



Special Trimester, 2026
Course #: OT505
Becoming an OT Professional (BOTP II)

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Section A and B - Dr. Sharon M McCloskey, EDD, MBA, OTR/L, CTP Section A and B – Dr. Stefanie Seanor, EDD, MBA, OTR/L Section A and B – Professor Morgan Villano, MPA, MSPS, OTR/L
Contact	Mccloskeys@sacredheart.edu Seanors@sacredheart.edu Villanom11@sacredheart.edu Dr. Sharon M McCloskey: 203-396-8088
Office Hours	Dr. Sharon McCloskey: By appointment – please send an email request Dr. Stefanie Seanor: By appointment – please send an email request Prof. Morgan Villano: By appointment – please send an email request
Office Location	N115

Course Overview

	Course Information
Course Meeting Times	Class Time: 8.30am to 5.00pm Friday, January 23, 2026 Friday, February 6, 2026 Friday, March 13, 2026 Friday, March 20, 2026 Friday, April 10 (weather back-up date)
Format	Course content will be provided through a workshop experience – readings, lecture, discussion, web-based resources, and in-class experiential learning activities.
Location	Building location: ***West Campus, Fairfield, CT*** Class location: West 205
Credit & Workload	This course is offered over a 16-week semester calendar; however, it is delivered over four full days, eight hours of learning per day. 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. There will be additional time required for class preparation outside of class. For a two (2) credit hour course, the total expected workload is 135 hours.
Prerequisites	BOTP I



Course Information

COURSE DESCRIPTION and PURPOSE:

This course is the second in a four-part series designed to develop the knowledge, skills, attitudes, and professional identity essential for contemporary occupational therapy practice. A profession is more than a job, and this series of courses prepares you to engage with the dynamic nature of the occupational therapy field, the evolving healthcare landscape, and the key considerations that shape occupational therapy practice, research, education, and policy. Throughout this four-part series, you will deepen your ability to think and act as an occupational therapy practitioner and as a collaborative member of the healthcare team.

Because policy directly influences both healthcare and education—and therefore the delivery of occupational therapy services—Part II of this course provides a foundational overview of the U.S. health and education systems. You will examine how systems, organizations, and institutions operate, how policies and laws are created, and how national and state-level legislation affects occupational therapy across practice settings. Core topics include access, quality, and cost of care; insurance coverage and reimbursement; service-delivery models; and policy issues affecting populations whose needs fall within the scope of occupational therapy. Additional areas of focus include scope of practice, telehealth, and the role of professional advocacy.

This course introduces you to the Catholic Intellectual Tradition (CIT) which emphasizes human dignity, solidarity, and social justice. The CIT is not about religious belief or professional conformity. It is about a long intellectual tradition that insists on the dignity of the human person, the moral responsibility of organizations and institutions, and the pursuit of the common good. The CIT provides us with an ethical lens for examining systems and helps us examine our assumptions—one that invites rigorous questioning, critical reflection, and commitment to equity and justice. This course invites you to critically reflect on the values that underpin professional practice—authenticity, justice, integrity, altruism, and open-mindedness. As we learn about policy, law, and social systems, remember that policy and law is never value-neutral. You will be challenged to reflect and think critically. This course contributes to the program's curricular stream on professional formation and prepares you to grow as both a practitioner and a future leader in the field of occupational therapy.

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.

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

Although knowledge can seem fixed or certain, it continually evolves. What occupational therapists practiced in the 1950s is very different from what we do today. We can teach you current skills, assessment tools, and diagnostic frameworks—but any of these may change over the next 20 years. An assessment tool may be replaced, diagnostic criteria in the DSM may shift, or research may reveal that today's preferred techniques are no longer effective.

For this reason, one of the most important qualities you can cultivate is curiosity—the desire to keep learning and improving throughout your career. Remaining static in occupational therapy can lead to boredom and burnout; if our profession remains static, it risks becoming irrelevant. Continuous growth is essential both for your own professional satisfaction and for the long-term vitality of occupational therapy as a field.

