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Edit

OCTH 6530-01 | Cognition & Occupation

SPRING 2021

CLASS TIME, LOCATION, CREDIT HOURS

Tuesday 2:00-5:00 pm

On Canvas, occasionally in person

520 Wakara Way North & Skills Classrooms

3 Credits

INSTRUCTOR INFORMATION

Beth Cardell, PhD, OTR/L

Associate Professor, Lecturer

801-585-5511 beth.cardell@hsc.utah.edu

Occupational and Recreational Therapies

(<https://health.utah.edu/occupational-recreational-therapies/>)

*520 Wakara Way #384 by appointment or walk in
welcome*



TEACHING ASSISTANT INFORMATION

None

COURSE DESCRIPTION

This course is meant to explore the components of cognition, as they relate to occupation, through the life span. Topics will cover disorders that exhibit cognitive deficits, definition and understanding of different cognitive skills, models for treating cognitive disorders, evaluation options and procedures, and evidence-based treatment ideas and activities.

PRE- OR CO-REQUISITES

Co-enrolled in Adult Series courses in MOT program

REQUIRED MATERIAL

Gillen, G. (2009). *Cognitive and Perceptual Rehabilitation: optimizing function*. Mosby Elsevier.

Optional Texts

Zoltan, B. (2007). *Vision, Perception, and Cognition*. 4th ed. SLACK.

Wolf, T. J., Farrar Edwards, D., Muir Giles, G. (2019). *Functional Cognition and Occupational Therapy*. Bethesda, MD: AOTA Press.



STUDENT LEARNING OUTCOMES (SLO)

By the end of this course, you will be able to:

1. Employ logical thinking, critical analysis, problem solving, and creativity.
2. Demonstrate knowledge and understanding of the structure and function of the human body to understand how cognitive processes work and how injury to these areas can lead to cognitive deficits.
3. Analyze the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance.
4. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to formulate an intervention plan related to cognitive dysfunction.
5. Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed secondary to cognitive dysfunction.
6. Describe theories that underlie the practice of occupational therapy related to cognition.
7. Discuss how theories, models of practice, and frames of reference are used in occupational therapy evaluation and intervention for people with cognitive deficits.
8. Administer standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention.
9. Provide development, remediation, and compensation for cognitive and behavioral skills.
10. Select and teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of support systems in the completion of tasks.

TEACHING AND LEARNING METHODS

Learning methods will include lecture, discussion, group learning activities, individual learning activities, community based assignments, reading assignments, student presentations, online activities, and written assignments.

Team-Based Learning: a portion of this course will use a team-based learning approach. Three times during the semester, you will work with your team (5-6 students) to complete classroom quizzes and assignments. You will complete an informative peer evaluation at the

end of the semester on each team members. We will develop teams the first week of the course.



ASSIGNMENTS

Students are responsible for assignments and readings as listed on the class schedule and on Canvas.

TBL quizzes	15%
Observations	5%
Analysis of Activity	10%
Test score/interpret	15%
Cognitive Treatment Activity	25%
Final Case Study	<u>30%</u>
Total	100%

TBL quizzes- 15%

There will be three TBL activities during the semester. These will include individual readiness and group readiness quizzes along with group activities. These quizzes cannot be made up, if missed. If there is an emergency situation, only the individual quiz can be made up.

Purpose: This format allows you to establish groups and experience working as a team member. This also reinforces the content by allowing you to peer teach concepts that you learn prior to class and problem solve application of the content during activities in class. Activities will be related to case studies, selection and administration of assessments, and prioritizing treatments. SLO: Employ logical thinking, critical analysis, problem solving, and creativity. Demonstrate knowledge and understanding of the structure and function of the human body to understand how cognitive processes work and how injury to these areas can lead to cognitive deficits. Discuss how theories, models of practice, and frames of reference are used in occupational therapy evaluation and intervention for people with cognitive deficits. Administer standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention. B.3.5, B.4.1, B.4.2, B.4.4, B.4.6, B.5.1, B.5.8

Observations- 5%

Students will be expected to screen and/or observe cognitive performance of two clients. These screening/observations will be done in conjunction with community clients and course assignments from OCTH 6240/6260. Options for clients include- your community client, a patient from U of U rehab day, or a client at the Alzheimer's facility. Related assignment includes documenting observations and predicting intervention.


