

**Fall 2025
OT 524
TRANSFORMATION THROUGH HUMAN OCCUPATION, PART B**

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Dr. Lola Halperin, EdD, OTR/L; Professor Stephanie Doyle, MS, OTR/L, CHT, CLT; and Dr. Jaimee Hegge, OTD, OTR/L, CKTP, HEAS, Level 1 Functional Pelvic Health Practitioner
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Office Hours	By appointment
Office Location	N116, N124

Course Overview

	Course Information
Course Meeting Times	<u>Section A</u> : 2-3:30 pm on Wednesday and 11-12:30 on Thursday <u>Section B</u> : 12-1:30 pm Wednesday and 9:15-10:45 am on Thursday
Format	This course is designed to utilize an experiential approach to learning. Students are required to attend all classes weekly. The content in part B of this course will be provided through self-directed learning, mock quizzes, lectures and discussions, and clinical case analysis.
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: N350
Credit & Workload	This course is offered in a 16-week trimester 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:

This three-part course will integrate the foundational knowledge of human anatomy and conditions as well as application of this knowledge through activity analysis. This course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, immune, and lymphatic systems of the human body as well as assessment techniques commonly performed by occupational therapists in clinical

practice to measure the body's vital life functions. The course will also cover mental and physical health conditions that occupational therapists may encounter when working with clients across life span. Additionally, this course will introduce students to the skill of activity analysis. Frames of reference and models integrated into occupational therapy practice are utilized as an anchor for weekly course content. Activity analysis will be informed by the terminology and activity demands as presented in the Occupational Therapy Practice Framework, 4th Edition (AOTA, 2020).

Part B of this course will emphasize physical disability and mental health conditions and their impact on daily occupations. It is designed to build a common language and foundation for future coursework requiring occupational therapy assessment choices and intervention strategies for clients with mental and physical conditions. Human conditions will be examined in the context of their effects on human development and body structures and functions; etiology; epidemiology; prognosis; associated mental and physical deficits/disability; impact on occupational engagement; pharmacological and non-pharmacological interventions, and research. Conditions will be covered in isolation and in combination with comorbidities, and the impact one or more conditions have on human occupations will be discussed. Cultural comparisons will highlight how the treatment of mental health and physical conditions/ deficits/ disabilities are perceived within diverse cultures.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

AOTA Vision 2030 is:

- *The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- *Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- *Essential to the profession's ongoing viability and success," ([AOTA](#), 2025).*

"As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." ([AOTA](#), 2025).

Vision Statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

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 trimester.

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.

Part B of this course addresses the values of *justice, altruism, and open-mindedness*. It is part of the curricular stream of *Occupation - Performance Analysis and Interpretation*. This course relates to the overall curriculum design in that it prepares the students with a foundational knowledge of human conditions that may impact human behavior and occupational performance across the lifespan. It is also designed to facilitate a systems approach to occupational therapy process and is the basis for clinical decision-making that will be applied, integrated, and synthesized in future courses throughout the curriculum.

INSTRUCTIONAL METHODS:

The course utilizes a multimodal approach to teaching and learning including didactic lectures, large and small group active discussions, in-class experiential learning activities, and self-directed learning. Instruction may also include synchronous and asynchronous online experiences. All learning opportunities presented will be used to integrate and apply information to occupational therapy practice. This course will also introduce learning strategies used in Problem- and Team-Based Learning curriculum to foster students' independent and collaborative learning.

In part B of this course, class structure will include didactic presentations by faculty, large class discussions, and clinical case analyses in small groups. Mock quizzes will be introduced on most weeks, to help students better process their readings. These mock quizzes will be available and expected to be completed prior to the lecture where the correct answers will be discussed with the entire class. Mock quizzes will not count towards the total grade for the course but will rather provide students with an opportunity to prepare for the class discussions and the graded quizzes and exam.

