



Sacred Heart UNIVERSITY

Special Trimester Late Spring/Summer 2026

Course # OT 576

**TRANSFORMATION THROUGH HUMAN OCCUPATION: APPLICATION IN ADULT
& GERIATRIC PHYSICAL DISABILITY**

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Amanda Wheeler, PhD, OTR/L, CLT Jaimee MB Hegge, OTD, OTR/L, CKTP Qarib Ahmed, MS OTR/L, COMT-UE, LSVT, CNS, FMT Lou Elmo, OTR/L Moira Ethier, MSGRW, OTR/L
Contact	#203-371-7734 (Jaimee) & #203-365-4777 (Amanda) Jaimee bettsj1008@sacredheart.edu Amanda wheelera2@sacredheart.edu Qarib garibahmedtherapy@gmail.com Lou elmol@sacredheart.edu Moira ethierm@sacredheart.edu
Office Hours	By appointment
Office Location	CHE N124 (Jaimee) N125 (Amanda)

Course Overview

	Course Information
Course Meeting Times	Sections A, B, C, D 4:30-7:00PM Monday & Wednesday *Special lab date/times posted on BB and in Topical Outline
Format	This course series is designed utilizing an experiential approach to learning. The content will be provided through self-directed activities, case studies analysis, lectures and discussions, problem solving in small groups, hands-on activities, and special lab experiences (including clinical simulation and community site visits). The Application portion of this content will be provided in synchronous class meetings twice per week.
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: rotating rooms posted on BB in Topical Outline
Credit & Workload	This is a 5-credit course. The course is offered in a 15-week special trimester calendar. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as lectures, discussions, group work, individual work, and experiential activities



	For a five (5) credit hour course, the total expected workload is 225 hours. In a 15-week course, this course averages approximately 15 hours per week.
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE:

This course is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This course is the second in a series of three that are scaffolded by level of complexity. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team. Transformation through Human Occupation: Application in Adult & Geriatric Physical Disabilities will place specific emphasis on hands-on learning and practical skills development utilized with adult and geriatric clients.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

"Vision 2030 is:

- The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- Essential to the profession's ongoing viability and success," ([AOTA, 2025](#)).*

"As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living," ([AOTA, 2025](#)).



Vision Statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

([AOTA](#), 2025)

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950's is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. That tool may no longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research.

Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision.

We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring, in your practice. We will make this course playful and silly wherever it is appropriate to do so.



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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 cornerstone of the MSOT program and curriculum at SHU is “**Transformation through values-based education.**” Our curriculum design is a blueprint for learning. The curriculum reflects the mission, vision, and philosophy of our program. Our program philosophy contains our beliefs about occupations, human beings, learners, and teaching practices. Consequently, the design of the curriculum has emerged from our philosophical beliefs. 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).

INSTRUCTIONAL METHODS:

The Transformation through Human Occupation course series utilizes a multimodal approach to teaching and learning, including didactic lectures, large and small group discussions, experiential learning activities, and self-directed learning. There will be opportunities to learn through demonstration and hands-on skill development. Instruction may also include on-line synchronous and asynchronous experiences. This course will also introduce learning strategies used in Problem- and Team-Based Learning (PBL/TBL) curriculum as a means to foster students' independent and collaborative learning. The self-directed time designated in your semester schedule is mandatory. Students are expected to have completed assigned readings prior to class. Other research resources include but are not limited to journal articles, media sources, and any material from the previous semester(s). It may also include notes and readings from other courses.



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Small groups will break down a case study and will assign students to find out necessary information and bring it back to the group in order to make clinical decisions. Students are expected to discuss current literature and evidence to assist with clinical decision making. You are also expected to utilize creative methods when presenting your research findings to your small groups.

