

**SPRING 2026  
OT 527  
TRANSFORMATION THROUGH HUMAN OCCUPATION: TEAM COLLABORATION  
IN MENTAL HEALTH**

**SYLLABUS AND TOPICAL OUTLINE**

<b>Instructor Information</b>	
<b>Faculty</b>	Trimester Coordinator: Dr. Lola Halperin, EdD, OTR/L  Faculty: Dr. Ellen Martino, OTD, OTR/L; Prof. Ralph Soldano, MS, OTR/L; Prof. Racquel Collins, MS, OTR/L; Prof. Shawn Cariglio, MS, OTR/L; Prof. Debra Widman, MS, OTR/L
<b>Contact</b>	203-416-3796; <a href="mailto:halperin@sacredheart.edu">halperin@sacredheart.edu</a>
<b>Office Hours</b>	Monday-Friday (by appointment)
<b>Office Location</b>	N116

**Course Overview**

<b>Course Information</b>	
<b>Course Meeting Times</b>	Sections A and B: 9am-12pm on Mondays Section C: 2-5pm on Mondays Sections D and E: 4-7pm on Mondays
<b>Format</b>	This course is designed utilizing an experiential approach to learning. In the Team Collaboration in Mental Health portion of the course, content will be provided through self-directed activities, case studies analysis, problem solving in small groups, written assignments, student presentations, and role-play. Students are required to attend all classes weekly.
<b>Location</b>	Building location: CHE, 4000 Park Avenue, Fairfield, CT
<b>Credit &amp; Workload</b>	This course is offered in a 16-week trimester calendar, with one week used for the Spring break. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as case study analysis and discussions, group work, individual work, and experiential experiences. For a three (3) credit course, the total expected workload is 135 hours. In a 15-week course, the workload averages approximately 9 hours per week.
<b>Prerequisites</b>	Fall trimester courses

**Course Information**

**COURSE DESCRIPTION and PURPOSE:**

This course is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and

implementation, and documentation. Problem-based and team-based learning methods will be utilized to conduct classroom activities in this course. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments. Activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and to learn communication skills required to work with an interprofessional healthcare team. **Transformation through Human Occupation: Team Collaboration in Mental Health will place specific emphasis on team-based case analysis in mental health.**

**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			
<b>Inclusive and Equitable Professional Community</b>	<b>Evidence-Based, Client-Centered, and Innovative Practice</b>	<b>Universally Recognized with Valued Excellence</b>	<b>Occupational Justice and Advocacy</b>
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 and 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. 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 the above.

#### **INSTRUCTIONAL METHODS:**

The Transformation Through Human Occupation II course utilizes a multimodal approach to teaching and learning, including didactic lectures, large and small group discussions, experiential learning activities, and self-directed learning. There will be opportunities to learn through demonstration and hands-on skill development. Instruction may also include online synchronous and asynchronous experiences. **This course will also introduce learning strategies used in Problem- and Team-Based Learning (PBL/TBL) curriculum to foster students' independent and collaborative learning.** The self-directed time designated in your trimester schedule is mandatory. Students are expected to have completed assigned readings prior to class. Other research resources include but are not limited to journal articles, media sources, and any material from the previous trimester. It may also include notes and readings from other courses.

In the Team Collaboration in Mental Health portion of the course, small groups will break down a case study and will assign students to find out necessary information and bring it back to the group to make clinical decisions. Students are expected to discuss current literature and evidence to assist with clinical decision making. You are also expected to utilize creative methods when presenting your research findings to your small groups. As a group, you will select and demonstrate appropriate evaluation and intervention methods for the clients portrayed in the case studies. You will conduct activity analysis, determine treatment priorities, formulate short- and long-term goals (using the SMART format), and write SOAP notes and treatment plans individually and as a team for the clients portrayed in the case studies. For some of the case studies, your groups will engage in a mock treatment planning meeting involving the “client”, their caregiver(s), other professionals and stakeholders. In addition, you will be expected to present to your peers and instructors as if you were an occupational therapist providing an in-service.

