



Sacred Heart UNIVERSITY

Fall Special Trimester, 2025

OT 523 A, B, C

Transformation Through Human Occupation A (anatomy)

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Jaimee MB Hegge, OTD, OTR/L, CKTP, HEAS, Level 1 Functional Pelvic Health Practitioner Stephanie Doyle, MS, OTR/L, CLT, CHT
Contact	203-371-7734 (Dr. Hegge's office)
Office Hours	By appointment virtual or in person
Office Location	N124 (Dr. Hegge)

Course Overview

	Course Information
Course Meeting Times	Lab: Mondays 10a-12p (Section A), 12p-2p (Sections B&C) Seminar: Wednesdays 4p-5p in person (All sections) Human Anatomy Lab (HAL): Wednesdays, scheduled posted in TEAMS Anatomage Lab: specific Fridays, schedule posted in TEAMS
Format	This course is designed utilizing an experiential approach to learning. Students are required to attend all classes weekly. The content will be provided through self-directed activities, lectures and seminar discussions, hands-on activities, and special lab experiences.
Location	Building location: CHE, 4000 Park Avenue, Bridgeport, CT Class location: Labs N350, Seminar TBA, HAL N235, Anatomage N227
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	Matriculation in to the MSOT program

Course Information

COURSE DESCRIPTION and PURPOSE: This three-part course will integrate the foundational knowledge of human anatomy and conditions as well as the 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



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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 the life span. Additionally, this course will introduce students to the skill of *activity analysis*. Activity analysis is the essence of what an occupational therapist does; fundamental to all aspects of occupational therapy practice; an essential tool for occupational therapists in assessing and supporting occupational performance with clients. Activity analysis examines the essential components of an activity to identify the steps, demands and opportunities for therapeutic interventions.

Frames of reference integrated into occupational therapy practice are utilized as an anchor for weekly course content. The course 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 as well as in combination with comorbidities, and the impact one or more conditions have on human occupations will be discussed. Cultural comparisons will highlight how treatment of mental health and physical conditions/ deficits/ disabilities are perceived within diverse cultures. Activity analysis will be informed by the terminology and activity demands as presented in the Occupational Therapy Practice Framework, 4th Edition (AOTA, 2020). Part A of this course will emphasize applied functional anatomy and neuroanatomy.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

"Vision 2030 is:

- The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- Essential to the profession's ongoing viability and success," ([AOTA](#), 2025).*
- "As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living,"([AOTA](#), 2025).*



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AOTA Vision 2030

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

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

([AOTA](#), 2025)

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950's is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. That tool may no longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research.

Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision.

We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring, in your practice. We will make this course playful and silly wherever it is appropriate to do so. We also believe in evidence-based teaching and have crafted activities and assignments that research suggests will help you learn the material. There is abundant evidence that repetition is important, that writing (in pencil) helps you to remember, that merely reading and highlighting content is not sufficient for long term learning, and that



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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).

INSTRUCTIONAL METHODS: This course utilizes a multimodal, active learning approach to support students in developing a deep understanding of applied human anatomy within the context of occupational therapy practice. Instructional methods include didactic lectures, large and small group discussions, and in-class experiential learning activities designed to reinforce anatomical and functional concepts through hands-on application. Students will engage in demonstrations, peer-based skill practice, and self-directed learning assignments that promote integration of anatomical knowledge with real-world clinical reasoning. Emphasis is placed on developing skills such as palpation, manual muscle testing, goniometry, and interpretation of movement as they relate to occupational performance. Additionally, students will be introduced to Team-Based Learning (TBL) strategies to encourage both independent preparation and collaborative problem-solving, aligning with pedagogical practices used throughout the OT curriculum. All instructional methods are intentionally designed to help students apply anatomical and biomechanical knowledge to assess, interpret, and support client function across the lifespan.