We hold the belief that all students can learn when provided with appropriate resources, effective instruction, and the motivation and effort to engage meaningfully. To sustain a lifelong learning path and avoid becoming complacent, you will need intentionality, drive, and an ongoing sense of curiosity. Our goal is to support this by creating a learning environment that is engaging—and playful and silly when appropriate.

We also value evidence-based teaching and have designed activities and assignments aligned with research on how people learn best. Studies show that repetition enhances retention, that writing (especially by hand) strengthens memory, and that reading and highlighting alone are not enough for long-term learning. Quizzing,



self-testing, and active engagement with material are all proven strategies. You can expect to use many—or all—of these approaches throughout the semester.

RELATIONSHIP TO CURRICULUM DESIGN:

The cornerstone of the SHU Occupational Therapy program philosophy is *transformation through values-based education*. Our program curriculum design is represented through a longstanding symbol in the profession: weaving. In weaving, two distinct sets of threads—the warp and the weft—interlace at right angles to create a coherent fabric. This imagery reflects both our professional roots and our approach to structuring learning.

In our curriculum, the **warp** symbolizes the enduring values of the profession, the program, and the university. Within this course, we place particular emphasis on the values of authenticity, justice, integrity, altruism, and open-mindedness.

The **weft** represents the threads of occupational therapy knowledge, skills, and experiences that form the foundation of our program. These include the major content streams of occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism.

Together, the warp and weft create a woven curriculum that integrates values with essential competencies, supporting students in their development as reflective, ethical, and skilled occupational therapy practitioners.

CONCEPTUAL MODEL FOR THIS COURSE:

Wilcock's (1999) reflection on *doing, being, and becoming* suggests that **being** represents the essence of who we are, **becoming** reflects the ongoing process of transformation, and **doing** is both an expression of our current identity and a vehicle for change.

Policies and systems are inherently complex. Gaining an understanding of policy development, legislation, regulation, and the ways these processes shape occupational therapy practice—particularly within evolving environments—will be woven throughout this course. Our aim is to help you connect these principles, processes, and constructs to your own professional growth.

This course will provide meaningful opportunities for **doing** as you deepen your understanding of policy and systems. Through applied learning and skill development, you will practice the processes of influence and advocacy, ultimately supporting your **becoming** an effective and thoughtful occupational therapy practitioner.



TEACHING/LEARNING METHODS

This course is delivered in a workshop-style format designed to model the experience of professional learning and professional development. Instruction will integrate brief lectures, class discussions, group and independent work, required readings, and projects that involve both research and reflection. There will be a number of guest speakers, one or two whom may join class remotely as they are geographically far from CT. Throughout the course, you will engage in multiple active, experiential learning activities, including pre-tests and post-tests on each workshop day that help you monitor your progress and deepen your understanding.

Because participation and collaboration are central to the workshop approach, completing the assigned readings and preparatory work is essential for meaningful engagement in all teaching and learning. The course meets across four full-day sessions during the spring trimester. Each of the four days is 100% mandatory. Missing a single day is like missing four whole classes and this is not permissible. Students should check Blackboard weekly for announcements, updates, and assignment information.

COURSE POLICIES:

Attendance

All four workshop days are mandatory attendance.

Academic Integrity

All university programs and courses adhere to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty—including cheating, plagiarism, or any other unethical behavior—may result in a failing grade for the assignment and/or the course.

Office of Student Accessibility (OSA)

The OSA is Sacred Heart University's central academic support service and is open to all SHU students. The OSA is located at the new Student Success Center and offers a range of learning resources across a variety of subject and skills (<https://mail.sacredheart.sharepoint.com/sites/OSAStudentResources>)

Artificial Intelligence

It is expected that all written work submitted within this course is your own, as an individual or as a group submission. This includes, but is not limited to, the writing of papers, reflections, or the newsletter. Your learning is a product of your own study, inquiry, reflection, and writing, and is built into each assignment. Any writing drawn from AI or other sources must be discussed with the instructor and **documented and cited accordingly**. **You can only use ChatGPT or other AI composition software with express permission of the course instructor.** There will be an automatic zero given for any assignments that utilize AI without transparency to your peers and instructor.