TBL activities will be used as well and will incorporate individual student work, mini lectures, group problem-solving, and immediate instructor and peer feedback provision. Students’ knowledge of the foundational material necessary for TBL will be assessed via individual and team quizzes (Individual Readiness Assurance Test [iRAT] and Team Readiness Assurance Test [tRAT]) in the Team Collaboration in Mental Health portion of the course. Additional interactive learning activities incorporated into the Transformation Through Human Occupation II course include student group design and facilitation, student-led mock quizzes, and service-learning projects. Exams will consist of both computer-based didactic assessment and in-person demonstration of skills learned.

### **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:

#### **Textbooks new to this course:**

Brown, C. & Stoffel, V.C. (2025). *Occupational Therapy in Mental Health: a Vision for Participation* (3rd ed.). FA Davis.

Cole, M.B. (2025). *Group Dynamics in Occupational Therapy*, (6<sup>th</sup> ed.). Routledge. ISBN: 978-1-032-89523-9

Sames, K.M. (2015). *Documenting Occupational Therapy Practice* (3rd ed.). Pearson Education Inc.

**Textbooks from prior courses:**

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

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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

Cole, M. B. & Tufano, R. (2020). *Applied Theories in Occupational Therapy: A Practical Approach* (2nd ed.). SLACK Incorporated.

Nussbaum, A.M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam* (1st ed.). American Psychiatric Publishing.

**RECOMMENDED TEXTS:** For recommended texts see documents posted on Blackboard.

**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 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, 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 for the [Team Collaboration portion of the course](#)**

Course Objective	Program Outcome	ACOTE Standards	Learning Activities	Assessment Strategies
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<p>Effectively gather all necessary information pertaining to client's occupational profile from the case study or the electronic health records (EHR Go) system</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations</p>	<p><b>B.2.3</b> <b>B.3.18</b></p>	<p>Case discussion in small groups</p> <p>EHR GO in-class utilization</p> <p>OTPF-based case analysis</p>	<p>Faculty evaluations of students' participation in small group discussions and presentations</p> <p>Peer evaluations</p>
<p>Summarize the occupational profile of the clients portrayed in the clinical case studies, including information on clients' contexts and environments</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations</p>	<p><b>B.1.2</b> <b>B.1.3</b></p>	<p>Case discussion in small groups</p> <p>OTPF-based case analysis</p>	<p>Faculty evaluations of students' participation in small group discussions and presentations</p> <p>Peer evaluations</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p>
<p>Perform activity analysis pertaining to each clinical case introduced throughout the trimester, to inform the choice of applicable occupational therapy assessments and interventions. Analyze, grade and modify interventions according to client behaviors and data.</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.</p>	<p><b>B.2.3</b> <b>B.2.6</b> <b>B.2.7</b> <b>B.3.2</b> <b>B.3.3</b> <b>B.3.7</b> <b>B.3.8</b> <b>B.3.9</b></p>	<p>Case discussion in small groups</p> <p>OTPF-based case analysis</p> <p>Activity grading and modification during in-class intervention demonstrations</p>	<p>Faculty evaluations of student's participation in small group discussions and presentations</p> <p>Peer evaluations</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p>

<p>Select appropriate occupational therapy assessments and interventions for the clients portrayed in the case studies while taking into consideration client's personal, cultural, and other contextual factors and defend decisions made</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.</p>	<p><b>B.1.4</b> <b>B.2.6</b> <b>B.3.2</b> <b>B.3.3</b> <b>B.3.4</b></p>	<p>In-class demonstrations and practice of OT assessments and interventions</p> <p>Student presentations</p> <p>Role-plays</p>	<p>Faculty evaluations of student's participation in small group discussions and presentations</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Role-play assignments</p> <p>Peer evaluations</p>
<p>Formulate appropriate and measurable long-/short-term goals and discharge plans for the clients portrayed in clinical cases while considering their occupational performance analysis</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.</p>	<p><b>B.3.5</b> <b>B.3.10</b></p>	<p>OTPF-based case analysis</p> <p>In-class discussion of goals and SOAP notes</p>	<p>Faculty evaluations of students' participation in small group discussions and presentations</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)</p> <p>Peer evaluations</p>
<p>Make and defend clinical decisions using credible research evidence, and client- and family-centered approach. Demonstrate respect for diversity and</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation</p>	<p><b>B.2.5</b> <b>B.3.5</b> <b>B.3.6</b> <b>B.3.9</b></p>	<p>Case discussion in small student groups</p> <p>Student presentations</p>	<p>Faculty evaluations of students' participation in small group discussions and presentations</p> <p>Written assignments (including Activity Analysis Chart, Goals, SOAP notes,</p>

