



Special Trimester, Fall 2025
OT 546

Transformation Through Human Occupation C: Activity Analysis

SYLLABUS AND TOPICAL OUTLINE

Instructor Information	
Faculty	Professor Morgan Villano, MPA, MSPS, OTR/L Professor Sylvia Sobocinski, M.A., OTR/L
Contact	Professor Villano: villanom11@sacredheart.edu , 860/833-9318 Professor Sobocinski: sobocinskis@sacredheart.edu , 203/671-6656
Office Hours	Professor Villano: Monday-Thursday, by appointment only Professor Sobocinski: Tuesday-Thursday, by appointment only
Office Location	Professor Villano: N121 in OT Department, 1 st floor

Course Overview

Course Information	
Course Meeting Times	Sections A & B: Tuesdays, 8-11am Section C: Tuesdays, 11:15 am-2:15 pm
Format	In person course unless otherwise specified per the Topical Outline or course instructor. Format: Lecture, discussions, reading quizzes, mid-term exam, group work, individual work, presentations, and experiential activities.
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 three (3) credit hour course, the total expected workload is 135 hours. In a 16-week course, this course averages approximately 8.4 hours per week.
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE: The history and development of the occupational therapy profession is dynamic, evolving, and has always been grounded in the core principles of *occupation*. *Activity analysis* is the essence of what an occupational therapist does; it is fundamental to all aspects of occupational therapy practice; it is an essential tool for occupational therapists in assessing and supporting



occupational performance with clients. The purpose of this course is to introduce you to the language of *human occupation*, and introduce you to the skills of *activity, task, and occupational analyses*.

“Occupational therapy is defined as the therapeutic use of everyday life occupations with persons, groups, or populations (i.e., the client) for the purpose of enhancing or enabling participation. Occupational therapy practitioners use their knowledge of the transactional relationship among the client, their engagement in valuable occupations, and the context to design occupation-based intervention plans.” (AOTA, 2019). Occupational therapy focuses on enabling clients to maximize/optimize their capacity to participate in life occupations and activities that are important and meaningful to them and promotes overall health and wellness. As future occupational therapists, you will be helping clients of all ages participate in different aspects of life, in activities they need and want to do, regardless of disability or dysfunction, through the therapeutic use of everyday activities and occupations. In this course, the terms *occupation* and *activity* are defined and examined broadly. You will “untangle” the concepts of activity and occupation, purposeful activity, tasks, occupational performance, and function.

Activity analysis is recognized as a process of examining the essential components of an activity to identify the steps, demands, and opportunities for therapeutic interventions.

We will explore our understanding of occupation used in purposeful and meaningful ways, in facilitating the health and well-being of individuals. You will examine our professional heritage of occupation and review the historical development of activity/task analysis as a valuable tool in the process of occupational therapy, for use with all clients, across all contexts. The format for activity analysis will include terminology and activity demands as presented in the Occupational Therapy Practice Framework, 4th Edition (AOTA, 2020). You will learn about activity synthesis, ways to evaluate the nature and demands of a range of activities, as well as how to evaluate activity preferences of individuals. In addition, you will have multiple opportunities to analyze, adapt, and learn how to teach activities.

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](#)).



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](#)).

“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.”

To meet society’s occupational needs, a practitioner of occupational therapy must understand and be able to explain and use the concepts of occupation, activity, occupational performance, and occupational balance. Activity analysis is one of the skills that distinguish occupational therapists from other health care professionals. It is one of the primary methods of assessment of clients, is a crucial aspect of evaluation, and a strategy in determining appropriate clinical interventions for individuals and groups in an ongoing and fluid fashion. It is a skill that you will need to use constantly as you work as an occupational therapist. Activity teaching is another core skill of an OT. As you work with clients and their families, you will continually be coaching and teaching them, encouraging them to better health, and better occupational performance. Finally, activity grading is key to having successful sessions, as you alter, modify, and adapt what you and the client are doing in the moment to create the “just right” challenge for a client.