Additionally, students will be placed in small groups during the trimester. Student groups will engage in breaking down clinical cases as a means of understanding similarities and differences between conditions that affect the same body structures or belong to the same category of diagnoses. Analysis of occupational performance among clients affected by various conditions according to the Occupational Therapy Practice Framework (OTPF) will be introduced.

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.

COURSE MATERIALS: textbooks only

REQUIRED TEXTS:

American Occupational Therapy Association. (2020). *Occupational Therapy Practice Framework: Domain and Process*, 4th Ed. AOTA Press.

Bonder, BR. (2022). *Psychopathology and Function*. (6th ed.). Routledge.

Nussbaum, A.M. *The Pocket Guide to the DSM-5 Diagnostic Exam*. (1st ed). American Psychiatric Association Publishing.

Pendleton, H.M., and Schultz-Krohn, W. (2025). *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction*, (9th ed.). Mosby.

Smith-Gabai, H. (2024). *Occupational Therapy in Acute Care*, (3rd ed.). AOTA Press.

Wietlisbach, C. M. (2019). *Cooper's Fundamentals of Hand Therapy: Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity*. (3rd ed.). Mosby. ISBN-10 :0323524796; ISBN-13: 978-0323524797

SHARED TEXT WITH ANATOMY

Short, N., Vilensky, J., & Suarez-Quian, C. (2022). *Functional Anatomy for Occupational Therapy*. Books of Discovery. ISBN: 978-0-9987850-1-1

RECOMMENDED TEXTS:

Thomas, H. (2022). *Occupational and Activity Analysis*, 3rd Ed. Slack, Inc. ISBN 10:1630918903 ISBN 13:9781630918903.

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 in and teach an activity for which we do not have the specific materials, you may have to purchase those materials from your own funds.

INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure.

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

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 Outcome	Course Objective	ACOTE Standard	Learning Activities	Assessment Strategies
Demonstrate the knowledge and skills	Compare and contrast the effects	B.1.1. Demonstrate knowledge of:	In-class/online lectures and discussions	Mock quizzes

required of an entry level occupational therapist, including critical thinking and clinical reasoning	conditions and their comorbidities have on human development and occupational engagement	<ul style="list-style-type: none"> - The structure and function of the human body that must include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. - Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. - Concepts of human behavior that must include the behavioral sciences, social sciences, and science of occupation. 	<p>Small group clinical cases analysis</p> <p>Mock quizzes</p>	<p>Small group clinical cases analysis/OTPF application assignment</p> <p>Exams</p>
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Articulate the impact conditions, comorbidities and the resulting disabilities have on occupational performance across the human lifespan	<p>B.1.2</p> <p>Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.</p>	<p>In-class/online lectures and discussions</p> <p>Small group clinical cases analysis</p> <p>Mock quizzes</p>	<p>Mock quizzes</p> <p>Small group clinical cases analysis/OTPF application assignment</p> <p>Exams</p>
Promote justice through compassionate service to the	Articulate the impact conditions, comorbidities and the	<p>B.1.3</p> <p>Demonstrate knowledge of the social determinants of health for persons, groups, and</p>	In-class/online lectures and discussions	<p>Mock quizzes</p> <p>Small group clinical cases analysis/OTPF</p>

local and global communities	resulting disabilities have on occupational performance across the human lifespan	populations with or at risk for disabilities and chronic health conditions and distinguish the epidemiological factors that impact the public health and welfare of populations.	Small group clinical cases analysis Mock quizzes	application assignment Exams
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Articulate the impact conditions, comorbidities and the resulting disabilities have on occupational performance across the human lifespan	B.2.6. Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.	In-class/online lectures and discussions Small group clinical cases analysis Mock quizzes	Mock quizzes Small group clinical cases analysis/OTPF application assignment Exams