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:

All occupational therapy programs are required to meet the Accreditation Council for Occupational Therapy Education (ACOTE) standards, though each program fulfills these standards in its own way. The standards addressed in this course are listed in the table below, and a full list of ACOTE standards can be accessed through the provided link - [ACOTE standards](#).

The learning objectives for this course are intentionally aligned with the program's objectives, the department's mission and vision, and the overall curricular design. Table 1 illustrates these connections by showing how the objectives for the full course series link to our program objectives, which ACOTE standards are addressed in this course, and the methods we will use to teach and assess the corresponding learning outcomes.

By the end of this course, students will be able to:

1. **Analyze** how health policy and law shape OT practice across settings
2. **Apply** Medicare, Medicaid, ACA, and state regulations to OT service delivery
3. **Evaluate** ethical, legal, and reimbursement risks in practice scenarios
4. **Advocate** effectively at client, organizational, state, and federal levels
5. **Translate** policy into everyday OT decision-making
6. **Articulate** OT's role in advancing disability justice, access, and equity

Table 1- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	CLO #1: Students will explore the intersection of the CIT with the profession of occupational therapy. Students will apply/analyze the role of sociocultural, socioeconomic, and	B.1.2 Sociocultural, Socioeconomic,	Lecture In-class discussions In-class activities	Workshop Pre-Posttest Measures Paper - OT, Contemporary Society, and the CIT
SLO 5				



Promote justice through compassionate service to the local and global communities through leadership, advocacy, or service by developing an understanding of the health and education needs of the US population and communicating this to elected officials.	diversity factors, as well as lifestyles in contemporary society, to evaluate how health, education, and social policies influence occupational participation, access to services, and outcomes for individuals, groups, and populations served by occupational therapy.	and Diversity Factors; and Lifestyles		Policy Analysis / Newsletter Assignment
SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning SLO 2 Engage in continual learning and evidence-based practice with intellectual open-mindedness. SLO 5 Promote justice through compassionate service to the local and global communities through leadership, advocacy, or service by developing an understanding of the health and education needs of the US population and communicating this to elected officials.	CLO # 2: Students will analyze how social determinants of health (SDOH) and sociopolitical factors influence access, participation, and health outcomes for individuals, groups, and populations served by occupational therapy.	B.1.3 Social Determinants of Health	Lecture In-class discussions In-class activities Historical Timeline	Workshop Pre-Posttest Measures Mental Health Advocacy Assignment Advocacy Plan Activity/Assignment Policy Analysis / Newsletter Assignment



SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning SLO 2 Engage in continual learning and evidence-based practice with intellectual open-mindedness.	CLO # 3: Students will analyze the historical development of occupational therapy in relation to social, political, economic, and legislative forces, and evaluate how ethical and philosophical foundations continue to shape contemporary practice.	B.2.2. OT History, Philosophical Base, Theory, and Sociopolitical Climate	Lecture In-class discussions In-class activities Historical Timeline	Workshop Pre-Posttest Measures Policy Analysis / Newsletter Assignment
SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning SLO 3 Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally SLO 5 Promote justice through compassionate service to the local and global communities through leadership, advocacy, or service by developing an understanding of the health and education	CLO # 4: Apply ethical reasoning aligned with the AOTA Code of Ethics, professional values, and the Catholic Intellectual Tradition to evaluate policy-related dilemmas and professional responsibilities in occupational therapy practice.	B.2.10. Ethics and Professional Interactions	Lecture In-class discussions In-class activities	Workshop Pre-Posttest Measures Advocacy Plan Activity/Assignment Paper - OT, Contemporary Society, and the CIT



needs of the US population and communicating this to elected officials				
SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning SLO 2 Engage in continual learning and evidence-based practice with intellectual open-mindedness.	CLO #5: Students will identify, analyze, and evaluate how federal, state, and local laws, policies, and social systems influence occupational therapy service delivery across health, education, and community settings.	B.4.1. Factors, Policy Issues, and Social Systems	Lecture In-class discussions In-class activities	Workshop Pre-Posttest Measures Mental Health Advocacy Assignment Advocacy Plan Activity/Assignment Policy Analysis / Newsletter Assignment
SLO 2 Engage in continual learning and evidence-based practice with intellectual open-mindedness. SLO 5 Promote justice through compassionate service to the local and global communities through leadership, advocacy, or service by developing an understanding of the health and education needs of the US population and communicating this to elected officials.	CLO #6: Students will develop and communicate evidence-informed advocacy strategies that promote occupational justice, equitable access to services, and participation in daily life at the local, state, or national level.	B.4.2 Advocacy	Lecture In-class discussions In-class activities	Workshop Pre-Posttest Measures Advocacy Plan Activity/Assignment



SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	CLO # 6: Demonstrate knowledge of reimbursement systems, funding mechanisms, documentation requirements, and coding principles, and evaluate how these systems affect ethical, client-centered occupational therapy practice.	B.4.3 Documentation of Services	Lecture In-class discussions In-class activities provided by 'Amplify OT'	Workshop Pre-Posttest Measures (Reimbursement & Documentation Quiz Questions) Policy Analysis / Newsletter Assignment
SLO 1 Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	CLO #7: Students will demonstrate knowledge of national credentialing requirements and state licensure regulations and analyze the ethical and professional responsibilities associated with regulatory compliance in occupational therapy practice.	B.4.5 Requirements for Credentialing and Licensure	Lecture In-class discussions In-class activities	Workshop Pre-Posttest Measures (Credentialing & Licensure Quiz Questions)
SLO 2 Engage in continual learning and evidence-based practice with intellectual open-mindedness. SLO 3 Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	CLO #8: Students will reflect on the role of occupational therapists as ethical professionals, knowledgeable about system engagement, including supervision, and advocates		Lecture In-class discussions In-class activities	Workshop Pre-Posttest Measures (Supervision Quiz Questions) Advocacy Plan Activity/Assignment



SLO 5 Promote justice through compassionate service to the local and global communities through leadership, advocacy, or service by developing an understanding of the health and education needs of the US population and communicating this to elected officials	committed to lifelong learning, intellectual open-mindedness, and service to the common good.	B.2.10. Ethics and Professional Interactions B.4.2 Advocacy B.4.9 Supervision		Paper - OT, Contemporary Society, and the CIT
---	---	---	--	---

Topical Outline & Course Schedule:

All four days are subject to small changes per instructor; readings and prep work will be posted to BB

Table 2: Topical Outline

Day One January 27, 2026		Day Two February 6, 2026	
AM	PM	AM	PM
8.30 to 8.45 Pre-test	1.00pm - 1.15pm Advocacy Club	8.30 to 8.45 Pre-test	1.15 PM – 3.00 PM US Mental Health System and Legislation Prof Morgan Villano
8.45 to 9.30 Intro to Course - Introduction to the CIT; a 'lens' for this course - Why Health Policy & Law? - Policy & Power - Law as a Social Determinant of Health?	1.15 – 2.00 Intro to Complexity of US Healthcare System Models of Healthcare Delivery - Characteristics of US Health System - Healthcare delivery models: how the US differs	8.45 – 9.15 Disability and Justice ("Crip Camp" discussion) 9.15 to 10.30 Policy, Law, and OT practice and service delivery Legislation 101, trends, events that shaped the US Healthcare System	- Intro to coverage for mental health services - Historic timeline - In-Class - cohort separate into known states where they vote - per



