



Sacred Heart UNIVERSITY

Spring/Late Spring-Summer, 2026

OT 543 Becoming an OT Professional III
(BOTP III)

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Dr. Sharon M McCloskey Dr. Stefanie Seanor Professor Morgan Villano
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Office Hours	By appt on campus Monday through Friday, or via zoom
Office Location	OT Department Suite

Course Overview

	Course Information
Course Meeting Times	Class Time: 8.30am to 5.00pm Friday, May 1, 2026 Tuesday, May 12, 2026 Friday, May 22, 2026 Tuesday, June 2, 2026
Format	Course content will be provided over four full-day workshops; through in-class lectures, discussions, presentations, and hands-on 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	All didactic coursework



Course Information

COURSE DESCRIPTION:

Part III of the *Becoming an OT Professional (BOTP)* series builds on your prior learning by introducing more advanced topics. Following BOTP Part II, which focused on systems, health policy, and law, this course shifts to the topics of leadership, management, and supervision.

Occupational therapy is practiced within a rapidly changing society across healthcare, education, community, and both traditional and non-traditional settings. In this evolving landscape, there is no single approach to leadership. This course invites you to explore the topics of leadership, management, and supervision to better understand the complexity and ambiguity of professional roles. You will develop the skills needed to support high-quality, evidence-based practice that is effective, coordinated, and responsive to change.

Topics include leadership principles; leadership styles; delegation; roles of managers and supervisors; team dynamics; documentation; effective communication; quality improvement; care coordination; and ethical leadership. The course emphasizes the development of self-awareness, self-directed learning, and the ability to engage in critical analysis and synthesis to inform evidence-based practice and leadership.

Students will apply leadership and management theories through decision-making activities and practical scenarios. You will begin to think like an occupational therapy leader/supervisor and internalize the core values of the profession. In addition, you will be introduced to foundational concepts in business and program planning as you prepare for the final course in the series, Part IV.



Class Format: The course content is designed as an in-person workshop format and includes lecture, discussion, reading, web-based resources, and online learning activities. Students are expected to engage in collaborative learning and will learn the team skills required of an occupational therapist on healthcare or education teams, sharing information appropriately while listening to others' views respectfully and with thoughtful consideration.

Credit Hours: 2 credits.

RELATIONSHIP OF COURSE TO PRACTICE AND AOTA VISION 2030:

Occupational Therapy: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

<https://www.aota.org/-/media/corporate/files/about/vision-2030-vision-statement-and-pillars.pdf>

As a future occupational therapy practitioner, you will be part of a globally connected professional community. The vision outlined by American Occupational Therapy Association in *Vision 2030* highlights the important role you will play in advancing the profession and promoting occupational therapy's impact in meeting the needs of clients, populations, and society.

To meet these needs, the profession requires science-driven practitioners and effective leaders who collaborate, innovate, connect, and influence the future of practice. Achieving *Vision 2030* calls on all occupational therapists to reflect on their strengths and areas for growth, understand the responsibilities of their professional roles, and intentionally shape career paths that contribute to maximizing health, well-being, and quality of life for all people, communities, and populations.



This course will help you develop both personal and professional competencies needed to contribute to a strong, dynamic, and widely recognized profession. Through this preparation, you will become an integral part of advancing *Vision 2030*.

You will also have opportunities to actively engage with this vision through projects designed to strengthen your ability to support the profession's foundational pillars.

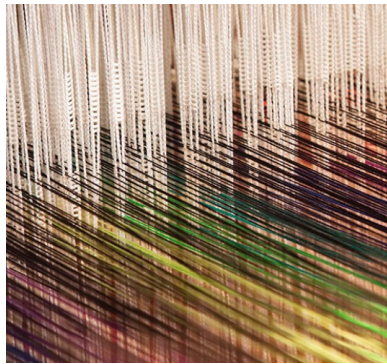
Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous 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.

RELATIONSHIP OF COURSE TO THE PROGRAM CURRICULUM DESIGN

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



longstanding symbol of the occupational therapy profession, going back to our professional history and roots, that of the symbol 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. The warp of the cloth represents the values of the profession, the program, and the university which run throughout the curriculum. Our program values are consistent with the program and University mission. Program values are threaded and embedded throughout our curriculum and are fundamental to the transformation of our occupational therapy students. In our visual representation of the curriculum design, the weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program. The leadership and management course is threaded with values-based content, as well as the knowledge and skills necessary to become a future occupational therapy leader.

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, but 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.

TEACHING LEARNING METHODS

This course will be taught through a workshop design - lectures, discussions, group and independent work, readings and projects, which require research and reflection. The readings are critically important, as participation in class discussion is an expectation.



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COURSE POLICIES: All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

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

COURSE MATERIALS:

Recommended Texts:

Students are required to use curriculum texts as well as scholarly resources appropriate to the population of the specific site. Resources are not limited.