Topical Outline & Course Schedule *(subject to change per instructor)*

Table 2: Topical Outline

WEEK OF	TOPICS	READINGS	WEEKLY ACTIVITIES
Week 1 (August 27th – 28th)	Introduction Week Intro to Physical Disability and Mental Health (human conditions and how they impact function; lab values, diagnostic tests, and pharmacology, etc.)	Physical Disability Readings: Pedretti: Start p.85 Attitudes Towards Disability and continue through p.94 Capabilities Approach. Smith-Gabai: Diagnostic tests pp.147-154. Understand the different types of lab values pp.155-179. Pharmacology pp.182-184. *Mark these Smith-Gabai chapters for future use Mental Health Readings: Chapters 1 & 2, and pages 487-492, 517-519 in Bonder's textbook	In-person lectures and large class discussions

Week 2 (September 3rd - 4th)	Frame of Reference (FOR): Lifespan/Developmental Physical Disability Content: Prematurity, NAS (neonatal abstinence syndrome), Down Syndrome, Prader Willi, Fragile X, Cystic Fibrosis Mental Health Content: Neurodevelopmental Conditions (Autism Spectrum, Intellectual Disability, Learning, Communication, and Tic Disorders, Developmental Coordination Disorder, AD(H)D, Fetal Alcohol Syndrome)	Physical Disability Readings: Documents and Videos posted on BB for week 2. Mental Health Readings: Chapter 3 and pages 512-514 in Bonder's textbook	In-person lectures and large class discussions
Week 3 (September 10th-11th) Dr. Halperin will teach both classes.	FOR: Applied Behavioral Mental Health Content: Disruptive Impulse Control and Conduct Disorders Elimination Disorders Feeding and Eating Disorders Somatic Disorders	Mental Health Readings: Chapters 11, 12, 13, and 17	In-person lectures and large class discussions
Week 4 (September 17th-18th) Professor Doyle will teach both classes.	FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT Physical Disability Content: Ortho: Fractures, surgical repair (ORIF), hip/knee/shoulder joint replacements, OA/RA, Stenosis, Ankylosis, CMC Arthritis, Juvenile Idiopathic Arthritis (JRA), Arthrogryposis, Muscular/Tendon, Cumulative Trauma/Repetitive Strain injuries:	Physical Disability Readings: Pedretti: Arthritis Pain p.724; RA, OA, hand deformities pp.994-1006 (stop at goal setting); Shoulder and Wrist pp.1027-1032 (stop at vibration). Smith and Gabai: Joint Replacements, rotator cuff repair pp.557-568 Short et al.: Postural Compromise injuries (TOS): pp. 174-175; Elbow pp. 192-194 and pp. 207-209. Flexor Tendon Injuries of hand: p.231 Cooper's: Tendon injuries pp. 312-319; Elbow fractures	In-person lectures and large class discussions

	-Shoulder: impingement, rotator cuff injuries, thoracic outlet syndrome (TOS) -Elbow: Medial/lateral epicondylitis, Wrist/Elbow ligament instability -Hand: Trigger finger, Boutonniere/swan neck deformity	pp205-206; Wrist Fractures pp.254-264; Carpal instability pp. 274-275; Mid-Carpal Instability p.285; Hand Fractures pp. 294-300. TOS pp.176-177 Information for Juvenile Idiopathic Arthritis (JRA), Arthrogryposis, in PPP and BB.	
Week 5 (September 24th-25th)	Case Study Analysis & Exam 1! Physical disability case analysis and exam will take place on Wednesday. Mental health case analysis and exam will take place on Thursday.		
Week 6 (October 1st-2nd) Professor Doyle will teach both classes.	FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT (continued) Physical Disability Content: Burns, Wounds, Infection, Amputations, Phantom limb, Fibromyalgia, CRPS, Pain Management, Peripheral Compression Nerve Injuries including Carpal TS, Cubital TS, Brachial plexus injuries, Peripheral Neuropathies	Physical Disability Readings: Pedretti: Amputation: UE pp.1149-1153; LE pp.1174-1175. Burns pp.1112-1125 Pressure Injury and stages p.956, Box 37.1 Infection control: p.137; Table 9.1 on p.139 Pain pp.723-728 Axillary, Brachial Plexus, and Long Thoracic Nerve pp.982-985 Nerve dysfunction in UE: pp.1030-1032 (stop at vibration); pp.1036-1039; CRPS: p.1049. Smith-Gabai: Nerve testing: p.150 Peripheral nerve injuries table 19.8 pp.476-478 (UE) Cooper's: Nerve Compression injuries of UE: pp: 220-247; Fibromyalgia on PPP and BB	In-person lectures and large class discussions
Week 7 (October 8th-9th) Dr. Halperin will teach both classes.	FOR: Cognitive Behavioral Mental Health Content: Anxiety Disorders Obsessive-Compulsive and Related Disorders	Mental Health Readings: Chapters 5, 6, 7, 8 and 9, and pages 496-507	In-person lectures and large class discussions