consider cultural differences when establishing goals and choosing assessments and interventions.	across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.		Independent student research	and treatment plans) Role-play assignments Peer evaluations
Identify potential mobility/community access issues pertaining to the case studies presented throughout the trimester and select appropriate assessments and interventions for the clients portrayed in the cases studies	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations. Demonstrate the skills to design and implement interventions that promote participation and engagement. Emphasize client collaboration and evidence-based practice.	<b>B.3.11</b>	Case discussion in small groups OTPF-based case analysis Student presentations Independent student research	Faculty evaluations of student's participation in small group discussions and presentations Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans) Peer evaluations Role-play assignments
Follow proper administration procedures for/use appropriate safety precautions with all selected assessments and interventions. Make accurate observations of client performance and interpret evaluation results correctly.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	<b>B.2.8</b>	Case discussion in small groups Student presentations Independent student research	Faculty evaluations of students' participation in small group discussions and presentations
Articulate the models and frames of reference that informed your decision-making	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical	<b>B.2.1</b>	Case discussion in small student groups	Treatment plans

when designing OT interventions	thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations			
Use client- and family-centered approach when practicing client and care-giver interviews in class	Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters	<b>B.3.1</b> <b>B.3.5</b>	Role-plays	Role-play assignments
Demonstrate appropriate professional communication skills, client-centered approach, and respect for diversity when practicing presenting discharge plan recommendations to the client/caregivers/ interprofessional team in class	Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters	<b>B.3.10</b> <b>B.3.21</b> <b>B.3.22</b>	Role-plays	Role-play assignments
Create documentation that reflects the effect of/need for occupational therapy	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations	<b>B.4.3</b>	OTPF-based case analysis	Written assignments (including Activity Analysis Chart, Goals, SOAP notes, and treatment plans)

<p>Identify instances in which advanced level OT services or non-OT evaluations and/or interventions may be required and practice making potential referrals</p>	<p>Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations</p>	<p><b>B.3.17</b> <b>B.4.6</b></p>	<p>Case discussion in small student groups</p> <p>Role-plays</p>	<p>Role-play assignments</p> <p>Treatment plans</p>
<p>Share and discuss information and ideas with peers/instructor during class discussions while using appropriate terminology, concise communication, and professional demeanor. Discuss client issues with empathy and with thought to their privacy and confidentiality.</p>	<p>Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters</p>	<p><b>B.3.1</b> <b>B.3.21</b> <b>B.3.22</b></p>	<p>Small group discussions</p> <p>Student presentations</p> <p>Role-plays</p>	<p>Faculty evaluations of students' participation in small group discussions and presentations</p> <p>Role-play assignments</p> <p>Peer evaluations</p>
<p>Work effectively with others to gather information and make clinical decisions. Modify behavior in response to team needs.</p>	<p>Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters</p>	<p><b>B.3.21</b> <b>B.3.22</b></p>	<p>Small group discussions</p> <p>Student presentations</p> <p>Role plays</p>	<p>Faculty evaluations of students' participation in small group discussions and presentations</p> <p>Role-play assignments</p> <p>Peer evaluations</p>