Using the skills of observation, knowledge of scientific analysis, together with clinical reasoning, you will be promoting client function. This course prepares students to apply clinical reasoning to support decisions and contributes to the development of confidence to communicate within interprofessional teams about the importance of engagement in occupation across the lifespan, given a person’s physical and emotional abilities. The skills you will learn in this class will be some of the most important occupational therapy skills you will need throughout your career.



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). This course incorporates all of the above.

CONCEPTUAL MODEL FOR THIS COURSE: The conceptual framework selected for this course is the Person, Environment, and Occupation Model (Law et al, 1996).

Person, Environment, and Occupation Model



(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).

Law et. al. (1996) developed the Person, Environment and Occupation Model in response to an identified need from occupational therapy literature that describes the theory and clinical application of the interaction between the person, the environment, and the occupation. This model is a framework that guides clinical reasoning in analysis and understanding of the interdependent interaction as a person engages in all they need or want to do. This model has been selected to help frame this course as it is foundational in its application to occupational therapy practice

INSTRUCTIONAL METHODS: This course utilizes the following instructional methods: lectures, slide banks, class discussions, class simulations, inquiry-based learning, problem solving exercises, and storytelling.

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.

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.

LEARNING OBJECTIVES AND OUTCOMES:

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How the standards are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the ACOTE standards: [ACOTE](#).

The course objectives, program objectives, the mission and vision of the department and the overall curricular design are all linked to 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- Course, Learning, & Program Objectives, ACOTE standards, Learning Outcomes & 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	Define key terms, and compare/contrast the inherent nature of occupations, activities, tasks, and OTPF terminology, as related to activity	B.2.3 Interaction of Occupation and Activity Apply, analyze, and evaluate the interaction of occupation	<ul style="list-style-type: none"> Define key terms Compare/contrast inherent nature of occupations, activities, tasks and OTPF terminology, as related to activity analysis, 	<ul style="list-style-type: none"> In class participation Reading quizzes Midterm Exam Semester Long Learning



<p>thinking and clinical reasoning.</p>	<p>analysis, occupation analysis, and occupational therapy practice.</p> <p>Engage in guided self-reflection to evaluate the experience of learning an unfamiliar skill/activity, complete a comprehensive activity analysis of this new skill, and demonstrate your learning through the delivery of a professional presentation.</p>	<p>and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.</p>	<p>occupational analysis, and occupational therapy practice</p>	<p>Project assignment and presentation</p> <ul style="list-style-type: none"> • Self-reflection journaling • Adult Performance Interview • Group Activity Analysis assignment
<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>Demonstrate knowledge of activity identification across the lifespan, administer activity preference checklists, analyze, and articulate use of results.</p> <p>Engage in guided self-reflection to evaluate the experience of learning an unfamiliar skill/activity, complete a comprehensive</p>	<p>B.2.7. Activity Analysis Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to formulate the intervention plan.</p>	<ul style="list-style-type: none"> • Weekly in-class learning, hands-on activity participation, and discussions. • Course readings and quizzes • Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity and occupational analyses 	<ul style="list-style-type: none"> • Activity Timeline assignment • Interest checklist in-class exploration • Community Mobility Activity Analysis • Adult Performance Interview • Midterm Exam • Semester Long Learning Project



	activity analysis of this new skill, and demonstrate your learning through the delivery of a professional presentation.			<ul style="list-style-type: none"> • Self-reflection journaling • Difficult or Simple assignment • Group Teaching Plan assignment • Driving Simulator in class activity
<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Engage in continual learning and evidence-based practice with intellectual open mindedness</p>	<p>Demonstrate and utilize the principles of the teaching– learning process and instructional design in the development and execution of a teaching plan when teaching an activity to a small group</p> <p>Demonstrate the skills of activity synthesis for the purposes of teaching, grading, and modifying in activity analysis, to select appropriate remediation and/or compensatory strategies matched to a client’s functional deficits - cognitive deficits,</p>	<p>B.2.12. Principles of Instructional Design</p> <p>Demonstrate the application of principles of instructional design and teaching and learning in content related to occupational therapy which includes at minimum:</p> <ul style="list-style-type: none"> • Development of learning objectives. • Design of material. • Development of learning assessment. • Delivery of professional presentation. 	<ul style="list-style-type: none"> • Weekly in-class learning, hands-on activity participation, and discussions. • Course readings Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity and occupational analysis 	<ul style="list-style-type: none"> • Group Teaching Plan assignment • Individual Execution of Teaching assignment • Semester Long Learning Project Presentation