	Trauma-Related and Stressor Disorders Depressive Disorders Bipolar and Related Disorders		
Week 8 (October 15th - 16th) Dr. Halperin will teach both classes.	FOR: Psychodynamic Mental Health Content: Substance-Related and Addictive Disorders Personality and Dissociative Disorders	Mental Health Readings: Chapters 10, 18, and 20, and pages 514-517 in Bonder's textbook	In-person lectures and large class discussions
Week 9 (October 22nd – 23rd) Professor Doyle will teach both classes.	Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc.) Physical Disability Content: SCI, Clinical Syndromes, Spinal Stenosis, Spina-bifida, Incontinence, Spinal and Peripheral nerve diseases: Guillain Barre syndrome (GBS), Transverse Myelitis (TM), Amyotrophic Lateral Sclerosis (ALS), Myasthenia Gravis (MG), Muscular dystrophy (MD), Spinal Muscular Atrophy (SMA)	Physical Disability Readings: Pedretti SCI pp.952-958; Spinal hypertonia & clonus p.473; GBS pp.979-982; MG & MD pp.986-988; ALS pp. 913-917. Smith-Gabai Clinical Syndromes & TM pp. 402-404; Spine vertebrae and discs pp.552-555; Spinal shock p.412-413; *SCI tables 18.14 & 18.15 pp.405-411 for your reference. Short et al. Spinal Nerves pp. 40-41. SMA in PPP	In-person lectures and large class discussions
Week 10 (October 29th - 30th)	Case Study Analysis and Exam 2! Physical disability case analysis and exam will take place on Wednesday. Mental health case analysis and exam will take place on Thursday.		
Week 11 (November 5th- 6th) Dr. Hegge will teach both classes.	FOR: Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc. (continued)) Physical Disability Content: Cardiopulmonary, MI, HTN, COPD, Other Cardiac and Pulmonary disorders,	Physical Disability Readings: Smith-Gabai Cardiac and Pulmonary pp.271-295 (stop at Psychosocial), 311-318 & 333-349; Endocrine pp.497-507; Infectious Disease & Auto-immune pp. 578-592(stop at Guidelines); Cancer pp.599-611 (familiarize with types of	In-person lectures and large class discussions

	Immune, Endocrine, Genitourinary, oncology and end of life	cancer, metastasis, tumors, stages, and therapies) Pedretti Cancer and End of Life pp.1206-1213. Cooper's Chemo Neuropathy pp.495-496	
Week 12 (November 12th-13th)	FOR: Sensory Physical Disability Content: Visual Disorders, Vestibular Disorders, Concussion including Post Concussive Syndrome (PCS) and Chronic Traumatic Encephalopathy (CTE) Mental Health Content: Schizophrenia Spectrum Disorders	Physical Disability Readings: Smith-Gabai: PCS. P.401; vision pp. 753-755; vestibular pp.641-646. Pedretti: Concussion; CTE p.879 Vision: p.605-608; 613-616, & 618-625; Low Vision: 221-222 Short et al. Cranial Nerves p.39 Mental Health Readings: Chapter 4 and pages 492-496 in Bonder's textbook	In-person lectures and large class discussions
Week 13 (November 19th-20th)	Toglia's Dynamic Interactional Approach & Allen's Cognitive Disability Model Physical Disability Content: Coma and Levels of Consciousness, CVA and ABI, Seizures, Upper Motor Neurons vs Lower Motor Neurons. Mental Health Content: Neuro-Cognitive Disorders	Physical Disability Readings: Smith-Gabai CVA, COMA pp. 371-401; TBI pp.624-626; Coma and Cognitive Scales pp.443-447 Tables 18.B. & 18.C; Types of Seizures pp.457-460, Table 19.2 on p.459 Pedretti CVA areas of brain and Arteries pp.844-849; UMN vs LMN: pp.467-468; Communication and Cognitive-Perceptual pp. 861-864; Muscle Tone pp. 469-473; Postural Mechanism pp. 476-478; Primitive reflexes p. 478; Motor Learning pp. 830-831. Domains related to cognition and Dynamic Interaction Model pp.663-666 Mental Health Readings: Chapter 19 and pages 510-511 in Bonder's textbook	In-person lectures and large class discussions