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

STUDENT BUDGET FOR COURSE SUPPLIES: All materials for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course. If, for any reason, you choose to engage and teach an activity for which we do not have the specific materials, you may have to purchase those materials from your own funds. Adjust as needed for your course

INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all materials. Students are responsible for



independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure. Adjust as needed for your course

LEARNING OBJECTIVES AND OUTCOMES: Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. The standards that are addressed in this course are listed in the table below. This link will allow you to review all the [ACOTE standards](#).

The course objectives, program objectives, the mission and vision of the department and the overall curricular design are all linked to the ACOTE standards. Table 1 shows the connection between the entire course series objectives, the program objectives they are linked to, and the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

COURSE LEARNING OBJECTIVES

For this course, performance expectations—aligned with Bloom’s higher-order levels—emphasize analysis, synthesis, and evaluation while building on prior learning.

1. Describe and differentiate the concepts of leadership, leadership theory, supervision, and management in the provision of occupational therapy services across settings.
2. Identify, analyze, and advocate within a leadership role; demonstrate professional growth, leadership development, ethical reasoning, and advocacy skills.



3. Recognize key leadership qualities and develop strategies for effective leadership, ethical leadership, management, and supervision in occupational therapy practice.
4. Demonstrate entry-level supervisory skills, including the ability to communicate and collaborate effectively with members of healthcare and educational teams, and to clearly articulate the distinct nature of occupation.
5. Apply prior learning to documentation principles in a supervisory role - apply documentation requirements across settings to communicate about service delivery, denials and appeals mechanisms, and how to avoid fraud and abuse in documentation.
6. Explain and justify the roles and responsibilities of supervision; develop strategies for effective supervisory and collaborative relationships among occupational therapists, occupational therapy assistants, and interprofessional team members. Incorporate cultural awareness and humility into supervisory practice.
7. Analyze and synthesize professional and interprofessional case scenarios to strengthen ethical decision-making and supervisory reasoning skills.
8. Create materials that effectively communicate to consumers the distinct nature of occupation and its influence on health and well-being.

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

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
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Becoming a professional future leader	1. Describe and differentiate the concepts of leadership, leadership theory, supervision, and management in the provision of occupational therapy services across settings.	*B.2.4 Communicate the distinct nature of occupation	All workshops will include the following learning activities : Daily Pre/Post-test Quiz In-class learning materials and activities	Paper assignment; plus, design of infographic for consumers In-Class Ethical Decision-Making; Quiz
Becoming a professional future leader		B.2.10 Ethics and Professional Reasoning	Mini-Lectures	Self-Assessment: Values; Leadership qualities and styles; Quiz
Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	2. Identify, analyze, and advocate within a leadership role; demonstrate professional growth, leadership development, ethical reasoning, and advocacy skills.	*B.2.11 Leadership	Team Discussion Reflection	
Demonstrate		B.3.3 Standardized and Non-Standardized Testing (Identify and appropriately)	'Leadership Profile' Activities	In-class scenario assignment



<p>e the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Becoming a professional future leader</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Demonstrate the</p>	<p>3. Recognize key leadership qualities and develop strategies for effective leadership, ethical leadership, management, and supervision in occupational therapy practice.</p> <p>4. Demonstrate entry-level supervisory skills, including the ability to communicate and collaborate effectively with members of healthcare and educational teams, and to clearly articulate the distinct</p>	<p>y delegate components of the evaluation to an OT assistant)</p> <p>*B.3.17 Referral to specialists</p> <p>*B.4.2 Advocacy</p> <p>B.4.3 Documentati on</p> <p>*B.4.4 Business</p>	<p>nts; Quiz</p> <p>Team Talk Assignme nt. Quiz</p> <p>Paper assignme nt; plus, design of info graphic for consumer s</p> <p>In-Class; Quiz</p> <p>In-Class</p>
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<p>knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p>	<p>nature of occupation.</p> <p>5. Apply prior learning to documentation principles in a supervisory role - apply documentation requirements across settings to communicate about service delivery, denials and appeals mechanisms, and how to avoid fraud and abuse in documentation.</p> <p>6. Explain and justify the roles and responsibilities of supervision; develop strategies for effective supervisory</p>	<p>aspects of Practice</p> <p>B.4.9 Supervision of Personnel</p> <p>B.4.6 Care coordination, case management</p> <p>B.4.8 Quality management</p>		<p>Activities. Quiz</p> <p>In-Class Activities CQI; Quiz</p> <p>Team Talk Assignment</p> <p>In-Class Activities. Quiz</p>
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<p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical</p>	<p>and collaborative relationships among occupational therapists, occupational therapy assistants, and interprofessional team members. Incorporate cultural awareness and humility into supervisory practice.</p> <p>7. Understand IPEC competencies; analyze and synthesize professional and interprofessional case scenarios to strengthen ethical decision-making and supervisory reasoning skills.</p> <p>8. Create</p>	<p>B.2.10 Ethics and Professional Reasoning</p> <p>B.2.4 Communicate the Distinct Nature of Occupation</p>	<p>In-Class Activities. Quiz</p> <p>Paper assignment; plus, design of infographic for consumers</p>
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reasoning	materials that effectively communicate to consumers the distinct nature of occupation and its influence on health and well-being.			
Engage in continual learning and evidence-based practice with intellectual open-mindedness				

