



Sacred Heart UNIVERSITY

Fall 2025
Course # OT 608
Community and Population Needs & Health Part II

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Dr. Sheelagh Schlegel Dr. Amanda Wheeler
Contact	schlegels@sacredheart.edu wheelera2@sacredheart.edu
Office Hours	By appointment
Office Location	N-133 N-125

Course Overview

	Course Information
Course Meeting Times	Tuesdays Section A 9-11:30 Section B 12:00 – 2:30
Format	Weekly in-person instruction
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: S201
Credit & Workload	This course is offered in a 16-week semester calendar. For a three (3) credit hour course, the total expected workload is 135 hours. In a 16-week course, this course averages approximately 8.4 hours per week, which includes activities such as lectures, discussions, group work, individual work, and experiential activities
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE: This is a continuation of the work begun in Community and Population Needs & Health Part I. Students complete the needs assessment begun in Part I and deliver a written report to the community partner. Students then develop an understanding of theory and practice related to the development of a community-based program or project, including research of available



funding, based on the needs assessment completed for the community. They prepare a formal, professional presentation for the Sacred Heart University Occupational Therapy Program community and for the community partner, if requested. Students will also submit a proposal for a poster presentation for state and/or national conference.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

“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 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](#)).



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 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).

**INSTRUCTIONAL METHODS:**

This course will allow you to combine and apply knowledge gained in the first semester of this course and integrate your new learning with prior knowledge. Course content will be provided through lectures, discussions, and in-class learning/workshops, team-based learning, and service learning. Your learning will be assessed using Bloom's levels of comprehension, application, and analysis.

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: Scaffa, M.E. & Reitz, S.M. (2020). Occupational Therapy in Community and Population Health Practice. (3rd ed.) F.A. Davis.

RECOMMENDED TEXTS: Soriano, F. I. (2013). Conducting needs assessments: A multidisciplinary approach (2nd ed.). Thousand Oaks, CA: Sage.

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

STUDENT BUDGET FOR COURSE SUPPLIES:

If required, you will develop a budget for your program development, and this will be presented to the OT Dept Chair/Program Director for approval. For some programs, fundraising will be necessary.

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. Adjust as needed for your course



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 the [ACOTE standards](#).

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- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Understand principles of community health and wellness and preventative programming	B.2.1 Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	TBL Applied Learning Activities	TBL Quizzes
Engage in continual learning and evidence-based practice with intellectual open-mindedness	Understand principles of telehealth technology	B.3.18 Technology in Practice Demonstrate knowledge of the use of technology in practice, which must include:	TBL, in-class application activity	IRAT/TRAT Questions



		<ul style="list-style-type: none">• Electronic documentation systems• Virtual environments• Telehealth technology		
Engage in continual learning and evidence-based practice with intellectual open-mindedness	Analyze the role of grant funding in expanding access to OT services and supporting innovative models of care delivery.	<p>B.4.7 – Evolving Service Delivery Models</p> <p>Demonstrate the ability to plan, develop, organize, promote, and support the delivery of services to include the determination of programmatic needs and service delivery options, and the formulation and management of staffing for effective service provision.</p> <p>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for evolving service delivery models, professional development, and practice.</p> <p>Create a grant proposal to support program development.</p>	In-class lecture and workshop	Grant assignment



Promote justice through compassionate service to the local and global communities	Demonstrate the ability to design and implement a community-based program or project to meet the needs of a community site	<p>B.2.1 Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.</p> <p>B.3.11 Evaluate the needs of persons, groups, or populations to design programs that enhance community mobility, and determine alternative means of transportation in community settings, including driver rehabilitation and other community access options.</p> <p>B.3.20 Evaluate access to community resources, and</p>	TBL Applied Learning Activities	IRAT/TRAT Questions Program Development Plan Program Evaluation Report



		<p>design community or primary care programs to support occupational performance for persons, groups, or populations.</p> <p>B.4.7</p> <p>Demonstrate the ability to plan, develop, organize, promote, and support the delivery of services to include the determination of programmatic needs and service delivery options, and the formulation and management of staffing for effective service provision.</p> <p>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for evolving service delivery models, professional development, and practice.</p>		
Engage in continual learning and evidence-based practice with	Evaluate a community health program including making recommendations for future	B.3.17 Evaluate and discuss mechanisms for referring clients to specialists both internal and external	TBL Applied Learning Activities	Program Evaluation Report



intellectual open-mindedness Demonstrate leadership through scholarship and professional service	programming and referrals, both internal and external to the profession	to the profession, including community agencies.		
Demonstrate leadership through scholarship and professional service Engage in continual learning and evidence-based practice with intellectual open-mindedness	Present project findings clearly and professionally to an academic or professional audience using effective visual and oral communication strategies.	B.5.2. Scholarly Study Design, implement, and disseminate a scholarly study (e.g., systematic reviews, secondary data analysis, observational, case study, qualitative) that advances knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and learning). B.3.21. Effective	In-class lectures and workshops	Poster Presentation



