



Fall Special Trimester, 2025

OT 503

Evidence Based Practice I

SYLLABUS AND TOPICAL OUTLINE

Instructor Information	
Faculty	Professor Morgan Villano, MPA, MSPS, OTR/L
Contact	Villanom11@sacredheart.edu
Office Hours	Monday-Thursday, by appointment only
Office Location	Professor Villano: N121 in OT Department, 1 st floor

Course Overview

Course Information	
Course Meeting Times	Mondays, 2:30-4:30pm
Format	In person course unless otherwise specified per the Topical Outline or course instructor. Format: Lecture, discussions, in class activities, quizzes, exam, individual and group work, and Final Exam.
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: N 350, Table Top lab, 3 rd Floor
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 two (2) credit hour course, the total expected workload is 90 hours. In a 16-week course, this course averages approximately 5.6 hours per week.
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE:

Evidence-Based Practice I is the first part of a two-part series that provides students with a thorough understanding of basic research principles, the importance of research to the profession of occupational therapy, and how to navigate and analyze professional research. Through engagement in continual learning and evidence-based practice with intellectual open-mindedness, students will: explain the importance of research in occupational therapy; define basic terms; identify basic research designs and validity threats; categorize research designs; select appropriate statistics for given research

questions; search effectively for research on topics within the field; use research terms correctly; compare and contrast sources of research and their importance, quality, and relevance; and critique the research of others. Students will apply ethical reasoning to make decisions about research and the application to clinical practice. The course is aligned with the AOTA and the program’s values to make decisions and practice professionally by understanding the purpose and usage of APA formatting, interpreting ethical issues in research, and correctly citing the work of others.

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

RELATIONSHIP TO CURRICULUM DESIGN: The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course, the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism).

CONCEPTUAL MODEL FOR THIS COURSE: We will use the Johns Hopkins Evidence-Based Practice Model as the conceptual model for this course. This model is



a powerful problem-solving approach to clinical decision-making for individuals and teams of health care practitioners. It supports interprofessional activity to enhance team-based collaboration and care coordination.

INSTRUCTIONAL METHODS: This course will be taught in-person and occasionally virtually, using adapted Team-Based Learning (TBL) methods. Classes will consist of lecture-style presentations, facilitated team-based learning group activities, and individual self-directed work. Learning objectives will be measured through student performance on quizzes, class activities, assignments, group projects, and an exam.

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:

- Brown, C. (2022). *The Evidence-Based Practitioner: Applying Research to Meet Client Needs* (2nd ed). F.A. Davis: Philadelphia.
- Forister, J.G. & Blessing, J.D. (2020). *Introduction to Research and Medical Literature for Health Professionals* (5th ed). Burlington, MA: Jones & Bartlett.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: Author.

RECOMMENDED TEXTS:

Online research resources:

- SHU Library (OT Research) - <https://library.sacredheart.edu/otresearch>
- AOTA's evidence based practice links- <https://www.aota.org/practice/practice-essentials/evidencebased-practiceknowledge-translation>
- Research Methods Knowledge Base - <https://conjointly.com/kb/table-of-contents/>

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

INDIVIDUAL AND GROUP WORK: All coursework is to be completed individually as assigned except for specific in-class group experiences and projects. Refer to the



the *Occupational Therapy Student Manual* for specific information regarding policies and procedures regarding professional behaviors and academic integrity.

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	Explain the importance of research in occupational therapy	B.5.2 Participate in scholarly activities that align with current research priorities and advance knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and	<ul style="list-style-type: none"> • Pre-class readings • Lecture • In-class activities/assignments 	<ul style="list-style-type: none"> • Individual and group quizzes • Final Exam • CAP assignment • TBL activities • Research article critique assignment • CAP assignment
Engage in continual learning and evidence-based practice with intellectual open mindedness	Define basic research terms			
	Identify all basic research designs and validity threats associated with each type			
	Categorize research designs into major categories and sub-categories			