Provide constructive feedback to peers and modify behaviors in response to constructive peer feedback	Exhibit team collaboration, effective communication skills, and interprofessional practices that reflect professional reasoning, cultural humility, respect for diversity, and a commitment to equitable engagement and communication across all encounters	<b>B.3.21</b> <b>B.3.22</b>	Small group discussions  Student presentations  Role plays	Faculty evaluations of students' participation in small group discussions and presentations  Role-play assignments  Peer evaluations
Use technology, such as audio recordings, videos, online visuals, etc., to illustrate concepts while presenting in class	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations	<b>B.3.18</b>	Student presentations	Faculty evaluations of students' presentations  Peer evaluations
Reflect on personal traits and abilities and determine areas for personal growth and professional development	Demonstrate the knowledge and skills required of an entry-level occupational therapist, including critical thinking, professional and clinical reasoning, and culturally responsive approaches that promote equitable participation across diverse populations	<b>B.2.9</b> <b>B.2.11</b> <b>B.3.1</b>	Small group discussions  Student presentations  Role plays	Faculty evaluations of students' participation in small group discussions and presentations  Role-play assignments  Peer evaluations
Demonstrate ethical and professional behaviors as a beginning occupational therapist	Apply ethical and values-based reasoning grounded in the AOTA Code of Ethics and the program's core values to make decisions that uphold compassion, justice and integrity, while addressing systemic inequities and promoting occupational participation and justice	<b>B.2.10</b>	Small group discussions  Student presentations  Role plays	Faculty evaluations of students' participation in small group discussions and presentations  Peer evaluations

**Table 2 - Topical Outline & Course Schedule** (*subject to change per instructor*)

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
<p><b>1</b></p> <p>January 5<sup>th</sup>-9<sup>th</sup></p>	<p>- Chapters 5, 7, 29, &amp; 50 in Brown &amp; Stoffel</p> <p>- Chapter 12 from Kuhaneck &amp; Spitzer (posted to BB)</p>	<p><b>Case:</b> Lucy (an adopted twin from Belarus with Fetal Alcohol Syndrome)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Activity Analysis Chart</li> <li>- PBL presentation on the assigned topic</li> </ul>	<p><b>Tuesday Lab:</b> Intro to the course; activity analysis charts; Pediatric Interest Profile; modifications for home environment and play</p> <p><b>Wednesday Lab:</b> DOTCA presentation with Dr. Sharon McCloskey, EdD, MBA, OT/L, Dip. COT, CTP; board games to enhance cognition in children</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• Intro to the course</li> <li>• Developmental needs of children</li> <li>• Impact of trauma on children's development</li> <li>• The role of play in children's development and mental health</li> <li>• Selecting and adapting activities for children with neurodevelopmental conditions</li> <li>• Intro to environmental and cognitive strategies for children with mental health conditions</li> </ul>
<p><b>2</b></p> <p>January 12<sup>th</sup>-16<sup>th</sup></p>	<p>Chapters 4, 9, &amp; 53 in Brown &amp; Stoffel</p> <p>- Chapter 15 in Sames</p>	<p><b>Case:</b> Jacob (a young boy with ADHD from observant Jewish family treated in a private OT clinic)</p> <p><b>Assignments (due the week of January 19<sup>th</sup>):</b></p> <ul style="list-style-type: none"> <li>- COPM summary</li> <li>- 1 long-term goal (LTG) and 1 short-term goal (STG)</li> <li>- Presentation on the assigned topic</li> </ul>	<p><b>Tuesday Lab:</b> Clinical simulation using the COPM; peer student interviews; goal-writing in mental health OT</p> <p><b>Wednesday Lab:</b> Classroom modifications for children with ADHD; behavioral and cognitive-behavioral (CBT) strategies for children</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• Private OT practice versus school-based OT</li> <li>• Intro to behavioral and cognitive-behavioral strategies for children with mental health conditions</li> <li>• Sensory processing of individuals affected by mental health conditions and sensory strategies for this population</li> </ul>