Dr. Mary-Ellen Johnson 9.30 to 10.15 Mini-lecture - Historical Overview of Influences on the Health System 10.15 – 10.30 Break 10.30 – 12.15 Timeline activity	from other countries 2.00 – 3.15 Intro to Commonwealth Fund and Global Systems of Healthcare Delivery - Activity Creation of a new Healthcare Delivery Model 3.15 – 3.30 Break 3.30 – 4.00 Assignments Overview 4.00 - 4.30 Wrap up discussion: What is Health Policy? 4.30 – 5.00 Workshop PostTest	• Policy making • Major players in the formation policy, laws, and regulations • How Laws are made 10.30-10.45 Break 10.45 – 11.30 Overview Laws and Policies across Healthcare Settings • VA and Tricare • Employment • Native American Healthcare 11.30 to 12.00 Professional Advocacy	table or tables(s) 4. OTS to look up issues are per state. Link in BB. 5. Primary concerns and proposed solutions re: MH issues for their state(s). 6. States and scope of practice. Discussion 7. Lastly, bill review 3.00 to 3.15 Break 3.15 – 4.30 PM • Review of Advocacy Topics/Issues • How to approach ‘policy analysis’? • Closing discussion 4.30 to 5.00pm Workshop Post-test
Day Three March 13, 2026		Day Four March 20, 2026	
AM	PM	AM	PM
8.30 to 8.45 Pre-test 8.45 to 9.15 Small group discussion about Sam Habib story 9.30 – 11.30 Occupational Therapy for Children	1.00pm to 4.00 pm Navigating the Healthcare System; How we pay for Healthcare Guest Speaker: Clarice Groate from <i>Amplify OT</i> https://amplifyot.com/	8.30 to 8.45 Pre-test 8.45 to 11.00 (break included) Practice Essentials • AOTA Documents Compliance	1.00pm to 2.15 Newsletter Q&A 2.15 to 2.30 Break 2.30 to 4.30 CIT Paper Assignment 4.30 to 5.00 Workshop Post-test



• IDEA Parts B&C; ESSA; Rtl; MTSS; 504; Medicaid; FERPA; AT etc) • Gallery Walk Exercise and Break included 11.30 – 12.00 Newsletter assignment progress review	• Policy and Reimbursement • What is ‘cost-sharing’? • How do we pay for healthcare? • Private vs public • Reimbursement types • Access, quality, and cost • Coding and billing basics for documentation 4.00 to 4.30pm Acute-care and post-acute care settings 4.30 to 5.00 Workshop Post-test	• Credentialing and Licensure • Intro to Supervision of OT • Current profession concerns 11.15 to 12.00 Overview of CIT and your role as an OT committed to human dignity and justice • Assignment preparation	
---	---	--	--

Final Grades

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

Assignment/Assessment	Percentage of Grade
In-Class Written Assignments (2 assignments for submission and graded. Due dates TBD) Mental Health Advocacy Assignment – Due date TBD (tentative Feb 13, 2026) OT, Society, and the CIT - Due date TBD (tentative Mar 27, 2026) In-class mini-assignments – ungraded but require full participation (example “Crip Camp” reflection; Sam Habib discussion; historical time-line, school practice etc) All students are expected to participate in all class discussions actively. All students are expected to submit in-class and short reflections as requested.	20 (2 x 10) pts
Multiple Choice Pre-Posttest Quizzes (20 questions) Pre-test each session in the morning (not graded). Q&A during the day. Graded workshop post-test each session in the afternoon. Graded quiz dates: Friday, January 23, 2026 Friday, February 6, 2026	40 (4 x 10) pts



Friday, March 13, 2026 Friday, March 20, 2026	
Advocacy Plan Assignment Due Date - February 20, 2026 Students will review suggested advocacy topics (local to CT). Identify an issue or situation that requires advocacy as an OT and connects with service delivery. In pairs, students are to research the issue/s, stakeholders involved, identify other entities who might be allies or adversaries, and devise/design an 'advocacy plan' to address the situation and a plan for execution. You are required to draft an 'advocacy letter' that addresses a 'call to action'.	15 pts
Policy Analysis/Newsletter Due Date – March 13, 2026 Q&A Session – March 20, 2026 This is a major group project and presentation. It emphasizes different health care policy issues that are of current concern to our profession. In groups, you will be assigned a policy topic, you will examine pros and cons, associated legislative efforts, comparisons across systems, and how each position would affect occupational therapy practice. You will develop a 'Policy Newsletter' about this issue. The Newsletter is to be a professionally prepared document to be shared with your peers. You present your summary of findings to the class and be prepared for a Q & A Session. Your newsletter for the class will be posted on BB ahead of Q&A session. Newsletter review and Q&A session will take place on Workshop Day Four. Please see the rubric for details.	25 pts
Total	100 pts

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.



Sacred Heart UNIVERSITY

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

ACADEMIC INTEGRITY and PARTICIPATION: Please refer to the 2025-2027 O.T. Student Handbook.