	<p>Search effectively for research on topics within occupational therapy literature</p> <p>Compare and contrast sources of research and their importance, quality, and relevance</p> <p>Critique research of others</p> <p>Synthesize quantitative and qualitative research related to the profession</p>	<p>learning). At a minimum, this could include a literature review that requires analysis and synthesis of data.</p> <p>B.5.1 Locate, select, critique, and synthesize quantitative and qualitative research that contributes to the development of a body of knowledge and evidence-based decision making. This includes the:</p> <p>Level of evidence</p> <p>Validity of research studies</p> <p>Strength of the methodology</p> <p>Relevance to the profession of occupational therapy</p>		
<p>Demonstrate the knowledge and skills required of an entry level</p>	<p>Select appropriate statistics for a</p>	<p>B.1.4 Demonstrate the ability to use quantitative</p>	<ul style="list-style-type: none"> • Pre-class readings • Lecture 	<ul style="list-style-type: none"> • Individual and group quizzes • Final Exam



<p>occupational therapist, including critical thinking and clinical reasoning</p> <p>Engage in continual learning and evidence-based practice with intellectual open mindedness</p>	<p>given research question</p>	<p>statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.</p> <p>B.5.3 Participate in scholarly activities that align with current research priorities and advance knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and learning). At a minimum, this could include a literature review that requires analysis and synthesis of data.</p>	<ul style="list-style-type: none"> • In-class activities/assignments 	<ul style="list-style-type: none"> • Research Article Critique Assignment • TBL activities • Development of PICO questions activities • Matching Statistics activity
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<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p>	<p>Understand the purpose and usage of APA formatting Correctly cite the work of others</p>	<p>B.5.3 Participate in scholarly activities that align with current research priorities and advance knowledge translation, professional practice, service delivery, or professional issues (e.g., scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching and learning). At a minimum, this could include a literature review that requires analysis and synthesis of data.</p>	<ul style="list-style-type: none"> • Pre-class readings • Lecture • In-class activities/assignments • Journal 	<ul style="list-style-type: none"> • Individual and group quizzes • Final Exam • Research Article Critique Assignment
<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p>	<p>Interpret ethical issues in research using AOTA's Code of Ethics and the Belmont Report</p>	<p>B.5.4 Demonstrate an understanding of the ethical policies and procedures necessary to conduct human-subject research, educational</p>	<ul style="list-style-type: none"> • Pre-class readings • Lecture • In-class activities/assignments 	<ul style="list-style-type: none"> • Individual and group quizzes • Final Exam • Research Article Critique Assignment • CITI training courses and certification



	Critique research of others	research, or research related to population health. B.2.1. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. B.2.10 Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA		<ul style="list-style-type: none">• CAP assignment• Ethics quiz
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		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		
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Topical Outline & Course Schedule:

Subject to change per instructor

Table 2: Topical Outline

Week	Readings	Content	Assignments	Assessment Strategies
1 Aug 25 th	<p>***These readings are for weeks 1 and 2</p> <p>Read Brown - Ch 1 <i>Defining Evidence-Based Practice</i></p> <p>Review APA manual Ch 2 and 8- these are both relatively short (You will review/</p>	<ul style="list-style-type: none"> Welcome Information Syllabus Topical Outline Evidence-based practice Importance of research for the field of OT APA – Citing your sources 	<ul style="list-style-type: none"> Familiarize yourself with the content of the course, syllabus, topical outline <p>The following assignments are all due in BB by end of week 2:</p> <ul style="list-style-type: none"> PICO Question Literature Search Complete all tutorials, 	<ul style="list-style-type: none"> Class participation Class discussion Submission of PICO question, Literature search submission, and submission of all tutorials, training courses and quizzes by 9.7.25



