

Fall, 2025
Transformation through Human Occupation Theory Pediatrics and Adolescence
OT 545

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information		
Faculty	Ellen Martino OTD, OTR/L	Sharon McCloskey EdD, MBA, OT/L, CTP	
Contact	martinoe@sacredheart.edu	mccloskeys@sacredheart.edu	
Office Hours	By appointment		
Office Location	N120	N115	College of Health Education

Course Overview

	Course Information
Course Meeting Times	Mondays 12:15-2:15
Format	<p>Team Based Learning and seminar, in person</p> <p>All work in this course is individual with the exception of the TBL in-class experiences.</p>
Location	<p>Building location: CHE, 4000 Park Avenue, Fairfield, CT</p> <p>Class location:</p>
Credit & Workload	<p>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</p> <p>For a two (2) credit hour course, the total expected workload is 90 hours. In a 16-week course, this course averages approximately 5.5 hours per week.</p>
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 one of three that make up the Transformation through Human Occupation Pediatrics content. Transformation through Human Occupation: Theory in Pediatrics will place specific emphasis on theory utilized with pediatric clients through lecture and team-based learning. Students will be presented with multiple choice questions prompting small group discussion with consideration of scientific evidence and use of clinical reasoning 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. Team based learning activities will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and the communication skills required to work on an interprofessional healthcare team. This course will provide the foundational knowledge that is required as the basis of occupational therapy assessment and intervention with clients from birth through adolescence. Students will apply this knowledge to make clinical decisions and describe and defend the basis for their decisions.

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.

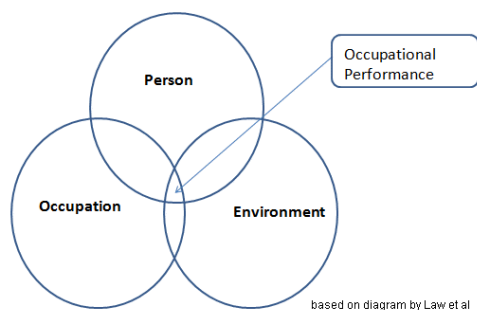
We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to 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 with some team-based learning methods. Students will be required to complete pre-class readings and will complete quizzes individually as well as complete application activities in class. In class lecture will support weekly content for your Application and Team Collaboration courses. Learning basic content through repetition can be very helpful. You have a LOT of typical development to learn this semester. You will be provided with an online set of flashcards for you to practice with throughout the semester - this is one way to practice with this information until you really know it.

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, 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, and 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
Apply knowledge and evidence appropriately to the clinical decision-making process, including the theoretical rationale behind choices.	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Apply ethical reasoning aligned with the AOTA and the program's values to make effective decisions and practice professionally</p> <p>Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural sensitivity and humility in all communications and encounters.</p>	<p>B.1.1 Demonstrate knowledge of:</p> <ul style="list-style-type: none"> - 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 <p>B.2.1 Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie practice of OT to guide and inform interventions for persons, groups, and populations in a variety of practice contexts & environments.</p> <p>B.2.3. Apply, analyze, and evaluate the interaction of occupation and activity, including</p>	<p>Flashcards Lectures Readings *MC TAA* <i>*Multiple Choice Team Application Activities*</i></p>	<p>Reading Quizzes</p> <p>Exams</p>

		<p>areas of occupation, performance, performance patterns, context, and client factors.</p> <p>B.2.6 Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.</p>		
<p>Make clinical decisions and defend those choices using clinical reasoning, appropriate theory, and/or research evidence.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Apply ethical reasoning aligned with the AOTA and the program's values to make effective decisions and practice professionally</p>	<p>B.3.4. Interpret evaluation findings including:</p> <ul style="list-style-type: none"> • 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) • Criterion ref and norm ref standardized test scores on an understanding of sampling, normative data, standard and criterion scores, reliability, and validity 	MC TAA	<p>Reading Assignments</p> <p>Exams</p>

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	Review syllabi Pedi F.O.R Activity analysis Referral and Eval planning Interviewing parents for occupational profiles Family centered care -Cultural humility -Rules of engagement with the families on social media NICU		

	, 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	No in person class – Labor Day Typical development GM/FM/ VPM/ Play 0-18 Developmental FOR Family Centered Care continued Early Intervention	View ppt week 2 observations of development Practice with developmental flashcards View development videos https://pathways.org/all-ages/milestones/ If you scroll down, you will see videos associated with each age range. Focus on GM, FM, Sensory and Feeding videos vs communication	Reading Quiz 8/31 by 11:59pm on weeks 1 and 2
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 Outpatient therapy clinic, p. 106-107 Early Education	Typical Development Make TBL teams Cultural humility related to family centered care Mini lecture- observations / developmental FOR	First tRat First MC TAA (Multiple choice team application activity)	Reading Quiz 9/7 by 11:59pm

