



Sacred Heart UNIVERSITY

Fall 2025

OT501:

Becoming an OT Professional, Part 1

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Sylvia Sobocinski, MA, OTR/L
Contact	sobocinskis@sacredheart.edu
Office Hours	By appt on campus Tues, Weds, or Thurs, or via zoom
Cell	203-671-6656 (please text first to set up call or appt.)

Course Overview

	Course Information
Course Meeting Times	WEDNESDAY 9:00-10:30 sections A and B, THURSDAY Section B: 1:00-2:30, and section A: 3:00-4:30.
Format	Course content will be provided through in-class lectures, discussions, presentations, and hands-on activities.
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: Wednesday N132, Thursday N350.
Credit & Workload	This course is offered in a 16-week semester calendar. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as lectures, discussions, group work, individual work, and experiential activities For a three (3) credit hour course, the total expected workload is 135 hours. In a 16-week course, this course averages approximately 8.4 hours per week.
Prerequisites	Not applicable



Course Information

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

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).



AOTA | Vision 2030

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



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

INSTRUCTIONAL METHODS: The course will include assigned readings, lectures and PPT to introduce concepts, individual and group assignments and hands-on, interactive activities to reinforce learning and integrate material on a weekly basis.

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.

REQUIRED TEXTS:

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

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

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

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

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

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



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

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

STUDENT BUDGET FOR COURSE SUPPLIES: All materials 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. Adjust as needed for your course

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

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

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

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

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	Define occupational therapy: Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.	B.2.1. Scientific evidence, theories, models of practice, and frames of reference 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.	Lecture In-class discussions Reading assignments In class OT definition activity OT to the Stars class assignment Occupational Science discussion post	Final exam OT to the Stars assignment Role playing activities
Engage in continual learning and evidence-based practice with intellectual open-mindedness	Define terms used in the occupational therapy practice framework.	B.2.4. Communicate Distinct Nature of Occupation. Explain to the community of interest (e.g., consumers,	Lecture OTPF-4 quiz game Peer interviews	Occupational Profile Assignment Walk Around Life: Performance



		potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being.	Reading quizzes	Skills and Client Factors OT to the Stars
	Describe how historical events have affected the profession of occupational therapy.	B.2.2 Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Lecture AOTA Video In-class discussions Article presentations Reading assignments Social Identity Activity	Quiz



Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Explain what occupational therapists DO. Engage in professional activities and demonstrate professional behaviors.	B.3.2 Demonstrate professional reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions that: Address client factors, performance patterns, and performance skills. Focus on creation, promotion, establishment, restoration, maintenance, modification, and prevention. B.3.1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Lecture In-class discussions In-class OT definition activity Case studies, and hands-on team learning exercises.	OT to the Stars assignment Final exam PY2 Community Needs Assessment Presentations reflection assignment. Article presentations
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Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Identify and apply theories and models that underlie occupational therapy practice in this country and abroad.	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.	Lecture In-class discussions and article presentations Reading assignments	OT to the Stars Assignment Quizzes Final exam
	Practice in a safe, legal, and ethical manner. Identify contextual factors that influence the profession and practice of occupational therapy	B.2.3. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.	Lecture Reflection on Doing, Being and Becoming In-class Ethical dilemma analysis Social Identity Activity	OTPF Quiz Final exam OT to the Stars Assignment Occupational Profile assignment
Exhibit team collaboration skills, inter-professional practices, and	Utilize professional communication skills including basics of	B.3.22. Demonstrate knowledge of the principles of intraprofessional	In-class discussions and debates	OT to the Stars Assignment



demonstrate cultural humility in all communications and encounters	proper documentation	and interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Team-based assignments Hands-on learning activities and role plays Giving and receiving feedback exercise	
Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	Demonstrate ethical reasoning Demonstrate readiness, habits, and skills for self-directed, life-long learning and self-reflection. Practice in a safe, legal, and ethical manner.	B.2.10. Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions,	Lecture and ethical dilemma analysis Reading assignments Discussion of the AOTA documents AOTA resource treasure hunt	Ethical dilemma case study and team assignment Final exam



		client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.		
Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters	Interact collaboratively and communicate effectively with individuals, populations, and inter-professional teams.	B.3.21. 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.	Team Roles and Responsibilities Presentation In-class discussions Giving and receiving feedback KAWA model teambuilding activity	Team assignments throughout the semester Article presentations Final exam

Topical Outline & Course Schedule:

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

See weekly schedule below and under course content on BB. All reading assignments and reading quizzes are due before class on Wednesday morning to encourage class



as a time to clarify content, ask questions and participate in discussions. Quizzes are open-book and designed to help with studying and integrating the material.

Week	Dates	Topic	Assignments, Class Prep & Readings Due
1	Aug 27-28	Course Introduction, syllabus review Doing, Being, and Becoming theme	Read: Willard and Spackman Chapter 1 (What is Occupation?) up to pg. 7 Wilcock (1999) posted on BB- <i>Doing, Being, Becoming</i> Assignment: Wilcock Article reflection (Due Wednesday, August 27 th by 11:00pm)
2	Sept 3-4	Theories of Lifespan Development	Read: Cole and Tufano: Appendix 1 (Theories of Lifespan Development) What is Due: Reading Quiz #1, Due Tuesday, 9/2, by 11pm
3	Sept 10-11	Behavioral Frames of Reference: Applied Behavioral Cognitive Behavioral Continuum	Read: Cole and Tufano, Chapter 12 (Applied Behavioral Frames) and Chapter 13 (Cognitive Behavioral Frames) Please read Additional articles on BB to actively participate in Article presentations and interactive discussion (Prof. S)
4	Sept. 17-18	Frames of Reference: Biomechanical Rehabilitative Motor Control, Motor Learning, and NDT	Read: Biomechanical FOR: Cole & Tufano p. 165-166 Rehabilitative FOR: Rybski p.367-369 (See BB)



