to grade and modify interventions, select appropriate assessment tools, position “children” appropriate, choose appropriate assistive technology items, and select and/or demonstrate specific intervention approaches you have learned in lab.</p>	25% each
<p>Evaluation Report Assignment</p> <p>You will be provided with assessment materials for a child. You will score and interpret the assessments and write an evaluation report in the format we learn in the lab. You will write goals and create a treatment plan based on your evaluation results.</p> <p>This assignment is partly individual and partly group work.</p>	30% (15 % individual and 15% group)
<p>Video Observation Assignments (including Video Ants and Asynchronous week video assignments)</p> <p>You will view four video clips of children and note your observations related to child development. You will also answer specific questions about your observations via a multiple choice quizzes posted to BB. Two of these video clips will be presented through Video Ant - an app that allows you to view a video and annotate the video to note your observations.</p>	10%
<p>Soap Note</p> <p>You will write a soap note based on a telehealth case.</p>	5%

Attendance, Participation, Safety You will be graded on your participation in the lab, including your use of professional dress, your safety, your use of universal precautions, your engagement with tasks, and your willingness to role play and discuss. There may be in class lab activities that are completed, turned in, and graded for completion. You must be in lab to be graded on all of this. More than one missed lab will reduce points.	5%
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 THERPAY 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.