As a group, you will select and demonstrate appropriate evaluation and intervention methods for the clients portrayed in the case studies. You will determine treatment priorities, conduct activity analysis, formulate short-and long-term goals (using the SMART format), and write SOAP notes and treatment plans individually and as a team for the clients portrayed in the case studies. For some of the case studies, your groups will engage in a mock treatment planning meeting involving the “client”, their caregiver(s), other professionals and stakeholders. In addition, you will be expected to present to your peers and instructors as if you were an occupational therapist providing an in-service.

The primary teaching methods that will occur in OT576 is hands-on lab with mini-lecture/demonstration and simulation. Exams will consist of in-person demonstration of skills learned.

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 NEW TO THIS COURSE:

Schofield, K. & Schwartz, D. (2019). *Orthotic Design and Fabrication for the Upper Extremity: A Practical Guide* (1st ed.). Slack. ISBN-13: 978-1630915902

REQUIRED TEXTS FROM PRIOR COURSES

Add Course # here

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American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). <https://doi.org/10.1037/0000165-000>

Cole, M. B. & Tufano, R. (2020). *Applied theories in occupational therapy: A practical approach* (2nd Ed.). SLACK Incorporated.

Pendleton, H. M. & Schultz-Krohn, W. (2024). *Pedretti's Occupational therapy practice skills for physical dysfunction* (9th ed.). St. Louis, MO: Elsevier. ISBN: 978-0323792554

Sames, K.M. (2015). *Documenting occupational therapy practice* (3rd Ed.). Pearson Education Inc.

Smith-Gabai, H. & Holm, S. E. (2024). *Occupational therapy in acute care* (3rd ed.) Bethesda, MD: AOTA Press. ISBN 13: 978-1-56900621-4

RECOMMENDED TEXTS:

Gillen, G. (2020). *Stroke rehabilitation: A function-based approach* (5th ed.). Philadelphia, PA: Elsevier. ISBN 978-0-323-63994-1

Additional documents will be scanned to Blackboard

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. 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

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
Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally. Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Exhibit team collaboration skills, inter-professional practices, and culturally	Follow proper administration procedures for evaluation and assessment in occupational therapy. Select appropriate methods of evaluation. Use appropriate safety precautions with all evaluation and intervention interactions.	B.2.8. Safety of Self and Others B.3.3. Standardized and Nonstandardized Screening and Assessment Tools B.3.4. Application of Assessment Tools and Interpretation of Results	Hands-on lab experiences Clinical simulations	Vital Signs check-out



competent communication.				
Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally. Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.	Follow proper administration procedures for evaluation and assessment in occupational therapy. Select appropriate methods of evaluation. Use appropriate safety precautions with all evaluation and intervention interactions. Document functional performance accurately.	B.2.3. Interaction of Occupation and Activity B.2.8. Safety of Self and Others B.3.3. Standardized and Nonstandardized Screening and Assessment Tools B.3.4. Application of Assessment Tools and Interpretation of Results B.3.6. Provide Intervention and Procedures B.3.12. Functional Mobility B.3.15. Assistive technologies and devices	Hands-on lab experiences Mini lectures Clinical simulations	Midterm & Final OSCES
Demonstrate the knowledge and skills required of an entry level	Interpret evaluation results correctly.	B.3.2 Professional Reasoning	In-class demonstrations Application activities	Evaluation Report Assignment



occupational therapist, including critical thinking and clinical reasoning. Exhibit team collaboration skills, inter-professional practices, and culturally competent communication. Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally.	Formulate appropriate long-term goals and measurable short-term goals. Document functional performance accurately.	B.3.3. Standardized and Nonstandardized Screening and Assessment Tools B.3.5. Reporting data	Guest speakers Mini-lectures	
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and	Interpret evaluation results correctly. Use appropriate safety precautions with all evaluation and	B.2.6. Effects of Disease Processes B.2.8. Safety of self and others B.3.3. Standardized and Nonstandardized Screening and	Intensive orthosis lab/hands-on practice Lecture/readings/video demonstration	Orthoses Lab & Quiz