Purpose: Once you have an understanding of cognition and the behaviors that can indicate signs of cognitive impairment, you will apply this information while observing clients. The assignment will ask you to reflect on how cognitive deficits are exhibited, the effect of these deficits and possible plans to address. This is meant to help you notice subtle signs of cognitive impairment in your future clients. SLO: Employ logical thinking, critical analysis, problem solving, and creativity. Demonstrate knowledge and understanding of the structure and function of the human body to understand how cognitive processes work and how injury to these areas can lead to cognitive deficits. Analyze the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. B.3.5, B.4.4

Analysis of Activity- 10%

Activity analysis is a key component of what an OT does each day. This process helps us understand the occupations of our clients and how they go about them. Each of you have been assigned an activity that requires a high level of cognitive skill. Pair yourself up with another student who has been given a different activity to complete this assignment. Observe and analyze each other doing the activity you have been assigned. Complete the provided form. Purpose: I created this assignment because I want you to not only experience what it might be like for our clients to be 'assessed' while doing something cognitively demanding but also so you can observe the types of strategies that people use when doing a task. Being able to identify these strategies and their effectiveness will give you an idea of how to teach them to your clients. SLO: Employ logical thinking, critical analysis, problem solving, and creativity. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to formulate an intervention plan related to cognitive dysfunction. Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed secondary to cognitive dysfunction. Select and teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of support systems in the completion of tasks.

Test Scoring & Interpretation- 15%

I will provide you with 2 completed cognitive assessment score sheets. You will have to score the tests and interpret the results as they relate to a client. Purpose: The purpose of this assignment is to assist you in interpreting the information collected from a client and how that helps you develop a treatment plan and goals. Scoring a cognitive assessment is only the first step, then you must interpret what the results mean in the context of a specific client. SLO: Skill in recording and interpreting the results of evaluation, and determination of

appropriate interventions, termination of service, referral for additional services, and/or ongoing evaluation. The ability to communicate evaluation results through verbal and written reports. B.4.4, B.4.6 

Cognitive Treatment Activity- 25%

You have been assigned one area of cognition on Canvas. Develop a 30 minute treatment session utilizing occupation-based treatment ideas to address the area. Each student must provide classmates with a detailed explanation of how to structure the task (including needed forms/handouts) and how to adapt or grade the task up and down for different skill levels. This must be written up in a format that will be useful as a resource for classmates. You should generate the idea for the treatment session. This is not a time to "google" something. This is meant to be an opportunity for you to use your clinical reasoning, activity analysis, and creativity. Purpose: This assignment will give you practice in developing a treatment plan for a specific deficit area. Planning and developing treatments, along with options to grade the tasks, is critical to being an OT. Keeping copies of your classmates' ideas, will also start a collection of resources to use as treatment ideas for future clients.

SLO: Employ logical thinking, critical analysis, problem solving, and creativity. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to formulate an intervention plan related to cognitive dysfunction. Provide development, remediation, and compensation for cognitive and behavioral skills. Select and teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of support systems in the completion of tasks. B.3.5, B.5.1, B.5.8

Final Cognitive Case Study- 30%

As a final project, students will develop an evaluation plan, goals and intervention for a client presented in case format. This will be completed as the final exam. Purpose: This case will combine skills and knowledge learned in this class to develop a comprehensive assessment and treatment plan for a client. You will have to decide on appropriate assessment, prioritize and establish treatment goals, and develop a treatment plan, just as you would with a future client. SLO: Employ logical thinking, critical analysis, problem solving, and creativity. Analyze the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to formulate an intervention plan related to cognitive dysfunction. Describe theories that underlie the practice of occupational therapy related to cognition. Discuss how theories, models of practice, and frames of reference are used in occupational therapy evaluation and intervention for people with cognitive deficits. Provide development, remediation, and compensation for cognitive and

behavioral skills. Select and teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of support systems in the completion of tasks. B.3.3, B.3.5, B.4.2, B.4.4, B.4.6, B.5.1, B.5.8



GRADING CRITERIA

The following grading standards will be used in this class:

Grade	Range
A	96 % to 100%
A-	93 % to 95%
B+	90 % to 92%
B	87 % to 89%
B-	84 % to 86%
C+	80 % to 83%
C	77 % to 79%
C-	74 % to 76%
D	70 % to 73%
E	69 and below

COURSE POLICIES AND RESPONSIBILITIES

Assignment Submissions: Students are expected to go through the weekly module and complete any assigned readings/presentations prior to coming to class. There will also be a variety of tasks done in class. Students are expected to complete these thoroughly and with an honest effort. All assignments are due before the start of class on the date given in the course schedule. Assignments must be submitted over Canvas on/before the due day. Assignments submitted by email will not be accepted. Late assignments not approved by the instructor will result in a deduction of grade. There will be a deduction of 5% off the total grade for each day that an assignment is late. All assignments will be graded according to the Division's policy on plagiarism – see student handbook for details.