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



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COURSE MATERIALS:

REQUIRED TEXTS:

Biel, A. (2019). *Trail Guide to the Body* (6th ed.) Books Discovery. ISBN: 978-0998785066

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

Smith-Gabai, H, & Holm, S. (2024). *Occupational Therapy in Acute Care*, (3rd ed.). AOTA Press. ISBN: 9781569006207

RECOMMENDED TEXTS:

Kapit, W. & Elson, L. M. (2013). *The Anatomy Coloring Book*, (4th ed.) Pearson. ISBN: 978-0321832016

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

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

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. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the ACOTE standards: [NBCOT 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- Course, Learning, & Program Objectives, ACOTE standards, Learning Outcomes & Measures



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Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Assessment Strategies
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters	Demonstrate safe and effective use of body mechanics, positioning strategies, and technologies to support client mobility and occupational engagement in a manner appropriate to the client's developmental level and consistent with safety standards.	B.2.8 Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Seminar activities Hands-on experiential lab activities	Multiple choice exams Lab practical exams Class knowledge assessment
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters	Explain how internal and external forces (e.g., gravity, resistance, developmental changes) impact the body, joint function, and quality of movement during occupational tasks.	B.3.8 Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Seminar activities Hands-on experiential lab activities	Multiple choice exams Lab practical exams Functional Muscle Presentation Class knowledge assessment
Demonstrate the knowledge and skills required of an entry level occupational therapist, including	Apply kinesiology concepts using biomechanical and neurodevelopmental frames of reference to analyze how	B.3.3 Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-	Seminar activities Team-based learning activities Hands-on	Multiple choice exams



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critical thinking and clinical reasoning Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters	movement patterns support or limit occupational performance.	standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.	experiential lab activities	Lab practical exams Functional Muscle Presentation Class knowledge assessment
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters	Identify and describe individual anatomical structures, and articulate how these structures collectively influence movement, function, and engagement in meaningful occupations throughout stages of human development.	<p>B.1.1 Demonstrate knowledge of:</p> <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. <p>B.2.8 Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status,</p>	Anatomeage Lab and Human cadaver lab activities Seminar activities Team-based learning activities Hands-on experiential lab activities	Multiple choice exams Lab practical exams Functional Muscle Presentation Class knowledge assessment



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		and temperature) to ensure that the client is stable for intervention.		
<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters</p>	<p>Articulate the individual and collective roles human systems have on movement, function, and occupation</p>	<p>B.1.1 Demonstrate knowledge of:</p> <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. 	<p>Anatomege Lab and Human cadaver lab activities Seminar activities Team-based learning activities Hands-on experiential lab activities</p>	<p>Multiple choice exams</p> <p>Lab practical exams</p> <p>Class knowledge assessment</p>
<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters</p>	<p>Demonstrate foundational knowledge of human anatomy, with emphasis on the neuroanatomical and musculoskeletal systems, and explain how these systems support movement and occupational participation across the lifespan.</p>	<p>B.1.1 Demonstrate knowledge of:</p> <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, 	<p>Anatomege Lab and Human cadaver lab activities Seminar activities Team-based learning activities Hands-on experiential lab activities</p>	<p>Multiple choice exams</p> <p>Lab practical exams</p> <p>Functional Muscle Presentation</p> <p>Class knowledge assessment</p>



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		developmental psychology B.3.3 Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.		
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Topical Outline & Course Schedule:

Subject to change per instructor

Table 2: Topical Outline

Week of	Readings	Content	Assignments	Assessment Strategies
1 August 24 th	Smith-Gabai & Holm: Hematologic System pp. 241-246 (ending with Blood Pressure); Cardiac System pp. 269-271 (starting at Ejection Fraction; ending with Blood Pressure section); Vascular System pp. 309-313 (ending with Hypotension); Pulmonary System pp. 329-333 (ending with Hypoxemia); Endocrine	Introduction Week Overview of Body Systems, Vital sign measurements for RR, HR, BP, O2 sat, pain, & temperature	Receive topic for your muscle presentation this trimester	Anatomy Exam #1 (Muscles) on 8/27/25. You will be allowed 90 minutes to complete this exam. Class will run from 4pm to 5:30pm.