	visual deficits, psychosocial and behavioral health deficits that affect occupational performance.	Self-reflection of process.		
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Engage in continual learning and evidence-based practice with intellectual open mindedness	Define, describe, and engage in the utilization of different types of professional reasoning in activity selection and the therapeutic design of activity/occupation-based interventions to address client factors, performance patterns, and performance skills.	B.3.2 Professional Reasoning Demonstrate professional reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions that: • Address client factors • performance patterns, and performance skills • Focus on creation, promotion, establishment, restoration, maintenance, modification, and prevention	<ul style="list-style-type: none"> • Weekly in class learning, hands-on activity participation, and discussions. • Course readings and quizzes • Course readings Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity and occupational analysis 	<ul style="list-style-type: none"> • In class professional reasoning through art observation activity • Adult Performance Interview assignment • In class Home Suite activity • Midterm Exam • Difficult vs Simple assignment • Group Teaching Plan assignment
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Demonstrate knowledge and skill in grading and modifying the way persons, groups, and populations perform occupations and activities by adapting processes and	B.3.8 Grade and Adapt Processes or Environment Assess, grade, and modify the way persons, groups, and populations perform occupations and activities	<ul style="list-style-type: none"> • Weekly in class learning, hands-on activity participation, and discussions. • Course readings and quizzes • Course readings Use of OTPF 4 language and application of 	<ul style="list-style-type: none"> • Reading quizzes • Home Suite Activity • In class DME activity • Group Activity Analysis activity



<p>Engage in continual learning and evidence-based practice with intellectual open mindedness</p>	<p>modifying environments.</p>	<p>by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.</p>	<p>OTPF 4 knowledge to in class and out of class activity and occupational analysis</p>	<ul style="list-style-type: none"> • Midterm Exam • Semester Long Learning Project • Group Teaching Plan assignment
<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Engage in continual learning and evidence-based practice with intellectual open mindedness</p>	<p>Demonstrate knowledge and skill in grading and modifying the way persons, groups, and populations perform occupations and activities by adapting processes and modifying environments.</p>	<p>B.3.9 Establish, Restore, Modify Select, design, and implement occupation based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills</p>	<ul style="list-style-type: none"> • Weekly in class learning, hands-on activity participation, and discussions. • Course readings and quizzes • Course readings Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity and occupational analysis 	<ul style="list-style-type: none"> • Reading quizzes • Midterm Exam



Topical Outline & Course Schedule:
Subject to change per instructor

Table 2: Topical Outline

Week	Readings	Content	Assignments	Assessment Strategies
1 Aug 26th	<ul style="list-style-type: none"> Posted to Black Board – Thomas, 3rd Ed. Chapter 1, complete before class Read PPT before class 	<ul style="list-style-type: none"> Syllabus and Topical Outline overview of course and how we teach Review of assignments & rubrics – plan to take notes and ask questions Warm up/Introduction/Brief video Overview of Activity Analysis Showring Analysis Overview use of OTPF 4 Review Activity Timeline Assignment <p>In class activity:</p> <ul style="list-style-type: none"> Bal-Vis-X 	<ul style="list-style-type: none"> Complete Activity Timeline prior to attending class. Submit it to Black Board before you attend class (submit picture). <u>Additionally bring your timeline with you to class.</u> Always bring your physical copy of the OTPF to class, or pull up the online OTPF 	<ul style="list-style-type: none"> Class participation Class discussion Completion and application of the Activity Timeline assignment
2 Sept 2 nd	<ul style="list-style-type: none"> BRING INDIVIDUAL HEADPHONES for listening to video in class Read through PPT Read Thomas 3rd ed., Ch. 2 	<p><i>Guiding Frame of Reference = Lifespan Development</i></p> <p>Class Focus = Activity Identification</p> <p>Class Content:</p> <ul style="list-style-type: none"> Our human story – the genesis of occupations; from clay 	<ul style="list-style-type: none"> Matsutsuyu Interest Checklist Update due in Black Board due 11:59pm 9/1/25. Asynchronous reading quiz #1 on Bb due 	<ul style="list-style-type: none"> Class participation Class discussion Completion of Matsutsuyu Interest Checklist Update Reading quiz