Week	Dates	Topic	Assignments, Class Prep & Readings Due
			Motor Control/Motor Learning: Cole & Tufano p. 245-251
5	Sept. 24-25	Using the OT Practice Framework (OTPF) Part 1: Domain	Read: OTPF-4 p. 1-17 (up to Process); Tables 1 & 2 on p. 29-35; and key terms and definitions of your readings in the glossary, (p. 74-84) Willard and Spackman Chapter 18: (Patterns of Occupation) What is Due: Article presentation and interactive discussion (Team 1)
6	Oct. 1-2	OTPF Part 2: Process Creating an Occupational Profile Developing goals from assessment Considering Outcomes	Read: OTPF pg. 18-28, and 36-74 and articles posted on BB. Review OTPF reading from previous class that you need clarification on. What is Due: Reading Quiz* (OTPF) *includes reading and concepts from weeks 5 and 6. Due by Tuesday, Oct. 30 th , 11pm. Assignment: Occupational Profile due Friday, October 3rd by 11:00pm
7	Oct. 8-9	Professional Roles and Responsibilities, Ethics, and Teamwork	Read: Willard and Spackman, Chapter 36 (Ethical Practice) Willard and Spackman, Chapter 39 (Professionalism, Communication and Teamwork)



Week	Dates	Topic	Assignments, Class Prep & Readings Due
			Michelsen and Schultheiss Article on feedback (posted on BB) What is due: Assignments: Ethical Dilemma in-class Team Assignment.
8	Oct 15-16	Frames of Reference: Psychoanalytic and Psychodynamic	Read: Cole and Tufano, Chapter 22 (Psychoanalytic Frames) and Chapter 23 Psychodynamic – Ego – Adaptive Frames What is Due: Reading Quiz, due Tuesday night.
9	Oct 22-23	OT Models and Theories: • Model of Human Occupation (MOHO) • KAWA Model • Occupational Adaptation (OA)	Read: Cole and Tufano: Chapter 6: (Model of Human Occupation) Chapter 10, pages 173-175 (The Japanese Kawa Model) Chapter 8, pages 139-144 (OA) And articles on BB: What is due: Assignments: MOHO article presentation and discussion (Team # 2) Active participation KAWA in-class activity (counts toward participation grade)
10	Oct 29-30	OT Models continued: Ecology of Human Performance; (EHP)	Read: Cole and Tufano Chapter 7:(PEOP), Chapter 9: (EHP) Chapter 10: (International Models)



Week	Dates	Topic	Assignments, Class Prep & Readings Due
		Person-Environment-Occupation Model (PEO) Person-Environment-Occupation- Performance Model (PEOP) Canadian Model of Occupational Performance (CMOP-E)	And refer to Willard and Spackman, Chapter 43 (Ecological Models in Occupational Therapy) for an overview and comparison of the models. What is due: Assignments: PEO Article presentations and interactive discussion (Team #3) OT to the Stars~ group presentations (15%) Thursday.
11	Nov. 5-6	Sensory Frames: Ayres Sensory Integration Theory and overview of sensory processing, sensory modulation and restraint reduction	Read: Cole and Tufano, Chapter 18 and Chapter 19 Review articles posted to BB What is Due: Assignments: Be prepared to share WFOT activities. Sensory article presentations and interactive discussion (Team #4)
12	Nov 12-13	Looking back and moving ahead: OT History Promoting Occupational Justice And Considering Social Identity	Read: Willard and Spackman - Chapter 2 (History of OT) and Chapter 45 (Occupational Justice) What is Due: Complete Reading Quiz, due Tuesday night 11/11 Review Occupational Justice articles on BB and be prepared to discuss (Team #5 Presentation)



Week	Dates	Topic	Assignments, Class Prep & Readings Due
13	Nov. 19-20	Cognition: Toglia's Dynamic Interactional Approach and Allen's Cognitive Disabilities	Read: Cole and Tufano, Chapter 16 (Allen's Cognitive levels) Chapter 17 (Toglia's Dynamic Interactional Approach) Willard and Spackman, Chapter 58 (Cognition, Perception and Occupational Performance) pages 901 to 907- up to Evaluation What is Due: Complete Reading Quiz, due Tuesday night Assignment: Article presentation and interactive discussion (Team #6)
14	Nov. 26-27	Considering Occupational Science	Read: Willard and Spackman Chapter 9 (Occupational Science: The Study of Occupation) What is Due: Asynchronous Assignment: Discussion Board post: Reflection on reading. See BB for assignment details. (Due Friday, Nov 28 by 11:59pm)
15	Dec. 3-4	Putting it all together!	Put together a study guide.



Week	Dates	Topic	Assignments, Class Prep & Readings Due
		Wrap up, interactive review for final.	Get clarification as needed.
16		Finals week.	In-class Final exam (Time tba) Assignment: Required Attendance at Community/Population Needs and Health Presentations What is Due: (Submit reflection to discussion board on BB)

Final Grades

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

Assignment/Assessment	Percentage of Grade
Personal Reflection on Doing, Being and Becoming	5%
Reading Quizzes (5 @ 2 % each)	10%
Article Presentation/discussion (team)	10%
Occupational Profile	10%
Ethical Dilemma activity (in-class, team)	10%
OT to the Stars (team presentation)	15%
Occupational Science discussion post	5%
Community Needs Assessment: attendance and short reflection	5%



Assignment/Assessment	Percentage of Grade
Participation	10%
Final Exam	20%
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.
- 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).
- **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



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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

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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



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attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.