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
3 January 19 <sup>th</sup> -23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>- Waldman-Levi et al. article posted to BB</li> <li>- Chapter 12 in Sames</li> </ul>	<p>No classes on Monday due to Martin Luther King Jr. holiday</p>	<p><b>Tuesday Lab:</b> CHP Library presentation with Geoffrey Staysniak; Intro to EHR</p> <p><b>Wednesday Lab:</b> AASP assessment; sensory kits for children and adolescents; Flaghouse materials</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• Jill Laudati, MS, CCC-SLP, presentation about parenting children with neurodevelopmental conditions</li> <li>• Sociocultural and spiritual aspects of OT services provision</li> <li>• Impact of racial/ethnic and intergenerational trauma on mental health and occupational engagement</li> </ul>
4 January 26 <sup>th</sup> -30 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Chapters 13 &amp; 35 in Brown &amp; Stoffel</li> <li>- Revisit chapter 9 in Brown &amp; Stoffel and Chapter 12 from Kuhaneck &amp; Spitzer</li> <li>- SOAP note materials posted to BB</li> </ul>	<p><b>Case:</b> Rohit (EHR case: a young boy of Indian descent with ASD in a psychiatric hospital)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- SOAP note</li> <li>- Presentation on the assigned topic</li> </ul>	<p><b>Tuesday Lab:</b> Social Interaction Scale and Evaluation of Social Interaction; social skills training for children with neurodevelopmental conditions;</p> <p><b>Wednesday Lab:</b> SOAP notes; using sensory strategies in MH groups (demo)</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• OT role in acute psychiatric settings</li> <li>• Collaboration with interdisciplinary teams and discharge planning</li> <li>• OT assessments of social skills</li> <li>• Residential facilities for youth with mental health/behavioral issues</li> </ul>
5 February 2 <sup>nd</sup> -6 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Chapters 10, 18, 21, &amp; 37 in Brown &amp; Stoffel</li> <li>- Pages 122-127 in Bazyk &amp; Bazyk</li> </ul>	<p><b>Case:</b> David (an adolescent with OCD who is being bullied by peers in a public-school setting)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- 3 LTG and 3 STGs for a school-based setting</li> </ul>	<p><b>Tuesday Lab:</b> Dr. Stefanie Seanor, EdD, MBA, OTR/L, ABDA presentation on school-based mental health OT; creating a protocol for an anti-bullying group intervention in a school setting</p> <p><b>Wednesday Lab:</b> Self-esteem assessments for adolescents; individual</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• Dr. Cara Erdheim Kilgallen presentation on childhood OCD</li> <li>• Developmental needs of adolescents</li> <li>• OT role in anti-bullying campaigns in school settings</li> </ul>

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	(posted to BB) - Chapter 22 in Sames	- PBL presentation on the assigned topic	and group activities to help boost self-esteem in adolescents; CBT/DBT for adolescents; OT role in relation to Exposure and Response Prevention therapy	<ul style="list-style-type: none"> <li>OT interventions to help young clients maintain healthy self-esteem</li> <li>OT assessments and interventions for clients affected by OCD</li> </ul>
6 February 9 <sup>th</sup> -13 <sup>th</sup>	Chapters 2, 23, 38, 46, 47, & 48 in Brown & Stoffel	<b>Case:</b> Ernesto (a young adult of Latino descent recently diagnosed with Schizophrenia receiving services in an Intensive Psychiatric Rehabilitation Treatment facility)  <b>Assignments:</b> <ul style="list-style-type: none"> <li>Activity analysis of driving</li> <li>Role-play in PBL</li> </ul>	<b>Tuesday Lab:</b> Driving simulator lab with Dr. Sheelagh Schlegel, DrHSc, MPH, OTR/L, CHES, CAPS; Hearing Voices approach  <b>Wednesday Lab:</b> KELS, ACL, RTI, AMPS, Role Checklist, Worker Role Interview (OCAIRS); creating group protocols for psychosocial rehab settings	<b>Didactic Material:</b> <ul style="list-style-type: none"> <li>Developmental needs of young adults</li> <li>OT role in psychiatric rehab settings</li> <li>IADL, social skills, and prevocational training for people with Schizophrenia</li> </ul>
7 February 16 <sup>th</sup> -20 <sup>th</sup>	- Chapters 8, 12, 14, 19, & 22 in Brown & Stoffel  - Revisit chapters 10 & 47 in Brown & Stoffel  - Chapter 16 in Sames	<b>Case:</b> Frankie (EHR case: a non-binary, biracial college student with Anorexia Nervosa and Borderline personality disorder in an outpatient setting)  <b>Assignments:</b> <ul style="list-style-type: none"> <li>Treatment plan</li> <li>Presentation on the assigned topic</li> </ul>	<b>Tuesday Lab:</b> Interest Checklist; Weekly Calendar Planning Activity assessment; self-esteem assessments for adults  <b>Wednesday Lab:</b> Collage-based group activity; individual CBT/DBT for adults; midterm exam preparation	<b>Didactic Material:</b> <ul style="list-style-type: none"> <li>OT role in outpatient MH settings</li> <li>OT services for clients with eating disorders</li> <li>Addressing challenging client behaviors</li> <li>CBT/DBT for adult clients</li> <li>Use of expressive media in OT</li> <li>Affirmative care for clients with non-binary gender identities</li> </ul>