Week 14 (November 26th-27th)	Physical Disability Content: Parkinson's Disease (PD), Multiple Sclerosis (MS), Huntington's, Extrapyrarnidal disorders, Normal Pressure Hydrocephalus (NPH), Essential Tremor (ET); Cerebral Palsy (CP) Mental Health Content: Sleep, Wake and Breathing-Related Sleep Disorders Sexual Dysfunctions and Paraphilic Disorders Gender Dysphoria	Physical Disability Readings: Pedretti Huntington's, MS, PD p. 927-941; Extrapyrarnidal movement disorders pp.480-481 Smith-Gabai PD, NPH, ET pp. 449-457, Table 19.1 on p. 458 Cerebral Palsy continent listed on BB and PPP Mental Health Readings: Chapters 14, 15, 16 and pages 507-510 in Bonder's textbook	Asynchronous online classes Wednesday and Thursday due to Thanksgiving!
Week 15 (December 3rd-4th)	Case Study Analysis and Exam 3! Physical disability case analysis and exam will take place on Wednesday. Mental health case analysis and exam will take place on Thursday.		
Week 16 (December 10th-11th)	Final Exam (Thursday)!		

FINAL GRADES

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

Assignment/Assessment	Percentage of Grade
Mock Quizzes will be available to students prior to class, and we will discuss them in class. These quizzes are meant to support students' comprehension of the learning materials and will not count toward the total grade for the course.	N/A
Case Analyses: Students will analyze clinical cases in small groups before the quizzes are administered. Students will use their course materials, online resources, and the OTPF to diagnose the clients portrayed in the clinical cases and predict the impact of clients' conditions on their occupational performance. Students will take turns presenting their group's findings to the rest of the class. This is a group assignment, and every student in the group will receive the same grade. See assignment description in BB for additional details.	Each case analysis assignment is worth 5% of the final grade for a total of 15%.
Exams 1, 2, and 3: Students will take three 20 questions (multiple-choice, true-false, and matching) exams throughout the trimester and before taking the final exam. These exams will not be cumulative and will correspond to each section of content covered in class and the textbooks. This is an individual assignment.	Each one of these exams is worth 20% of the final grade for a total of 60%.

Final Exam: Final exam will contain 60 multiple-choice, true/false, and matching questions and will be cumulative. This is an individual assignment.	The final exam is worth 25% of the total grade.
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 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 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 THERAPY FACULTY:

- Your materials will always be available to you at least one week before class.
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We do not believe in 'busy work' and will not 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 are 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

Anti-Discrimination Policy

Discrimination and discriminatory harassment on the basis of protected characteristics, as defined in our Anti-Discrimination and Discriminatory Harassment Policy, are strictly prohibited. This Policy applies to all Sacred Heart University students, faculty, and staff. If you believe you have witnessed or experienced bias, discrimination, or discriminatory harassment in any way, you are encouraged to submit an Incident Report or contact inclusiveexcellence@sacredheart.edu.

Academic Integrity Policy

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

Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the trimester. 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.