



Sacred Heart UNIVERSITY

Late Spring/Summer, 2026

OT 577 A&B

Level 1 Fieldwork: Adult/Geriatric Physical Disabilities

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Professor Nicole Peloso Smith, MS, OTR/L
Contact	Peloso-n@sacredheart.edu 203-396-8210
Office Hours	By appointment
Office Location	N118

Course Overview

	Course Information
Course Meeting Times	Thursdays, Section A 9 – 10 am, Section B 10 - 11 am Seminar- Full Cohort 9:30 am – 10:30 am
Format	In-person fieldwork experiences, Virtual simucases, seminars
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: S210
Credit & Workload	This course is offered in a 15-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. In a 15-week course, this course averages approximately 3 hours per week.
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE:

The purpose of Level I Fieldwork is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and fieldwork experiences. Fieldwork in combination with TBL, PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with the adult/geriatric physical disabilities populations with a variety of needs for occupational therapy services. Self-directed, collaborative learning, and class participation are essential aspects of this course.



Students will engage in Level I fieldwork experiences during the semester. Each student will attend seminar classes during the semester (refer to Topical Outline for seminar dates). All students will regularly engage in online simulations, videos and debriefings. Simucase simulations will be completed in assessment mode. If the student receives below an 80%, remediation work can be done in learning mode, until the student reaches a 90%+, and the grade will be adjusted to an 80.

Students will also be assigned to specific in-person fieldwork experiences with OT's or faculty mentors in specific settings. Fieldwork placements will be determined by the Academic Fieldwork Coordinator. These experiences are essential to your learning and equity of student placements will be the objective. All fieldwork experiences focus on developing students' observational skills for evaluation and intervention, understanding the role of the OTR and other members of the professional team in a variety of populations, and practicing professional behaviors. Each student will complete and submit the fieldwork worksheet, which reflects successful participation, treatment plans, and an individual assessment to their fieldwork OT or faculty mentor. This worksheet will be pass/fail, with the possibility of mentor feedback, and will require rewrites until it is adequately written.

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



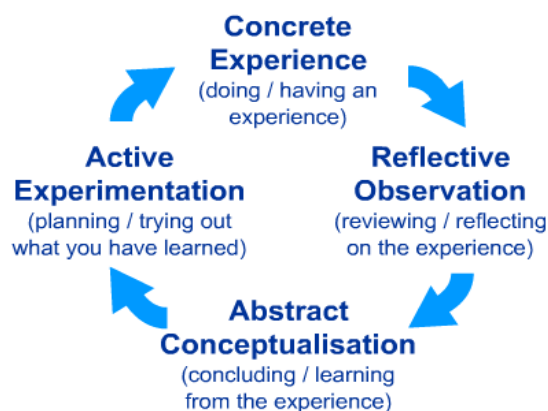
earning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this semester.

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:

The frameworks for this course are the experiential learning theory (ELT) (Kolb, 1984) and the person, environment, and occupation model (Law et al, 1996).

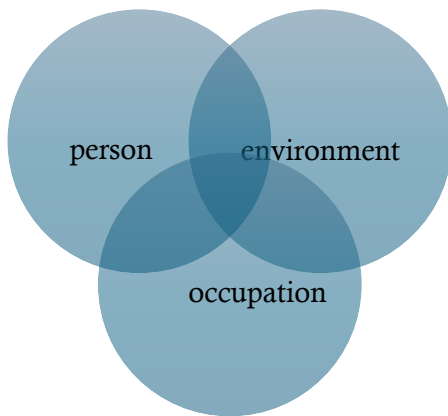
Experiential Learning Theory



Copied from: Kolb, D., Boyatzis, R., Mainemelis, C. (2000) Experiential Learning Theory: Previous Research and New Directions. In R. J. Sternberg and L. F. Zhang (Eds.), Perspectives on cognitive, learning, and thinking styles. NJ: Lawrence Erlbaum, 2000. For this syllabus and educational purposes only.



Person, Environment, and Occupation Model



Copied from: Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996).

The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*, 63,(1), 9-23 for this syllabus and educational purposes only.

INSTRUCTIONAL METHODS:

Level I fieldwork involves observation and interaction with adults in a variety of physical disability settings. Experiences will include a combination of in person and online Simucase simulations. As able, and dependent upon site availability to accommodate students will be assigned to fieldwork experiences with OT's, faculty mentors, and site supervisors. Site supervisors may include, but are not limited to teachers, nurses, social workers, physical therapists and psychologists. Students are expected to follow the guidelines listed in the Level I fieldwork information sheet of the *Student Manual* for professional behaviors, dress code, conduct and confidentiality.