clinical reasoning.	intervention interactions.	Assessment Tools B.3.16 Orthosis and prosthetic devices		
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally. Engage in continual learning and evidence-based practice with intellectual open-mindedness.	Grade and modify interventions according to performance and physical condition. Formulate appropriate long-term goals and measurable short-term goals. Prepare for, plan, and implement interventions, considering the physical status of the client, disease progression, and feasibility based on cognition and family support.	B.2.7. Activity Analysis B.3.9. Establish, Restore, and Modify B.3.17 Referral to Specialists B.4.3. Documentation of Services	Hands-on lab experiences Mini-lectures Clinical simulations	Treatment Plan Assignment



Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.				
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally. Engage in continual learning and evidence-based practice with intellectual	Grade and modify interventions according to performance and physical condition. Formulate appropriate long-term goals and measurable short-term goals. Prepare for, plan, and implement interventions, considering the physical status of the client, disease progression, and feasibility based on cognition and family support.	B.2.7. Activity Analysis B.3.9. Establish, Restore, and Modify B.3.17 Referral to Specialists B.4.3. Documentation of Services	Hands-on lab experiences Mini-lectures Clinical simulations	Grading Up & Down Assignment



open-mindedness.				
Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.				

Topical Outline & Course Schedule:

See separate document with comprehensive outline for all courses associated with Transformation Through Human Occupation: Adult & Geriatric Physical Disabilities (OT574, OT575, OT576)

Final Grades

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

Assignment/Assessment	Percentage of Grade
Lab Participation You will be graded on your participation in each weekly lab, including your use of professional dress, your safety practices, your adherence to universal precautions, your engagement with tasks, and your willingness to role-play and discuss. This will be graded by all lab instructors at each class meeting.	10%
Vital Signs Skills Check Out Sign up for time on 5/14 posted on BB You will be required to demonstrate competency when measuring blood pressure, respiratory rate, and heart rate. You must demo	10%



proper hand placement, cues, and technique. This will be graded by Jaimee & Amanda.	
Grading Up & Down Assignment Due Sunday 5/24 by 11:59pm This assignment will require you to view videos and identify how to grade up and/or grade down the activity based on the performance of this patient. The rubric and assignment description are posted to Bb. This will be graded by Lou.	10%
Midterm OSCE Monday, June 15th This one-day lab exam will require you to review a patient's OT evaluation, complete a safe functional transfer, and educate on an occupational deficit. These will be graded by the instructor you have been assigned for your OSCE (schedule to be posted 1 week prior to midterm date).	15%
Evaluation Report Due Sunday, June 28th 11:59 pm You will be provided with an EHRGo Case to review including a variety of assessments of a patient. You will interpret the assessments and write an evaluation report in the same format we learned in lab. The format, and grading rubric will be on BB. This will be graded by Qarib.	15%
UE Orthoses Quiz Due Sunday June 21st , 11:59 pm You will fabricate custom UE orthoses for common UE conditions. You will be required to take a multiple-choice quiz following your splinting lab.	5%
Treatment Planning Assignment Due Sunday July 19th 11:59 pm	10%



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You will write goals and a treatment plan for a case, demonstrating appropriate use of FOR and ability to grade/modify your activity for your specific goal area. The format, and grading rubric will be on BB. This will be graded by Moira.	
PAMs Quiz Due Sunday, July 26 th 11:59 pm This is an open book quiz. You may use materials given to you and information learned from your ACP Modalities Lab occurring on July 14 th .	5%
Final OSCE Monday, August 3 & Tuesday, August 4 This two-day lab exam will require you to demonstrate assessment on the first day and a patient-centered treatment session on the second day. We are looking for occupation-based interventions that address that patient's deficits. Further information about the lab exam will be discussed in lab. These will be graded by the instructor you have been assigned for the OSCE. Schedule to be posted 1 week prior to 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.



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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 OT Student Handbook.

PROFESSIONAL BEHAVIORS: Please refer to the 2025-2027 OT 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.



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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.