	reference Ch 9 and 10 for APA in-text citations and references throughout the rest of the program)		training courses, and quizzes as indicated in Week 2 BB by 11:59 on 9.7.2025	
2 Sept 1 st	Same as Week 1	ASYNCHRONOUS CLASS Labor Day Holiday	The following assignments are all due in BB by 11:59 pm 9.7.25: <ul style="list-style-type: none"> • PICO Question • Literature Search Complete all tutorials, training courses, and quizzes as indicated in Week 2 BB by 11:59 on 9.7.2025	<ul style="list-style-type: none"> • Submission of PICO question, Literature search submission, and submission of all tutorials, training courses and quizzes by 9.7.25
3 Sept 8th	Read Brown - Ch 2 <i>Finding and Reading Evidence</i> Review PPTs Review materials from Week 2	<ul style="list-style-type: none"> • Research basics • Finding research • Anatomy of a research paper • Literature review • Lecture • Navigating a research paper • SHU database • Paraphrasing 	Turn into BB by 11:59pm 9.14.2025 <ul style="list-style-type: none"> • Searching and PICO Question Activity • Navigating a Research Paper Activity • SHU Databases • Paraphrasing Activity • QUIZ 1 due 	<ul style="list-style-type: none"> • Class participation • Class discussion • Submission of PICO question activity, Navigating a Research Paper activity, SHU databases, Paraphrasing Activity • Completion of Quiz 1
4 Sept 15 th	Read Brown - Ch 3 <i>Understanding Research</i>	<ul style="list-style-type: none"> • Research Methods 	<ul style="list-style-type: none"> • QUIZ 2 • Lecture • Abstracts • Q/A in groups 	<ul style="list-style-type: none"> • Class participation • Class discussion



	<i>Methods and Variables</i> Review PPTs	<ul style="list-style-type: none"> Types of research and variables 		<u>Class Assignment:</u> Abstracts
5 Sept 22 nd	<p>Complete the free online course: Good Clinical Practice</p> <p>Complete the free online course: CITI Social and Behavioral Research</p>	<ul style="list-style-type: none"> Good Clinical Practice Social and Behavioral Research 	<ul style="list-style-type: none"> Review Materials from Weeks 1-4 Complete the training programs 	<ul style="list-style-type: none"> Class participation Class discussion <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Complete training programs and upload certificates to BB.
6 Sept 29 th	<p>Read Brown - Ch 4 <i>Descriptive Statistics</i></p> <p>Read Brown - Ch 5 <i>Inferential Statistics</i></p> <p>View PPTs</p>	<ul style="list-style-type: none"> Measuring research/ Selecting statistics Descriptive statistics Inferential statistics Samples 	<ul style="list-style-type: none"> QUIZ 3 Statistics Matching activity 	<ul style="list-style-type: none"> Class participation Class discussion <p>Statistics Matching Activity</p>
7 Oct 6 th	<p>Read Brown - Ch 7 <i>Evaluating Measurement Studies and Selecting Appropriate Tests Using the Evidence</i></p> <p>Read Brown - Ch 10 <i>Validity</i></p> <p>View PPTs</p>	<ul style="list-style-type: none"> Reliability and validity Evaluating measurement studies and selecting appropriate tests using the evidence 	<ul style="list-style-type: none"> QUIZ 4 Reviewing standardized evaluations 	<ul style="list-style-type: none"> Class participation Class discussion <p><u>Class Assignments:</u></p> <ul style="list-style-type: none"> Evaluating Assessments



<p>8 Oct 13th</p>	<p>Read Brown - Ch 8 <i>Choosing Interventions for Practice</i></p> <p>View PPTs</p>	<p>ASYNCHRONOUS CLASS</p> <p>Indigenous People Holiday</p> <ul style="list-style-type: none"> • Research designs • Choosing interventions for practice 	<ul style="list-style-type: none"> • QUIZ 5 • Internal validity & choosing a design • Threats to Internal Validity 	<p><u>Class Assignments:</u></p> <ul style="list-style-type: none"> • Threats to Internal Validity • Choosing a design
<p>9 Oct 20th</p>	<p>Read Brown Ch 9 <i>Descriptive and Predictive Research Designs</i></p> <p>View PPTs</p>	<ul style="list-style-type: none"> • Research designs • Descriptive and predictive research designs • Review internal validity • Sampling 	<ul style="list-style-type: none"> • Quiz 6 • M&M Sampling assignment 	<ul style="list-style-type: none"> • Class participation • Class discussion • Completion of Quiz 6
<p>10 Oct 27th</p>	<p>Read Forster and Blessing - Ch 7 <i>Survey Research</i></p> <p>Read Brown - Ch 11 <i>Qualitative Designs</i></p> <p>Read Brown - Ch 12 <i>Trustworthiness of Qualitative Studies</i></p>	<ul style="list-style-type: none"> • Surveys • Qualitative research and data analysis (Part 1) 	<ul style="list-style-type: none"> • QUIZ 7 • Choosing best questions • Surveys • Qualitative Data Analysis Assignment. - individual coding assignment • Review group coding assignment 	<ul style="list-style-type: none"> • Class participation • Class discussion • Submission of individual coding assignment • Completion of quiz 7
<p>11 Nov 3rd</p>	<p>Read Brown - Ch 11 <i>Qualitative Designs</i></p>	<ul style="list-style-type: none"> • Qualitative research and data analysis (Part 2) 	<ul style="list-style-type: none"> • Group Coding assignment presentation 	<ul style="list-style-type: none"> • Class participation • Class discussion