PROFESSIONAL BEHAVIORS: Please refer to the 2025-2027 O.T. Student Handbook.

ARTIFICIAL INTELLIGENCE PLATFORMS: In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a case-by-case basis in the Department of Occupational Therapy. Students are permitted to use artificial intelligence chatbots (such as ChatGPT) **only when explicitly directed by the instructor**. If you are ever unsure whether the use of an artificial intelligence chatbot is allowed, please contact the instructor prior to using it.

How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERAPY FACULTY:

- Your materials will always be available to you at least one week before class (usually much earlier than that).
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We don't believe in 'busy work' and won't give you any.
- We will have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people. We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.
- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

UNIVERSITY STUDENT SUPPORTS

Our Commitment to Inclusive Excellence



Sacred Heart UNIVERSITY

As a student, it is important to know that at Sacred Heart University, inclusive excellence is not just a value – it is a foundational element that shapes our academic mission, our community culture, and our collective future. As a Catholic institution guided by a commitment to human dignity, justice, and the common good, we believe that true excellence is only possible when equity, inclusion, and belonging are fully woven into the fabric of our classrooms and university life.

In every course, we are called to foster environments where all members of our community feel seen, heard, respected, and empowered to thrive. This is a shared responsibility among SHU faculty, staff, and students. We look forward to the contributions you will make to help uphold this commitment to one another. Questions? Contact inclusiveexcellence@sacredheart.edu, visit the Inclusive Excellence website, or call 203-365-7530.

University Student Offices

There are multiple support offices eager to support your learning and success at SHU. The services below are available for undergraduate and graduate students:

Academic & Technology Supports:

- **Center for Teaching and Learning (CTL)** - offers tutoring, writing, and learning support for all SHU undergraduate and graduate students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up peer-assisted learning opportunities for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.
- **Office of Student Advising & Success (SAS)** – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact studentsuccess@sacredheart.edu.
- **Office of Student Accessibility (OSA)** - Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact OSA. Students must be registered with OSA and submit appropriate documentation to be granted accommodations. · Questions? Contact Kathy Radziunas (radziunask@sacredheart.edu).
- **Technical Support @ The Factory** – offers technical support, including Blackboard and classroom technology help, across walk-in, phone, self-service, help articles formats. Questions? Contact techsupport@sacredheart.edu.
- **University Library** – offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the SHU Library website. Questions? Contact reference@sacredheart.edu.

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).



Sacred Heart UNIVERSITY

- **Multicultural Center** - serves as a vibrant hub for students from all backgrounds to connect, grow, and lead. Through programming, advocacy, and community-building, the center fosters a culture of inclusion and empowers students to engage in meaningful conversations about identity, equity, and justice. Questions? Contact multiculturalcenter@sacredheart.edu.
- **SAGE (Sexuality and Gender Equity) Center** - provides support, resources, and programming related to gender identity, gender equity, and healthy relationships. All students are welcome to engage with the center's events, peer groups, and support services in a space that affirms and celebrates LGBTQ+ and gender-diverse experiences. Questions? Contact sagecenter@sacredheart.edu.
- **Campus Ministry** - provides faith-based support for students across religious backgrounds, including retreats, liturgical ministry, service experiences and more. Questions? Contact campusministry@sacredheart.edu.

University Policies

Anti-Discrimination Policy

Discrimination and discriminatory harassment on the basis of protected characteristics, as defined in our Anti-Discrimination and Discriminatory Harassment Policy, are strictly prohibited. This Policy applies to all Sacred Heart University students, faculty, and staff.

If you believe you have witnessed or experienced bias, discrimination, or discriminatory harassment in any way, you are encouraged to submit an Incident Report or contact inclusiveexcellence@sacredheart.edu.

Academic Integrity Policy

All Sacred Heart University programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the Undergraduate and Graduate Catalogs and on the Academic Integrity Web Page. Academic dishonesty (e.g., cheating, plagiarism, unauthorized use of artificial intelligence, and other unethical behavior) could result in a grade of F for the assignment and/or course. Be sure to carefully review the syllabus and consult with your instructor regarding specific academic integrity expectations in your course.

Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and/or posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.