Attendance. Students are responsible for regular, timely attendance. Attendance, appropriate use of technology, participation in learning activities, and other professional development behaviors outlined in the student manual will be monitored. Any problem behaviors in class can affect your final grade. Your cumulative score will be multiplied by 1.0 for appropriate professional behavior. Lack of participation or inappropriate behavior will result in a lower cumulative score (i.e. multiplied by .9 or less).

Mandatory Reporter:

As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counsellors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

UNIVERSITY POLICIES

COVID-19 CAMPUS GUIDELINES

Students are required to self-report if they test positive for COVID-19. To report, please contact:


COVID-19 Central @ The U

☎ 801-213-2874

🌐 coronavirus.utah.edu (<https://coronavirus.utah.edu/>)

To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.** Face coverings are required to cover both your mouth and your nose. Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and

all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. **If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.** 

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the **Center for Disability and Access** (<https://t.e2ma.net/click/vlufyz/js70keu/biaugte>) (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

If you believe you meet these criteria, contact:

Center for Disability & Access

📞 801-581-5020

🌐 disability.utah.edu (<https://disability.utah.edu>)

📍 162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Everyone is encouraged to wash their hands, use hand sanitizer, and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on coronavirus.utah.edu (<https://coronavirus.utah.edu>).

DROP/WITHDRAWAL POLICIES

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's **Academic Calendar** (<https://registrar.utah.edu/academic-calendars/index.php>).

PLAGIARISM & CHEATING



It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's **Code of Student Rights and Responsibilities** (<http://regulations.utah.edu/academics/6-400.php>).

COURSE MATERIALS COPYRIGHT

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the **Code of Student Rights and Responsibilities** (<https://regulations.utah.edu/academics/6-400.php>), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php> (<https://regulations.utah.edu/academics/6-400.php>)

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

SAFETY AT THE U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.



For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu (<http://safeu.utah.edu>).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

☎ 801-585-COPS (801-585-2677)

🌐 dps.utah.edu (<https://dps.utah.edu>)

📍 1735 E. S. Campus Dr.

Salt Lake City, UT 84112

WELLNESS AT THE U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

☎ 801-581-7776

🌐 wellness.utah.edu (<http://wellness.utah.edu>)

📍 2100 Eccles Student Life Center

1836 Student Life Way


Salt Lake City, UT 84112

Women's Resource Center

☎ 801-581-8030



 [womenscenter.utah.edu \(https://womenscenter.utah.edu/\)](https://womenscenter.utah.edu/)

 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112


[\(http://www.wellness.utah.edu/\)](http://www.wellness.utah.edu/)

ADDRESSING SEXUAL MISCONDUCT


Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:


Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

 801-581-8365


 [oeo.utah.edu \(https://oeo.utah.edu/\)](https://oeo.utah.edu/)

 135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

 801-581-7066

 [deanofstudents.utah.edu \(https://deanofstudents.utah.edu/\)](https://deanofstudents.utah.edu/)

 270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:



Campus Police & Department of Public Safety

📞 801-585-COPS (801-585-2677)

🌐 [dps.utah.edu \(https://dps.utah.edu/\)](https://dps.utah.edu/)

📍 1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

📞 801-581-7776

🌐 [wellness.utah.edu \(http://wellness.utah.edu/\)](http://wellness.utah.edu/)

📍 328 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the **Instruction & Evaluation regulations** (<http://regulations.utah.edu/academics/6-100.php>).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

📞 801-581-5020

🌐 [disability.utah.edu \(https://disability.utah.edu/\)](https://disability.utah.edu/)

📍 162 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112



DIVERSE STUDENT SUPPORT

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

📞 801-581-7188

🌐 [trio.utah.edu \(https://trio.utah.edu/\)](https://trio.utah.edu/)

📍 Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:



American Indian Resource Center

📞 801-581-7019

🌐 diversity.utah.edu/centers/airc (<https://diversity.utah.edu/centers/airc/>)