		Communication Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.		
Engage in continual learning and evidence-based practice with intellectual open-mindedness	Develop a professional-quality abstract that clearly summarizes a scholarly community- or population-based occupational therapy program or research project.	B.5.2 – Scholarly Study Design, implement, and disseminate a scholarly study (e.g., systematic reviews, secondary data analysis, observational, case study, qualitative) that advances knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and	In-class lecture and workshops	Abstract



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Topical Outline & Course Schedule:

Subject to change per instructor

Table 2: Topical Outline

Week	Readings	Content	Assignments	Assessment Strategies
1 8/26 AW	Chapter 23/Chapter 25	Primary Care/Telehealth	iRAT / tRAT Application activities in class	iRAT/tRAT Review Needs assessment feedback and implement changes
2 9/2 SS	QOL scanned readings	Quality of Life	iRAT / tRAT Application activities in class	iRAT/tRAT Submit final needs assessment
3 9/9 AW	Chapter 6	Program Development – Design	Begin in-class Program Timeline	Complete Program Timeline (due 9/14 11:59pm)
4 9/16 SS	Chapter 6	Program Development - Design	Workshop on Program Development	iRAT/tRAT Begin Program Development Report
5 9/23 AW	BB Grant Readings	Grant Funding	Readings In class lecture Grant workshop	Grant Assignment Due (9/28 11:59pm)
6 9/30 SS	Chapter 8	Program Support	in class lecture workshop	Finalize Program Development Plan(due 10/5 11:59pm)
7 10/7 AW	BB Resources	Program Marketing	Students report on program plan to peers	iRAT/tRAT in-class informal report on program development plan



8 10/14 Asynchronous	Meet with faculty advisors Global service trips			
9 10/21 SS	BB readings	Global Health	In-class activity	
10 10/28 SS	Chapter 7	Program Evaluation	TBL, applied learning activity	iRAT/tRAT
11 11/4 AW	BB resources and video	Poster & Abstract Development	Mini-lecture and workshop	Program Evaluation Report (due 11/16 11:59pm)
12 11/11 AW	BB Resources	Poster & Abstract Workshop	Poster and abstract development workshop	
13 11/18 AW/SS	BB Resources	Poster & Abstract Workshop	Poster and abstract development workshop	
14 11/25	Asynchronous work, finalize posters and abstracts with faculty advisors			
15 12/2 AW/SS		In-class presentations of posters	In-class poster presentations	Poster Presentation Due 11/30 11:59pm Conference Abstract due 12/7 11:59pm
16 12/9 Finals Week		Final Poster Presentations		



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

Assignment/Assessment	Percentage of Grade
<p>Program Development Timeline</p> <p>Students will submit an updated timeline including goals and dates to outline how their program development plan will be completed by week 3 including progress towards goals. A Gantt chart or similar tool can be used to visually display the timeline</p>	5%
<p>iRAT / tRAT Quizzes</p> <p>You will take a 10 question iRAT quiz on designated weeks at the start of class followed by a tRAT quiz with your assigned group.</p>	iRAT quiz x 5 5% tRAT quiz x 5 5% = total 10%
<p>Grant Funding Assignment</p> <p>Students will research foundation grants that fund programs or services, and will complete the assignment template, answering all questions.</p>	10%
<p>Program Development Plan</p> <p>Based on the results of the needs assessment, students, in consultation with the site, choose one occupationally related need to address through the provision of a program or product and develop a proposal to promote and support clients' participation and occupational performance in the context relevant to the client/community needs.</p>	20%
<p>Program Evaluation Report</p> <p>Students will implement their program/project and provide a written report including impact, process and outcome evaluation. The report will be submitted in Word format and answer the questions provided in APA format with narrative answers and minimal use of bullets. Refer to rubric for details.</p>	15%
<p>Poster Presentation</p> <p>Students will design and present a poster presentation for the SHU community. There will be a group poster grade as well as an individual presentation grade associated with this assignment. Refer to rubrics.</p>	25%



Abstract Submission	15%
Students will prepare an abstract for a professional conference of choice decided with faculty advisor. Abstract submission must meet specific requirements of intended conference and the required template must be submitted by students.	
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

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

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).



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- **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



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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.