Students will also participate in classroom seminars, debriefings and activities related to fieldwork experiences (refer to topical outline for seminar dates). This course requires the completion of structured assignments that enable occupational therapy students to reflect on the evaluation and intervention of clients as they engage in areas of occupational performance.

*Please note that plans might change as the semester progresses, regarding sites ability to accept students.



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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 RESOURCES: Simucase

REQUIRED TEXT

Napier, B. (2011). *Occupational Therapy Fieldwork Survival Guide*. Bethesda, MD: American Occupational Therapy Association.

RECOMMENDED TEXTS

McConnell, T.H. (2007). *The Nature of Disease: Pathology for the Health Profession*. NY: Lippincott Williams & Wilkins.

Sames, K.M (2009). *Documenting Occupational Therapy Practice (2nd ed)*. Upper Saddle River, NJ: Prentice Hall.

Select Readings (refer to BB under assignment/reading tab)

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

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.

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 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

THE PROGRAM WILL MEET THE FOLLOWING ACOTE STANDARDS FOR LEVEL I FIELDWORK

C.1.1. Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education
C.1.10. Ensure that fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.
C.1.11. Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods: • Virtual environments • Simulated environments • Standardized patients • Faculty- practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment Documents that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures.)



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The table below lists the B Standards that may be encountered during Level I fieldwork experiences. It is important to note that designated academic courses, other than the Level I Fieldwork, are intentionally designed to meet ACOTE's B Standards requirements. The Level I fieldwork courses complement these by offering practical application, but do not serve as the primary pathway for meeting B Standards.

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.	Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process.	B.3.21. Effective 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	Classroom discussions & written assignments	FW Worksheet, Mock interviews
Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking and clinical reasoning.	Administer standardized/non-standardized assessment and make recommendations	B.3.3. Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and on-	Complete Eval/Assessment determined by FW supervisor	FW Worksheet: Eval/Assessment assignment



		standardized screenings, and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Identify and appropriately delegate components of the evaluation to an occupational therapy assistant. Demonstrate intraprofessional collaboration to establish and document an occupational therapy assistant competence regarding screening and assessment tools.		
Demonstrate the knowledge and skills required of an entry	Demonstrate emerging professional, written,	B.3.21 Demonstrate effective	Classroom discussion, FW experience	Final FW evaluation, FW Worksheet



level occupational therapist, including critical thinking and clinical reasoning.	and oral communication skills in interactive learning with peers, building relationships with clients, and participating in professional practice arenas	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.		
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	Conduct professional observations and prepare written documentation that reflects knowledge of occupational performance in relation to environment/context, development expectations, and challenges to occupational performance for various individuals	B.3.5. Based on interpretation of evaluation findings, develop occupation-based intervention plans and strategies that must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Report all evaluation findings and	Classroom discussion, FW experience	Simucase, Fieldwork Worksheet



		intervention plan to the client, interprofessional team, and payors.		
Promote justice through compassionate service to the local and global communities	Demonstrate cultural/ethical awareness and respect for diversity when discussing, interpreting, reporting, and engaging with others in classroom and professional practice environments	B.1.2. Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but if not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Classroom discussion, FW experience	Simucase, Final FW evaluation
Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally.	Participate in assigned level I FW placement and adhere to University's, the OT Program's, and the settings' policies and procedures, including safety requirements	B.2.8. Demonstrate sound judgement regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process	Classroom discussion, FW experience	Simucase, Final FW evaluation



		as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g. blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.		
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Develop skills in self-assessment and reflection in order to support personal and professional development and professional behaviors	B.3.1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgements, as part of the therapeutic process in both individual and group interaction.	Classroom discussion, FW experience	Written assignments, Final FW evaluation
Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	Understand and adhere to the AOTA Code of Ethics and begin to formulate one's own ethical practice	B.2.10. Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) Occupational Therapy Code	Discussion Board, Classroom discussion, FW experience	Written assignments, Final FW evaluation



		of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.		
Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally.	Demonstrate understanding of own values and background, and the impact of these on developing roles as occupational therapy professionals	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.	Classroom discussion, FW experience	Written assignments, Final FW evaluation, In class AIR ethical analysis

Topical Outline & Course Schedule:

Subject to change per instructor

Table 2: Topical Outline

Week	Readings/ Videos	Content Topic/Module	Assignments	
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1 4/30 Full class seminar 9:30-10:30 am In person	Simucase: Alex (THR-75)	Welcome to FW! Review syllabus THR	Be sure you understand the assignments required for this semester Double check you will stay in compliance in Exxat-many annuals come due in summer Alex (THR): Complete the assigned Simucase due 5/7
2 5/7			DUE today 5/7: Alex (THR): Complete assigned Simucase In-person FW experience/FW Worksheet
3 5/14	Simucase: Tubes and Lines Mobilization (30) Simucase: Supplemental Oxygen Types (15)	Clinical Skills: Lines, Tubes, and Oxygen Management	DUE today: 5/14 Complete assigned Simucases In-person FW experience/FW Worksheet
4 5/21	Simucase: Damon (MS-60)	MS	Damon (MS): Complete the assigned simucase due 5/28
5 5/28 Full class seminar 9:15-11:00 am In person	Guest Speaker: Nicole Williams, Fox Rehab SHU Website: Big Interview	Interviewing skills	Due today 5/28: Damon (MS): Complete assigned simucase SHU Website: Big Interview In-person FW experience/FW Worksheet
6	Simucase: Molly (CHF-75)	Mock Interviews 9-11 am	In-person FW experience/FW Worksheet



6/4 Schedule TBD Approximately 9-11 am In person		CHF	
7 6/11 9:30-10:30 am In person	Guest Speaker: Jacob Bertkowski/Dylan Lagaglia, Alliance Ortho	Outpatient ortho	DUE today 6/11: Molly (CHF): Complete assigned Simucase In-person FW experience/FW Worksheet
8 6/18	Simucase: Frank (PD/dementia- 45)	Parkinsons	Discussion Board opens In-person FW experience/FW Worksheet
9 6/25			DUE today 6/25: Frank (PD/dementia): Complete assigned Simucase In-person FW experience/FW Worksheet
10 7/2	Simucase: Electronic Documentation- Outpatient Setting (30) Electronic Documentation- Acute Care (30)	Documentation	DUE today: 7/2 (Electronic Documentation Simucases) In-person FW experience/FW Worksheet
11 7/9	Simucase: Ed Intervention 1 (CVA-60)	CVA	In-person FW experience/FW Worksheet Watch this BEFORE class on 7/16: https://www.youtube.com/watch?v=aHEaBlcqA8w
12 7/16 9:15-11:00 In person	Virtual Fieldwork, Fox Rehab	Diagnosis: TBD	DUE today 7/16: Ed (CVA): Complete assigned Simucase In-person FW experience/FW Worksheet



13 7/23			Discussion Board closes In-person FW experience/FW Worksheet
14 7/30			Completed FW worksheet, signed off by FWE FWE details completed in Exxat, FW hours submitted in EXXAT & SEFWE completed in Exxat ALL submitted no later than 7/31/26 In-person FW experience/FW Worksheet
15 8/6		Finals week	

Final Grades

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

Assignment/Assessment	Percentage of Grade
Mock Interviews	5%
In Person Experience/FW Worksheet Completed & Exxat Timesheet, Eval of level 1 FW experience (SEFWE)/FWE details	50%
Simucases (5 cases, 4 videos)	40%
Discussion Board	5%
Total	100%

There will be a 10% grade deduction for any late submission each day that an assignment is late.



The final letter grade is assigned in accordance with the university grading policy: [SHU Graduate Grading System](#).

DESCRIPTION OF ASSIGNMENTS*

Assignment	Description
EXXAT Hours	Complete weekly hours on EXXAT and submit to your FWE for approval – Due no later than July 31, 2026.
FWE details/Student Eval of FW Experience (SEFWE)	Complete on EXXAT - FWE details due within 1 week of starting FW, SEFWE due no later than July 31, 2026
In-person experiences. Complete FW Worksheet and upload to Blackboard	Assigned directly by the course instructor. These are generally 4-5 week experiences, 3-4 hours per week, mostly on Wednesdays and Fridays. Students will develop a weekly treatment session, run individual sessions and/or groups, and complete individual SOAP notes and an evaluation. Complete the FW worksheet with the corresponding assignments, have your FWE sign off on it, and upload it to Blackboard by July 31, 2026.
Simucase Case Assignments	Complete all assigned interventions, assessments, and part task trainer on Simucase as described in the topical outline. Simucase simulations will be completed in assessment mode. If the student receives below an 80%, remediation work can be done in learning mode, until the student reaches a 90%+, and the grade will be adjusted to an 80. Complete any assigned corresponding assignments/worksheets.
Discussion Board	Answer discussion questions on Blackboard and respond to 1 of your classmates. Opens 6/18/26, Due by 7/23/26

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.



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- 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 SUPPORTS (Read the University Syllabus Extension)

The university has many supports, services, and policies available to support your success at Sacred Heart University. Be sure to visit this course on Blackboard and click "Syllabus Extension" under the Syllabus module to read important information regarding academic integrity, academic accommodations, learning support services, and more. If you have any questions, please contact your instructor.