Table 2 - TOPICAL OUTLINE AND COURSE SCHEDULE
(Subject to small changes)

DAY ONE			
MAY 1 ST , 2026			
THEMES/TOPICS	READINGS	ACTIVITIES	DUE DATES
AM	Dunbar & Winston (2022)	Pre/Post-Test	Post-Quiz for submission
Introduction to Course and Assignments	An Occupational Perspective on Leadership;	Self-Assessments – Myers Briggs; Values	Myers Briggs Self-Assessment to be completed prior to May 1, 2026
Introduction to Leadership as a Topic	Theoretical and Practical Dimensions. 3 rd Edition.	In-Class Discussion and small groups	
Leadership in OT		Pair/Share	Myers Briggs



<p>Who am I as a future leader?</p> <p>PM</p> <p>Roles: Leader, Manager, and Supervisor of Occupational Therapy</p>	<p>Chapters 1, 2, and 3.</p> <p>Posted to BB</p>	<p>Gallery Walk</p> <p>Values</p> <p>Supervisory Role-Plays</p> <p>Leadership Profile</p>	<p>Assignment Due Date May 11, 2026</p>
<p>DAY TWO</p> <p>MAY 12th, 2026</p>			
<p>AM</p> <p>Introduction to Healthcare Management Organizations HRO's Patient Safety and Quality CQI</p> <p>PM</p> <p>Justice, equity, diversity, and inclusion in occupational therapy (JEDI).</p>	<p>Braveman, B. (2016) Leading and Managing Occupational Therapy Services. Chapter 13 – Continuous Quality Improvement. Posted to BB</p>	<p>Pre/Post-Test</p> <p>Guest Speaker – Prof Nicole Peloso-Smith</p> <p>Patient Safety Scenarios</p> <p>In-class activities</p> <p>'3 Take-Aways'</p> <p>JEDI activities</p> <p>CIT Paper Prep</p>	<p>Post-Quiz for submission</p> <p>Myers Briggs Assignment Due Date May 11, 2026</p>



Inclusivity and Belonging			
CIT Paper Review			
DAY 3			
May 22, 2026			
AM	Clifford O'Brien, Patnaude, & Reidy (2023). Therapeutic Reasoning in Occupational Therapy. Chapter 7	Pre/Post-Test Interprofessional in-class activities The Interprofessional Professionalism Assessment (IPA) Team Talk Role-Play – conflict management and referral to specialists	Post-Quiz for submission CIT Assignment Due
Interprofessional Teams and Professionalism			
Team Development and OT team roles			
IPEC Competencies			
PM			
Effective Communications			
Donnellan's Framework for 'Team Talk'			
DAY FOUR			



June 2, 2026			
THEMES/TOPICS	READINGS	ACTIVITES	DUE DATES
<p>AM</p> <p>Practice Essentials – Documentation. Review of Adult Rehab Settings, Billing Codes, and Documentation; Appeals; Fraud and Abuse</p>	<p>TBD</p>	<p>Pre/Post-Test</p> <p>Documentation In- Class activities</p> <p>Role-Play</p> <p>Ethical reasoning scenarios</p>	<p>Paper – Distinct Nature of Occupation.</p> <p>Info graphic</p>
<p>PM</p> <p>Ethical Leadership Reasoning and Strategies</p> <p>‘Leadership Profile’ presentation</p>	<p>Dunbar & Winston (2022) An Occupational Perspective on Leadership; Theoretical and Practical Dimensions. 3rd Edition. Chapter 16. Ethical Leadership</p>	<p>“Show & Tell”</p>	

ASSIGNMENTS AND GRADING TABLE (FOR REVIEW)



Student Expectations

ATTENDANCE: We expect all students to attend fieldwork on time and to be 100% present during the experience. We expect all students to try as hard as they can, but do not expect perfection. We understand that students learn in different ways and expect students to communicate with us if their fieldwork educator(s) teaching style is not conducive to your learning style. We will make every effort to work with students and fieldwork educators on any issues within reason in order to ensure success.

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

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

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



How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERPAY FACULTY:

- Your materials will always be available to you at least one week before class (usually much earlier than that).
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We don't believe in 'busy work' and won't give you any.
- We will have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people. We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- 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



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important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.

- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

University Supports (Read the University Syllabus Extension posted on the BB site)

The university has many supports, services, and policies available to support your success at Sacred Heart University. Be sure to visit this course on Blackboard and click "Syllabus Extension" under the Syllabus module to



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read important information regarding academic integrity, academic accommodations, learning support services, and more. If you have any questions, please contact your instructor.