



Sacred Heart UNIVERSITY

Special Spring Trimester, 2025

OT529

Level 1 Fieldwork: Mental Health

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	Monday Section A 11:30 am-12:30 pm, Section B 12:30 pm-1:30 pm Seminar- Full Cohort 12:30 pm-1:30 pm Debrief- Times based on PBL Section PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm
Format	Fieldwork experiences, Simucases & debriefings, Seminars
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: S210
Credit & Workload	This course is offered in a 16-week semester calendar. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as lectures, discussions, group work, individual work, and experiential activities. For a one (1) credit hour course, the total expected workload is 45 hours. In a 16-week course, this course averages approximately 2.8 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 adult mental health 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 seminar and 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. Simulations will be repeated until student achieve 90% accuracy by the due date or receive a failing grade for that simulation. Student will also complete debriefing worksheet on Simucase simulations and videos and engage in debriefing discussions.

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 over the next three semesters 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 hand in the fieldwork worksheet which reflects successful participation developing group protocols and an individual assessment (such as the Canadian Occupational Performance Measure) to their fieldwork OT or faculty mentor. This worksheet will be pass fail with the possibility of mentor feedback and require rewrites until written adequately.

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



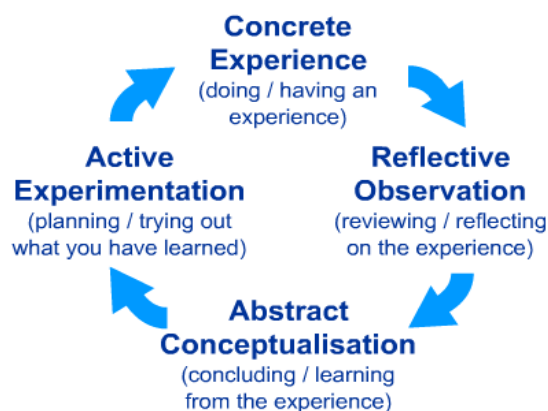
earning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this semester.

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).

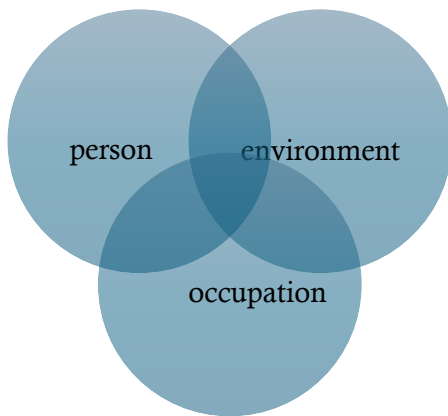
Experiential Learning Theory



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 community-based psychosocial 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.



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

Ferri, B (2019). *Effective Occupational Therapy Documentation*. Hauppauge NY: Nova.
Sames, K.M (2009). *Documenting Occupational Therapy Practice (2nd ed)*. Upper Saddle River, NJ: Prentice Hall.

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

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Demonstrate understanding of psychological and social factors that influence client(s) engagement in occupation while on Level I fieldwork.	C.1.6. Ensure at least one fieldwork experience has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.	Classroom discussions and debriefings, FW experience,	Discussion Board, Final FW eval, Simucase assignments
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	Complete Eval/Assessment determined by FW supervisor	Grading of eval/Assessment assignment



		selecting standardized and on-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 level occupational therapist, including critical thinking and clinical reasoning.	Demonstrate emerging professional, written, and oral communication skills in interactive learning with peers, building relationships with clients, and participating in professional practice arenas	B.3.21 Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.	Classroom discussion, FW experience	Final FW evaluation, FW Worksheet
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.	Classroom discussion, FW experience	Simucase Assignments, Fieldwork Worksheet



		Report all evaluation findings and 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 assignments, 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	Classroom discussion, FW experience	Simucase assignments, Final FW evaluation



		throughout the occupational therapy process 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	Discussion Board, Classroom discussion, FW experience	Written assignments, Final FW evaluation



		(AOTA) Occupational Therapy Code 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
1 1/5 Full Class Seminar 12:30 pm -1:30 pm	Napier Ch. 1- Reading on BB	Welcome to MH: Introduction to FW: Review course syllabus, topical outline, and assignments. Discuss fieldwork policies, procedures, and process.	Complete profile on Exxat Compliance documents are in place on Exxat Review schedule for seminars/debriefs Review FW Worksheet Set up your account on Simucase
2 1/12 Full Clas Seminar 12:30 pm - 1:30 pm	Intro to Emma- prenatal exposure	Explore Simucase – resources on BB	Explore Simucase
3 1/19 MLK- NO class	https://www.aota.org/-/media/Corporate/Files/Practice/MentalHealth/Distinct-Value-Mental-Health.pdf	OT in Mental Health	In person experiences begin this week