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
8 February 23 <sup>rd</sup> – 27 <sup>th</sup>	Chapters 11, 15, 17, 24, 34, & 44 in Brown & Stoffel	<b>Case:</b> Martina, a 26-year-old female with a history of trauma, fibromyalgia, and heroin use disorder receiving APT Foundation services <b>Assignments:</b> <ul style="list-style-type: none"> <li>- SOAP note</li> <li>- Presentation on the assigned topic</li> </ul> <b>Midterm Evaluations</b>	<b>Tuesday Lab:</b> Professor Ralph Soldano, MS, OTR/L, presentation on OT role with substance use disorders and suicide prevention; motivational interviewing (demonstration and practice) <b>Wednesday Lab:</b> <b>Practical Exam</b>	<b>Exam 1</b>
9 March 2 <sup>nd</sup> - 6 <sup>th</sup>	<b>Spring Break</b>			
10 March 9 <sup>th</sup> -13 <sup>th</sup>	- Chapters 20, 39, 40, 45, & 52 in Brown & Stoffel Revisit chapter 14 in Brown & Stoffel - <b>Watch Silver Lining Playbook movie</b>	<b>TBL Case:</b> Patrick (inspired by the main character from the Silver Lining Playbook movie: an adult male of Italian descent with Bipolar Illness presumably treated on outpatient basis) <b>Assignments:</b> <ul style="list-style-type: none"> <li>• iRAT/tRAT</li> <li>• PBL presentation on the assigned topic (not graded)</li> </ul>	<b>Tuesday Lab:</b> Stress management principles; time management strategies; sleep hygiene tips; selecting group interventions for individual clients <b>Wednesday Lab:</b> Therapeutic exercise with Dr. Lola Halperin, EdD, OTR/L; sensory kits for adults	<b>Didactic Material:</b> <ul style="list-style-type: none"> <li>• Developmental needs of adults</li> <li>• OT role with clients affected by mood disorders</li> <li>• OT interventions to improve vocational outcomes among clients with mood disorders</li> <li>• Promoting stress management and wellness among clients with mental health conditions</li> </ul>
11 March 16 <sup>th</sup> -20 <sup>th</sup>	- Chapters 36 & 49 in Brown & Stoffel	<b>TBL Case:</b> Sally (EHR case: a 34-year-old female with Postpartum Depression and underlying Histrionic/Dependent personality	<b>Tuesday Lab:</b> Psychodynamic and Cognitive-Behavioral FORs-based OT groups demo and discussion <b>Wednesday Lab:</b> Beck Depression Inventory and	<b>Didactic Material:</b> <ul style="list-style-type: none"> <li>• OT role with clients affected by postpartum depression</li> <li>• Individual and group OT interventions to assist</li> </ul>