	<ul style="list-style-type: none"> • Read Thomas 3rd ed., Ch. 3 • J.S. Matsutsuyu (1969). <i>The Interest Checklist</i>. American Journal of Occupational Therapy, found in the weekly Blackboard shell 	<p>to computers</p> <ul style="list-style-type: none"> • Occupations across the Life Span • Activity Analysis – What’s the big deal? • Relevance of activities/occupations to client • Review Matsutsuyu assignment • Pediatric Interest Checklist Review • Review Semester Long Learning Assignment <p>In class activity:</p> <ul style="list-style-type: none"> • Pediatric Interest Checklist in small groups with class discussion • WFOT Occupational Narratives Project <p>(WFOT ONP)</p>	<p>11:59 pm 9/6/25</p> <ul style="list-style-type: none"> • Semester Long Learning Project: your idea will be submitted to Teams by 9/7/25 11:59pm. Then your instructor will review and either ask clarifying questions or approve it. 	
<p>3 Sept 9th</p>	<ul style="list-style-type: none"> • Read through PPT • Thomas, 3rd ed., Chapter 4 • Scan: <i>What is Clinical Reasoning and Why Should I Care?</i> Lisa Mendez and Jodene Neufeld. Found in Black Board. 	<p><i>Guiding Frame of Reference = Applied Behavioral</i></p> <p>Class Focus = Activity Analysis- Part I</p> <p>Class Content</p> <ul style="list-style-type: none"> • Review of Reading Quiz #1 • Review Difficult/Simple assignment • Development of ‘Clinical Reasoning’/Types of clinical reasoning 	<ul style="list-style-type: none"> • Asynchronous reading quiz #2 in Blackboard due 11:59 pm 9/13/25 • Difficult/Simple Assignment to Blackboard due 11:59 pm 9/15/25 	<ul style="list-style-type: none"> • Class participation • Class discussion • Completion of Difficult/Simple assignment • Participation, observation, discussion of the in class Clinical Observation and Reasoning



		<ul style="list-style-type: none"> Activity Analysis Process and Skills & OTPF – What are we looking at? Where do I begin? How do I think about the activity, the context, and what the expected outcome is? <p>In class activities:</p> <ul style="list-style-type: none"> Clinical Observation and Reasoning through Art 		<p>through Art activity</p> <ul style="list-style-type: none"> Reading quiz
4 Sept 16 th	<ul style="list-style-type: none"> Thomas 3rd ed., Ch 9, pp. 197-207 with a focus on Modification and Grading Thomas 3rd ed., Ch. 5 & 6 Activity Gradation and Adaptation pp. 64-67, found in Black Board. 	<p><i>Guiding Frame of Reference = Biomechanical</i></p> <p>Class Focus = Activity Analysis – How to? Part Two</p> <p>Introduction to grading and modifying</p> <p>Class Content:</p> <ul style="list-style-type: none"> Review of reading quiz #2 OTPF Table 11 Activity and Occupational Demands OTPF Tables - Table 12 Types of O.T. Interventions - Biomechanical AA form Home Activities – analysis in groups Grading, Modification, Scaffolding, Adaptation (including AE online sites) <p>In-class activities:</p> <ul style="list-style-type: none"> Activity analysis 	<ul style="list-style-type: none"> Asynchronous reading quiz #3 on Bb due 11:59 pm 9/20/25 Start Semester Long Learning Project 	<ul style="list-style-type: none"> Class participation Class discussion Reading quiz Participation in Home Suite and AE/DME in class activities