4 1/26 Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Sample debrief with Emma Intro to Ray-psychosis, depression, homelessness	prenatal exposure	Complete practice simulation (Emma) and explore Simucase, achieving 90% or more by 1/25, 11:59pm. Debriefing worksheet due on BB 1/26, 11:59pm
5 2/2 Full Class Seminar 12:30 pm -1:30 pm	PPT: Being intentional on FW	The Intentional relationship Guest Speaker: Sheelagh	Before class: Complete Intentionality worksheet
6 2/9 1/26 Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Debrief Ray Intro to Darryl- schizophrenia	psychosis, depression, homelessness	Complete Ray in Simucase, achieving 90% or more by 2/8, 11:59pm. Debriefing worksheet on BB due 2/9, 11:59pm.
7 2/16 Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Debrief Darryl Intro to Cooking Group Part 1	Schizophrenia	Complete Darryl in Simucase, achieving 90% or more by 2/15, 11:59pm. Debriefing worksheet on BB due 2/16, 11:59pm.
8 2/23	Debrief Cooking Group Part 1	Cooking Group	Complete Cooking Group Part 1 in Simucase, achieving 90% or more by 2/22. Debriefing worksheet on BB due 2/23, 11:59pm.



Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Intro to Stress Management Group		Discussion Board Opens
9 3/2 Spring Break- NO Class			
10 3/9 Full Class Seminar 12:30 pm – 1:30 pm	Reading: Sames (2015): Documenting Occupational Therapy Practice Chapters 1-3 Continue Stress Management Group	Ethical Reasoning and Documentation	Discuss ethical thoughts/issues related to the therapeutic process observed. Complete ethical AIR analysis to dilemma in class Complete sample documentation in class
11 3/16 Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Debrief Stress Management Group Intro to Debbie-major depressive disorder, GAD, PTSD	Stress Management Group	Complete Stress Management Group in Simucase achieving 90% or more by 3/15, 11:59pm. Debriefing worksheet on BB due 3/16, 11:59pm. Discussion Board Closes
12 3/23 Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Debrief Debbie Intro to Norman- schizophrenia, HTN, asthma, insomnia	major depressive disorder, GAD, PTSD	Complete Debbie in Simucase achieving 90% or more by 3/22, 11:59pm. Debriefing worksheet on BB due 3/23, 11:59pm.



13 3/30 Debrief Groups: PBL A, B, & C: 12:30 pm, PBL D, E: 1:00 pm	Debrief Norman	Schizophrenia	Complete Norman in Simucase achieving 90% or more by 3/29, 11:59pm. Debriefing worksheet on BB due 3/30, 11:59pm.
14 4/6 NO class			
15 4/13	Read the article by Murphy & Stav (posted on BB) Quiz Due by 4/13, 2 pm	Clinical Reasoning	Make sure you are up to date with compliance, complete and upload to BB your completed FW worksheet, timesheet, eval of Level 1 FW Experience
16 4/20 Finals- NO class			Complete Course Evaluation

Final Grades

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

Assignment/Assessment	Percentage of Grade
Maintain Compliance: All immunizations, background checks, Exxat profiles maintained	5%
In Person Experience/FW Worksheet Completed, Timesheet, Eval of level 1 FW experience	50%
Simucases (6)	40%
Discussion Board	5%
Total	100%



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

Student Expectations

ATTENDANCE: As per program policy, a 100% attendance rate for all courses is required. Per university policy, attendance will be recorded on Blackboard for each class and for each student. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events; for example, a wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible.

Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms, or the SHU [Coronavirus](#) web page. Please note that, while classes might take place online (using Zoom, Webex, or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes.

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

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

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

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



How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERAPY FACULTY:

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

UNIVERSITY STUDENT SUPPORTS

Our Commitment to Inclusive Excellence

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.



Sacred Heart UNIVERSITY

In every course, we are called to foster environments where all members of our community feel seen, heard, respected, and empowered to thrive. This is a shared responsibility among SHU faculty, staff, and students. We look forward to the contributions you will make to help uphold this commitment to one another
University Student Offices

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

Academic & Technology Supports:

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



Sacred Heart UNIVERSITY

performance, there are university resources available to support you. Contact Dean of Students, Denise Tiberio (tiberiod@sacredheart.edu).

- **Campus Ministry** - provides faith-based support for students across religious backgrounds, including retreats, liturgical ministry, service experiences and more. Questions? Contact campusministry@sacredheart.edu.

University Policies

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.