4 9/15/25	<p>Ch 9</p> <p>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</p> <p>Continue p. 251-252 Additional FM assessment</p> <p>p. 252-254 VPM skills, vision screen</p> <p>p. 255-258 mobility</p> <p>p. 258-259 DD p.</p> <p>p. 259 -261 Interpretation and Summary</p> <p>Refer to previous Ch 9 readings as needed</p> <p>Ch. 15 (except for the EI information you have already read)</p> <p>Ch 31 p.589-599 Vision / Visual Info Processing</p>	<p>Evaluation/ Interpretation</p> <p>Mini lecture- in hand manipulation and FM/VPM development</p> <p>Goals in peds</p>	tRat / MC TAA	<p>Reading Quiz 9/14 by 11:59pm</p>
5 9/22/25	<p>Ch 9 p. 213-215, 219-221 (up to section on Leisure, we will return to this section later.)</p>	<p>Assessment of ADL/Play/ Leisure / Mobility 0-18</p>	tRat / MC TAA	<p>Reading Quiz 9/21 by 11:59pm</p>

	<p>p. 255-258 (mobility)</p> <p>Ch 5 p. 81-83 TBI</p> <p>Ch. 6 p. 97-102 hospital settings</p>	Hospital / Acute Care Setting		
<p>6 9/29/25</p>	<p>Ch 9 p. 233-244 (Eval SI)</p> <p>Ch 5 p. 70-73, 75-77</p> <p>Please view https://www.youtube.com/watch?v=cyDtj-s7RU8</p> <p>There are reading guides posted for these chapters but the quiz will be the following week because of the exam (none due on 28th)</p>	<p>Evaluation/ Interpretation</p> <p>Exam 1- in person first hour- on first 5 weeks and typical development (flashcards)</p> <p>(students with accommodations will be at the learning center)</p>	second hour ppt and MC TAA only (no tRat)	Reading Quiz due 9/28 by 11:59 pm
<p>7 10/6/25</p>	<p>Review Ch 9 p. 215-219 (Educational Setting), 251-254 (Client factors and performance skills related to handwriting)</p> <p>For Weeks 7 & 8</p> <p>Ch 7 Documentation & Billing p. 112-125</p>	<p>Evaluation Interpretation Documentation</p> <p>Mini lecture</p> <p>Review asynchronous Jayden case for PBL</p> <p>Review midterm OSCE</p> <p>Review CSEA assignment if needed</p>	tRat/MC TAA on week 6 and 7 readings	Reading Quiz 10/5 by 11:59pm
<p>8 10/13/25</p>	Service learning week	No class		(NO reading quiz this week)

	Ch 23 Telehealth			
9 10/20/25	Ch 5 p. 88-90 DS Ch 15 Intervention for Education (you 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	Interventions Play/ FM/ VPM Review play ppt intervention slides - see BB Review for Exam 2	We will include the tRat in week 10 following the exam or in week 11 class	Reading Quiz 10/19 by 11:59pm
10 10/27/25	Ch 27 SI Ch 28 SST Ch 5 p. 71-72 (ADHD)	Interventions-Education ASI/ SST's Executive Function Exam 2 on	MC TAA only (no iRat/tRat) We will start class after exam at 1:00	No reading quiz because of the exam - these readings will be on next week's reading quiz

		weeks 6,7,8,9 in person first 45 minutes-		
11 11/3/25	Ch 13 – ADL Intervention 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)	ADL Intervention Eval and Interventions- Social participation/ Leisure / Play (Community) Behavior Mini lecture	tRat / MC TAA	Reading Quiz 11/2 by 11:59pm Weeks 10 and 11
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	Interventions- movement/ GM/ writing Mini lecture Review HW on-service for PBL	tRat / MC TAA	Reading Quiz 11/9 by 11:59pm - on weeks 10 and 11
13 11/17/25	Ch 29 Motor Learning p. 555-561 Ch 34 AT	Interventions- NDT and AT		No Reading assignment due for next week - Exam 3 will be

	Ch 5 CP p. 80-81 Review as needed Ch 14 p. 336-338 COOP			Monday
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 ck on pgs Ch 21 Vocational	Exam 3 - intervention content weeks 8, 9, 10, 11, 12, 13 - All case based	No iRat / tRat	
15	Transition - OT Role Finalize HS visit plans iRat - no tRat Final Exam Review	OT's Role in Transitions Review for Topics Final	Meet in groups to finalize plans for HS lab visit tRat	Reading Assignment 12/1 by 11:59pm
16	Final topics exam 12/8/25 case based and cumulative- in person			

Final Grades

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

Assignment/Assessment	Percentage of Grade
<p>Reading Assignments</p> <p>You will have online multiple-choice assignments for all assigned readings. You should have read before Topics and PBL to be familiar with the content, allowing you to participate in the class activities and discussions. These are open book, to ensure you have completed and understood the reading. You will have two attempts at these. You will learn best if you complete the assignment as if you are taking a quiz the first time without the book, then go back and look at what you got wrong and try to figure out why (with the book) and then try again. They are timed so that you will read beforehand and not spend unlimited time searching for answers as you go.</p>	15%
<p>Exams</p> <p>You will have 4 exams that will apply content from your readings, your PPT lectures, and your flashcards. There will be both factual and clinical questions and the ratio will change across the 3 exams so that by the final exam, the questions are primarily clinical and apply factual information. Clinical questions will require clinical reasoning and will help prepare you for NBCOT pediatric questions. The final exam will be cumulative in the sense that your cases may be any age child.</p> <p>The exams will be m/c and t/f primarily with an occasional matching question. For Exam 3, you will be given cases one week ahead of time.</p>	20% each (80% total)
<p>Attendance/participation</p> <p>See the attendance policy. In order for you to participate in the TBL experiences, you need to be present.</p>	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 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.

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.

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.