		<p>practice via video OR HOME SUITE with a focus on grading/modifying</p> <ul style="list-style-type: none"> • Exploration of DME/AE to support modification scavenger hunt online 		
<p>5 Sept 23rd</p>	<ul style="list-style-type: none"> • Thomas 3rd ed., Ch 7&8 	<p>Class focus = Pulling It All Together</p> <p>Class Content:</p> <ul style="list-style-type: none"> • Review of Reading Quiz #3 • Review of a variety of activity analysis forms <p>In Class Activities:</p> <ul style="list-style-type: none"> • Class activity of weaving and completion of an activity analysis form as a class with instructor support 	<ul style="list-style-type: none"> • Continue with your Semester Long Learning Project 	<ul style="list-style-type: none"> • Class participation • Class discussion • Engagement in activity analysis and completion of the activity analysis form
<p>6 Sept 30th</p>	<p>***Wear or bring shoes with laces to class AND bring a non-electric toothbrush</p> <p>These readings are for Wks 6-7:</p> <ul style="list-style-type: none"> • Christiansen and Matsuka Chapter 5 <i>Methods of teaching basic and instrumental activities of daily living</i> (pp. 105- 	<p>Guiding Frame of Reference- Continuation of Biomechanical</p> <p>Class Focus = Teaching and Learning Part One</p> <p>Class content:</p> <ul style="list-style-type: none"> • Teaching and Learning • Learning Theories • Learning Styles • How do we teach? • What does teaching have to do with OT? 	<ul style="list-style-type: none"> • Continue with your Semester Long Learning Project • First Journal Reflection and Pictures Due in Bb by 11:59 pm 10/4/25. 	<ul style="list-style-type: none"> • Class participation • Class discussion • Engagement in shoe tying and brushing teeth in class activities • Submission of reflective journal



	<p>128)- in Black Board</p> <p>The following Readings are in Black Board:</p> <ul style="list-style-type: none"> • <i>Learning Skills – Scan/read</i> • <i>Learning, Training, Development Theories – Scan/read</i> • <i>Gagne's 9 Levels of Learning – Scan/read</i> • Review VARK and the relationship to teaching/learning 	<p>In-class activities:</p> <ul style="list-style-type: none"> • Shoe-Tying with a focus on teaching and learning strategies/approaches • Brushing teeth analysis with a focus on remediation vs. compensation intervention approaches 		
<p>7 Oct 7th</p>	<ul style="list-style-type: none"> • Review the <i>Teaching Plan and Teaching Execution</i> assignment rubrics and assignment instructions • <i>Activity Analysis and Boardgames</i> reading in Black Board 	<p>Guiding Frame of Reference: Cognitive Behavioral Continuum</p> <p>Class Focus = Continuation of Teaching and Learning Part I</p> <p>Class Content</p> <ul style="list-style-type: none"> • Review Teaching Plan Rubric and Assignment Instructions • Each teaching group will select an activity to teach to their peers. Activity options are provided by the instructors. • Prepare for Week 8 	<ul style="list-style-type: none"> • Asynchronous reading quiz #4 on Black Board due 11:59 pm 10/11/25 • Continue with your Semester Long Learning Project • Second Journal Reflection and Picture submissions Due in Black Board by 11:59 pm 10/12/25 	<ul style="list-style-type: none"> • Class participation • Class discussion • Engagement in Activity Analysis in class activities • Submission of reflective journal



		<p>Community Mobility Activity Analyses</p> <p>In class activities:</p> <ul style="list-style-type: none"> • Connect with your Teaching Plan group members so you are familiar with one another- discuss what you'd like to teach • Activity analysis practice with board games with the application aspect of integrating a condition 		
<p>8 Oct 14th</p>	<ul style="list-style-type: none"> • No formal class • University Holiday Monday Oct 13th 	<p>You will be working in assigned small groups and analyzing community mobility by taking the Bridgeport public bus.</p> <p>You will depart from the bus stop outside of the Holy Trinity Greek Orthodox Church (4070 Park Ave, Bridgeport) and will arrive at the Trumbull Mall stop. You will return to the Holy Trinity Greek Orthodox Church bus stop from the Trumbull Mall to walk safely back to CHE or a parking lot.</p> <p>This activity can be done at any time this week, but must be done with your assigned group members</p>	<ul style="list-style-type: none"> • Activity Analysis Form for Community Mobility due 11:59pm 10/19/25 • Spend time with your Teaching Group to analyze how you will be teaching your peers starting week 11 	<ul style="list-style-type: none"> • Engagement in community mobility group assignment • Submission of the activity analysis form reflective of the community mobility analysis
<p>9 Oct 21st</p>	<ul style="list-style-type: none"> • Review Thomas, 3rd Ed. Ch 1-9, • Review OTPF language and 	<p>Guiding Frame of Reference = Rehabilitation/Occupational Adaptation</p>	<ul style="list-style-type: none"> • Continue with your Semester Long Learning Project 	<ul style="list-style-type: none"> • Class participation • Class discussion