	<p>Read Brown - Ch 12 <i>Trustworthiness of Qualitative Studies</i></p> <p>View PPTs</p> <p>Readings on BB</p>			
<p>12 Nov 10th</p>	<p>Read Forster and Blessing - Ch 2 <i>Regulatory Protection of Human Subjects in Research</i></p> <p>Read APA manual Ch 3</p> <p>Readings on BB</p>	<ul style="list-style-type: none"> • Research ethics • Protection of human subjects 	<ul style="list-style-type: none"> • Quiz 8- Ethics 	<ul style="list-style-type: none"> • Class participation • Class discussion • Completion of Quiz 8
<p>13 Nov 17th</p>	<p>Read Brown - Ch 13 <i>Using Tools to Synthesize the Results of Multiple Studies</i></p> <p>View PPTs</p>	<ul style="list-style-type: none"> • Synthesizing • Evidence with systematic reviews 	<ul style="list-style-type: none"> • Quiz 9 • Compare and Contrast Reviews • Individual Synthesizing Evidence assignment • AMSTAR synthesizing assignment 	<ul style="list-style-type: none"> • Class participation • Class discussion
<p>14 Nov 24th</p>	<p>No Readings</p>	<p>ASYNCHRONOUS Class</p> <p>Work on Article Review assignment</p>	<ul style="list-style-type: none"> • Read chapters and articles for following weeks class 	<ul style="list-style-type: none"> • Both assignments due in Bb by 11:59 pm 11.30.25



			<ul style="list-style-type: none"> • AMSTAR assignment • Synthesizing Evidence assignment 	
15	<p>Read Forister and Blessing - Ch 13 <i>The Results Section</i></p> <p>Read Forister and Blessing - Ch 14 <i>The Discussion Section</i></p> <p>Read Forister and Blessing - Ch 16 <i>Writing and Publishing in the Health Professions</i></p> <p>Read APA manual Ch 12</p> <p>View PPTs</p>	<ul style="list-style-type: none"> • Research proposals • Grant funding • Report writing 	<ul style="list-style-type: none"> • Funding group activity • Final Exam Prep Quiz • Group Grant Funding assignment 	<ul style="list-style-type: none"> • Class participation • Class discussion • Funding group activity assignment due • Completion of Final Exam Prep quiz
16	No Readings	<ul style="list-style-type: none"> • Final Exam Monday 12.8.25, 3-5pm, N131 	<ul style="list-style-type: none"> • Final Exam 	<ul style="list-style-type: none"> • Submission of Final Exam

Final Grades

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

Assignment/Assessment	Percentage of Grade
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APA and Plagiarism Training Courses and Quizzes	10%
Pre-class readings and in-class activities	20%
Quizzes taken in class	10%
Research Critique assignment	10%
Critically Appraised Paper (CAP) assignment	20%
Training Program completions and certifications	10%
Final Exam	20%
Total	100%

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

Student Expectations

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

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

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

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



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

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

How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL 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.
- 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.

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.



Sacred Heart UNIVERSITY

- **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).
- **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.