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	System pp. 497-50 (ending with reproductive glands)			
2 August 31 st No classes Monday	Short: Chapter 1 Goni & MMT e-book pages 1-10	FOR: Lifespan Development Newton's laws/lever systems, planes/axis		
3 September 7 th	Short: Chapter 5, pages 144-171 Goni & MMT e-book pages 11-29 (Shoulder & Scapula testing)	FOR: Applied Behavioral Shoulder & Scapular Anatomy, AROM/PROM	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	Anatmage Lab on Friday, 9/12/25. See Schedule on TEAMS.
4 September 14 th	Short: Chapter 6, pages 183-204 Goni & MMT e-book pages 31-41 (Elbow & Forearm testing)	FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT Shoulder, Scapula, Elbow, and Forearm	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	Anatomy Exam #2 (content weeks 1-3) on Wednesday 9/17/25 during regular class time
5 September 21 st	Short: Chapter 7, pages 213-252 Goni & MMT e-book pages 53-87 (Fingers & Thumb testing)	Hand & Wrist	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	Anatmage Lab on Friday, 9/26/25. See Schedule on TEAMS.
6 September 28 th	See Rubric for Anatomy Lab Practical #1	FOR: Cognitive Behavioral		Anatomy Lab Practical #1 on Monday 9/29/25 during your regular class time. Schedule will be posted on TEAMS.
7 October 5 th	Short: Chapter 7, pages 213-252 Goni & MMT e-book pages 53-	FOR: Psychodynamic Hand, wrist, grasps and pinches	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	



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	87 (Fingers & Thumb testing)			
8 October 12 th No classes Monday & Tuesday	McMillan and Carin-Levy: Chapter 7 (Scanned to Teams)	FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT		
9 October 19 th	McMillan and Carin-Levy: Chapter 7 (Scanned to Teams)	FOR: Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc.) Brachial Plexus, PNS, Myotomes, Dermatomes	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	
10 October 26 th	Short: Chapter 3 & Chapter 10	Vertebral column and postural assessment	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	
11 November 2 nd	Short: Chapter 2	Cranial Nerves, vision & visual perception; vestibular and auditory systems, Sensory	Functional Muscle Presentations on Monday. See Schedule Posted to TEAMS.	Anatomy Exam #3 (content week 4-10) on Wednesday 11/5/2025 during regular class time
12 November 9 th	Refer to powerpoint	FOR: Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc.) continued Brain Development, regions, and functions		Anatontage Lab on Friday 11/14/2025. See Schedule on TEAMS.
13 November 16 th		Toglia's Dynamic Interactional Approach & Allen's Cognitive Disability Model (continued) Practical Exam Review on Monday		



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14 November 23 rd				Anatomy Lab Practical #2 on Tuesday, November 25 th See schedule on TEAMS.
15 November 30 th	Short: Chapter 2	Brain Anatomy & Autonomic Nervous System		Anatomage Lab on Friday 12/5/2025. See Schedule on TEAMS.
16 December 7 th				Anatomy Final Exam Monday December 8th during your regular lab class time (content weeks 11-15)

Final Grades

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

Assignment/Assessment	Percentage of Grade
Multiple Choice Exams There will be 4 multiple-choice exams during the trimester. Exams 1, 2, 3 & the final will correspond to the content covered in class and textbooks. Exams are closed book, must be completed independently and in person. Location and time to be announced for each exam.	47 % <i>Exam 1=3.5%</i> <i>Exam 2=14.5%</i> <i>Exam 3=14.5%</i> <i>Final =14.5%</i>
Anatomy Lab Practical Exams Two practical exams will be given during the trimester. The first practical will assess students' ability to assess AROM/PROM, and goniometry. The second practical will assess students' ability to measure vital signs, goniometry, manual muscle, reflexes, and dynamometry and pinch meter on a simulated patient actor. The second practical will include a written portion. Schedules will be posted to TEAMS.	33 % <i>Practical #1 = 13%</i> <i>Practical #2 = 20%</i>
Functional Muscle Presentation Each student will be assigned a muscle at random. You will have 5-7 minutes to teach the class about the origin, insertion, action, and innervation of the muscle. One medium (image, classroom model, coloring page) should be used with verbal instruction. They will also verbally present one functional activity this muscle is engaged in (e.g. dorsal interossei muscles are required to groom hair into a ponytail). Presentation schedule and muscle assignments are posted to TEAMS.	5 %
Weekly Class Participation Your grade will be based on your active participation in seminars, hands-	15 %



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on practice during labs, and engagement in special lab activities. If you are observed to not be participating in lab activities, you will not receive credit. Rubric posted to TEAMS.	
Total	100 %

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

Student Expectations

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

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

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

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

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

ARTIFICIAL INTELLIGENCE PLATFORMS: In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a



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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 don't believe in 'busy work' and won't give you any.
- We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.
- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

UNIVERSITY STUDENT SUPPORTS

Our Commitment to Inclusive Excellence

As a student, it is important to know that at Sacred Heart University, inclusive excellence is not just a value – it is a foundational element that shapes our



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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** – 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:



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- **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.

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.