	<p>content</p> <ul style="list-style-type: none"> • Come prepared to ask content questions for Midterm preparation 	<p>Class Focus = Teaching and Learning Part Two</p> <p>Class Content:</p> <ul style="list-style-type: none"> • Review Reading quiz #4 • The design of your teaching • Teaching Methods and Approaches • Teaching 1:1 vs teaching a group • Meeting therapeutic needs with TUOS during teaching • Universal Design Learning • Midterm Preparation <p>In-class activities</p> <ul style="list-style-type: none"> • Activity analysis practice and teaching practice (sewing) • Preparation for the mid-term exam 		<ul style="list-style-type: none"> • Engagement in sewing activity analysis in class activity
<p>10 Oct 28th</p>	<ul style="list-style-type: none"> • No readings 	<ul style="list-style-type: none"> • Midterm Exam – first half of class • Teaching Preparation in your small groups – second half of class, with instructor support and guidance 	<ul style="list-style-type: none"> • Continue with your Semester Long Independent Learning Project • Third Journal Reflection and Picture Submission Due in Bb by 11:59 pm 11/2/25 	<ul style="list-style-type: none"> • Submission of the Midterm exam • Participation with your teaching group to plan and prepare for the following two weeks of class • Submission of reflective journal



<p>11 Nov 4th</p>	<ul style="list-style-type: none"> No readings 	<p>Guiding Frame of Reference = Rehab/Occupation based models</p> <p>Class focus = In Person Group Teaching</p> <p>Class Content: Groups will Demonstrate Teaching Individual Teaching Skills will be Assessed by Instructor</p>	<ul style="list-style-type: none"> Submit your group teaching plan to Black Board by 8am Monday 11/4/25 Submit a word document with your name and the activity you are teaching to Black Board under the Individual Execution of Teaching assignment- this then allows the rubric to open Continue with your Semester Long Independent Learning Project 	<ul style="list-style-type: none"> Participation in group teaching experiences Submission of Group Teaching Plan Assessment of Individual Teaching Execution by instructor
<p>12 Nov 11th</p>	<ul style="list-style-type: none"> No readings 	<p>Guiding Frame of Reference = Sensory</p> <p>Class focus = In Person Group Teaching</p> <p>Class Content: Groups will Demonstrate Teaching Individual Teaching Skills will be Assessed by Instructor</p>	<ul style="list-style-type: none"> Continue with your Semester Long Independent Learning Project Begin to create your final presentation due the last week of class 	<ul style="list-style-type: none"> Participation in group teaching experiences Submission of Group Teaching Plan Assessment of Individual Teaching Execution by instructor