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
	Revisit chapters 12, 20, 44, & 50 in Brown & Stoffel - Chapter 1 in Cole	disorder hospitalized due to a suicidal attempt) <b>Assignments:</b> <ul style="list-style-type: none"> <li>• iRAT/tRAT</li> <li>• PBL presentation on the assigned topic (not graded)</li> </ul>	Hamilton Depression Rating Scale; creating a group protocol based off Cole's Seven Steps	clients with expanding coping skills, leisure, and social participation
<b>12</b> March 23 <sup>rd</sup> -27 <sup>th</sup>	- Chapter 25 & 43 in Brown & Stoffel - AOTA Fact Sheet about OT for PTSD (posted to BB) - Plach & Sells's article (posted to BB) - Chapters - Watch June's video posted to BB	<b>TBL Case:</b> June (YouTube video-based case: a Black American female military veteran with PTSD presumably treated in an outpatient clinic) <b>Assignments:</b> <ul style="list-style-type: none"> <li>- iRAT/tRAT</li> <li>- PBL presentation on the assigned topic (not graded)</li> </ul>	<b>Tuesday Lab:</b> Grounding techniques for flashbacks; role-play and other strategies to address anger management/ conflict resolution <b>Wednesday Lab:</b> Discussion of the Color of Fear documentary with emphasis on group dynamics, group facilitation techniques, and cultural aspects of group-based interventions	<b>Didactic Material:</b> <ul style="list-style-type: none"> <li>• OT role with military veterans affected by MH conditions</li> <li>• Crisis prevention and management strategies for clients with MH issues</li> <li>• Assertiveness/anger management/conflict resolution training in OT practice</li> </ul>
<b>13</b> March 30 <sup>th</sup> - April 3 <sup>rd</sup>	- Chapters 27 & 51 & in Brown & Stoffel -Revisit chapter 25 in Brown & Stoffel - Siegler et al. article posted to BB	<b>Case:</b> Mrs. Kwan (an older widow of Korean descent with complicated grief in a Senior Day Center) <b>Assignments:</b> <ul style="list-style-type: none"> <li>- Treatment plan</li> <li>- PBL presentation on the assigned topic</li> </ul>	<b>Tuesday Lab:</b> Grief assessments; coping strategies for grief (group demonstration); group notes <b>Wednesday Lab:</b> Sensory-enhanced Yoga with Professor Morgan Villano, MPA, MSPS, OTR/L; independent student group facilitation planning	<b>Didactic Material</b> <ul style="list-style-type: none"> <li>• Developmental needs of older adults</li> <li>• OT interventions for clients coping with losses and grief</li> <li>• Culturally sensitive OT services provision</li> <li>• OT role in community-based facilities for older adults</li> </ul>

Week	Readings (to be completed prior to class!)	OT527: Team Collaboration in Mental Health	OT528: Application in Mental Health	OT526: Theory in Mental Health
14 April 6 <sup>th</sup> -10 <sup>th</sup>	- Revisit chapters 7, 27 & 35 in Brown & Stoffel	<p><b>Case:</b> Albert (EHR case): an older male with a mild NCD and depression in acute psychiatric setting</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Treatment plan</li> <li>- Role-play in PBL</li> </ul>	<p><b>Tuesday Lab:</b> MOHO-and Developmental FOR-based groups demo and discussion</p> <p><b>Wednesday Lab:</b> LOTCA simulation with a standardized patient; Mini-Mental State Examination and Montreal Cognitive Assessment; Activity Card Sort Assessment; Geriatric Depression Scale</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• OT role with clients affected by a mild neurocognitive disorder (NCD)</li> <li>• Cognitive and emotion regulation assessments for older clients</li> </ul>
15 April 13 <sup>th</sup> -17 <sup>th</sup>	<p>Chapters 1, 26, 28, 31, 41, &amp; 42 in Brown &amp; Stoffel</p> <p>Revisit chapter 35 in Brown &amp; Stoffel</p>	<p><b>Case:</b> Samson (a 65-year-old Native American male of Mohegan descent with PTSD, depression, substance use disorder, unresolved grief, and alcohol-induced delirium in a homeless shelter setting)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Treatment plan</li> <li>- Role-play in PBL</li> </ul>	<p><b>Tuesday Lab:</b> Independent student group facilitation</p> <p><b>Wednesday Lab:</b> Independent student group facilitation</p>	<p><b>Didactic Material:</b></p> <ul style="list-style-type: none"> <li>• OT role with unhoused population</li> <li>• Prioritizing treatment goals for clients with complex presentation</li> <li>• Indian Health Services</li> <li>• History of OT in mental health</li> </ul>
16 April 20 <sup>th</sup> -24 <sup>th</sup>	Review all course materials	<b>Final Evaluations</b>	<p><b>Tuesday Lab:</b> Independent student group facilitation; group process termination/closure</p> <p><b>Wednesday Lab:</b> Practical Exam</p>	<b>Exam 2</b>