			on your Semester Long Learning Project	
13 Nov 18 th	<ul style="list-style-type: none"> No readings 	<p>Guiding Frame of Reference = Toglia's Dynamic Interactional Approach & Allen's Cognitive Disability Model</p> <p>Class Content:</p> <ul style="list-style-type: none"> Application of Activity Analysis to cases related to Anatomy conditions, shifting now to Occupational Analysis Review Interview of Adult Performance Patterns Assignment <p>In Class Activities:</p> <p>Application activities using OTPF Table 11</p>	<ul style="list-style-type: none"> Continue with your Semester Long Independent Learning Project Fourth Journal Reflection and Picture Submission Due in Bb by 11:59 pm 11/23/25 Continue to create your final presentation due the last week of class on your Semester Long Independent Learning Project 	<ul style="list-style-type: none"> Class participation Class discussion Submission of reflective journal
14 Nov 25 th	<ul style="list-style-type: none"> Dickerson Driving Article in Blackboard SCAN-Classsen and Evans <i>Introduction and History of Simulation</i>, in Blackboard 	<p>*All sections meet Monday 11/24/25 in room N 350, 1-4pm</p> <p>In Class Activities:</p> <ul style="list-style-type: none"> Dr. Schlegel & Driving Simulator experience Activity Analysis of making a right hand 	<ul style="list-style-type: none"> Continue with your semester long learning project Fifth journal reflection and picture submission due in Black 	<ul style="list-style-type: none"> Class participation Class discussion Submission of reflective journal



		turn using an adapted OTPF Table 11 form	<p>Board by 11:59PM 11/30/25</p> <ul style="list-style-type: none"> Continue to create and begin to finalize your presentation on your Semester Long Learning Project. Adult Performance Patterns Interview due 12/1/25 11:59 PM 	
15 Dec 2 nd	<ul style="list-style-type: none"> No readings 	<p>Class Content:</p> <ul style="list-style-type: none"> N 361, Newton's Laws applied to Activity Analysis Review of slide sheet transfers Review of Hoyer lift transfers Use of OTPF Table 11 adapted form 	<ul style="list-style-type: none"> Finalize your Semester Long Learning Project PPT and Activity Analysis form 	<ul style="list-style-type: none"> Class participation Class discussion Submission of the Adult Performance Interview
16 Dec 9 th	<ul style="list-style-type: none"> No readings 	<p>Class Content: Semester Long Learning Presentations</p>	<ul style="list-style-type: none"> Submission of your Semester Long Learning Project PPT and Activity Analysis form to Blackboard by 12.4.25 12pm. 	<ul style="list-style-type: none"> Class participation Class discussion



Final Grades

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

Assignment/Assessment	Percentage of Grade
<ul style="list-style-type: none"> • 4 short participation assignments over the semester: Activity Timeline (2pts) due 8.26.25 by 8 am in Blackboard and bring to class • Matsutsuyu Interest Checklist Update (2pts) due 9.1.25 by 8am in Blackboard and bring to class • Difficult/Simple Assignment (2pts) due 9.14.25 by 11:59 pm in Blackboard • Adult Performance Interview (4pts) due 12.2.25 by 11:59 pm in Blackboard 	10%
<p>4 short open book reading quizzes:</p> <ul style="list-style-type: none"> • 9.6.25 by 11:59 pm in Blackboard • 9.13.25 by 11:59 pm in Blackboard • 9.20.25 by 11:59 in Blackboard • 10.12.25 by 11:59 pm in Blackboard 	8%
<p>Group Activity Analysis Form Assignment:</p> <ul style="list-style-type: none"> • Community Transportation • Submit Activity Analysis form, one per group, due 10.19.25 by 11:59 pm in Blackboard 	15%
<p>Midterm Exam</p>	15%
<p>Teaching Plan:</p> <ul style="list-style-type: none"> • Group Grade • Due 11.4.25 by 8am in Blackboard 	12%
<p>Individual Execution of Teaching:</p> <ul style="list-style-type: none"> • Submit WORD document with information per the assignment instructions • Due 11.4.25 by 8am in Blackboard 	10%
<p>Journal Entries and Photo Submissions about Final Project due in Blackboard:</p> <ul style="list-style-type: none"> • Due 10.4.25 by 11:59 pm in Blackboard • Due 10.12.25 by 11:59 pm in Blackboard • Due 11.2.25 by 11:59 pm in Blackboard • Due 11.23.25 by 11:59 pm in Blackboard • Due 11.30.25 by 11:59 pm in Blackboard 	10%



Final Project – Semester Long Learning Assignment: <ul style="list-style-type: none">• Due 12.9.25 by 8am in Blackboard-PPT and completed Activity Analysis Form	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. Attendance is taken for every class by the instructor. 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.
- **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.