## FINAL GRADES

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

Assignment/Assessment	Percentage of Grade
<p><b>Weekly Participation</b> Students will break down case studies in small groups and will assign individual group members to find out necessary information and bring it back to the group to make clinical decisions. For seven of the case studies, students will present information to their peers and instructors as if they were an occupational therapist providing an in-service. They will present current literature and evidence to assist with clinical decision making and will utilize creative methods when presenting their research findings to their groups.</p>	<p><u>Before midterm</u>: <b>15%</b> (3% for each of the five case studies) <u>After midterm</u>: <b>8%</b> (4% for each case study)</p>
<p><b>Goal Writing</b> Students will write three short-term and three long-term goals using the Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART) format for the client portrayed in one of the clinical case studies presented to them. Goals are to be submitted to BB.</p>	<p><b>3%</b></p>
<p><b>Activity Analysis Chart</b> Students will use the activity analysis chart from the OTPF manual to analyze activities relevant to two clients portrayed in the case studies presented to them. The second activity analysis assignments will focus specifically on the activity of driving. These assignments are to be submitted to BB.</p>	<p><b>6%</b> (3% for each case study)</p>
<p><b>COPM-Based Interview Summary</b> Students will interview a peer in lab using the Canadian Occupational Performance Measure (COPM) and will submit their summary to BB. Goal writing (one STG and one LTG) will be included in the assignment grade.</p>	<p><b>3%</b></p>
<p><b>SOAP Notes</b> Students will document progress and suggested treatment plan for the clients portrayed in two of the case studies presented to them using the Subjective, Objective, Assessment, and Plan (SOAP) format. This assignment is to be submitted to BB.</p>	<p><u>Before midterm</u>: <b>3%</b> <u>After midterm</u>: <b>6%</b></p>
<p><b>Treatment Plan</b> Students will select relevant OT assessments and develop and document (while utilizing OTPF terminology) a potential treatment plan (including short-term and long-term goals) for the clients portrayed in four of the case studies presented to them. Students will also outline the OT frames of reference and models that informed their clinical decisions. This assignment is to be submitted to BB.</p>	<p><u>Before midterm</u>: <b>3%</b> (for one case study) <u>After midterm</u>: <b>18%</b> (6% for each of the three case studies)</p>
<p><b>Role Play</b> For some of the case studies, student groups will engage in a mock treatment planning meeting involving the “client”, their caregiver(s), other professionals and stakeholders. Students will take turns role-playing different characters during these simulations and will be graded by PBL instructors. Role-plays will be informed by independent research on the topics students will be assigned during the case breakdown.</p>	<p><u>Before midterm</u>: <b>3%</b> (for one case study) <u>After midterm</u>: <b>8%</b> (4% for each of the case studies)</p>
<p><b>Peer Feedback in PBL</b></p>	<p><u>Before midterm</u>: <b>1%</b></p>

Each student's performance and contributions to teamwork in PBL will be assessed by their peers at midterm and during the final week. Peer feedback will be collected by the instructors.	After midterm: <b>2%</b>
<b>Peer Feedback in TBL</b> Each student's performance and contributions during application activities in TBL will be assessed by their peers during each TBL week. Peer feedback will be collected by the instructors.	<b>3%</b> (1% for each case study)
<b>iRAT and tRAT</b> Students' knowledge of the foundational material necessary for the TBL activities will be assessed via individual and team quizzes (iRATs and tRATs) administered online.	iRATs: <b>12%</b> (4% for each case study) tRATs: <b>6%</b> (2% for each case study)
<b>Total</b>	<b>100%</b>

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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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.