📍 Fort Douglas Building 622
1925 De Trobriand St.
Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

📞 801-213-1441

🌐 diversity.utah.edu/centers/bcc (<https://diversity.utah.edu/centers/bcc/>)

📍 Fort Douglas Building 603
95 Fort Douglas Blvd.
Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

📞 801-585-5897

🌐 childcare.utah.edu (<https://childcare.utah.edu/>)

📍 408 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112



Students With Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

📞 801-581-5020

🌐 disability.utah.edu (<https://disability.utah.edu>)

📍 162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

📞 801-581-8151

🌐 diversity.utah.edu/centers/cesa/ (<https://diversity.utah.edu/centers/cesa/>)

📍 235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:



Writing Center

☎ 801-587-9122

🌐 writingcenter.utah.edu (<http://writingcenter.utah.edu/>)

📍 2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112

English for Academic Success (EAS) Program

☎ 801-581-8047

🌐 linguistics.utah.edu/eas-program (<https://linguistics.utah.edu/eas-program/>)

📍 2300 LNCO
255 S. Central Campus Dr.
Salt Lake City, UT 84112

English Language Institute

☎ 801-581-4600

🌐 continue.utah.edu/eli (<http://continue.utah.edu/eli>)

📍 540 Arapeen Dr.
Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:



Dream Center

📞 801-213-3697

🌐 dream.utah.edu (<http://dream.utah.edu/>)

📍 1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

📞 801-587-7973

🌐 lgbt.utah.edu (<http://lgbt.utah.edu/>)

📍 409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

📞 801-587-7722

🌐 (<http://lgbt.utah.edu/>) veteranscenter.utah.edu (<http://veteranscenter.utah.edu/>)



📍 418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

📞 801-581-8030

🌐 [womenscenter.utah.edu \(https://womenscenter.utah.edu/\)](https://womenscenter.utah.edu/)

📍 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:



Office for Inclusive Excellence

📞 801-581-4600

🌐 inclusive-excellence.utah.edu (<https://inclusive-excellence.utah.edu/>) (<http://continue.utah.edu/eli>)

📍 170 Annex (Wing D)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

🌐 getinvolved.utah.edu/ (<https://getinvolved.utah.edu/>)

🌐 studentsuccess.utah.edu/resources/student-support (<https://studentsuccess.utah.edu/resources/student-support/>)

CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.








- Access Canvas through utah.instructure.com (<http://utah.instructure.com>) or through [CIS](https://cis.utah.edu) (<https://cis.utah.edu>).
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk](https://it.utah.edu/help/) (<https://it.utah.edu/help/>).
 - 801 581-4000
 - <https://it.utah.edu/help> (<https://it.utah.edu/help/>)
 - helpdesk@utah.edu (<mailto:helpdesk@utah.edu>)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu (<mailto:classhelp@utah.edu>)

COURSE SCHEDULE











Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.












Course Summary:

Date	Details	
Wed Apr 15, 2020	 Comparing Assessments-Cognition https://utah.instructure.com/courses/662067/assignments/8355923	due by 11:59pm
Wed Apr 22, 2020	 Choosing Wisely https://utah.instructure.com/courses/662067/assignments/8355918	due by 11:59pm
Tue Feb 23, 2021	 TBL #1 https://utah.instructure.com/courses/662067/assignments/8677781	due by 2pm
Tue Mar 9, 2021	 TBL #2 https://utah.instructure.com/courses/662067/assignments/8355914	due by 2pm
Tue Mar 16, 2021	 Interpreting an Assessment-Jeff https://utah.instructure.com/courses/662067/assignments/8355926	due by 2pm
Tue Apr 6, 2021	 Client Observation #1 https://utah.instructure.com/courses/662067/assignments/8355919	due by 5pm
Tue Apr 6, 2021	 Rancho Scale Application Activity https://utah.instructure.com/courses/662067/assignments/8355917	due by 2pm



Date	Details	
	 <u>TBL #3</u> (https://utah.instructure.com/courses/662067/assignments/8355915)	due by 2pm
	 <u>Writing Goals for Cognition 1</u> (https://utah.instructure.com/courses/662067/assignments/8355929)	due by 11:59pm
	 <u>Writing Goals for Cognition 2</u> (https://utah.instructure.com/courses/662067/assignments/8355930)	due by 11:59pm
	 <u>Writing Goals for Cognition 3</u> (https://utah.instructure.com/courses/662067/assignments/8355931)	due by 11:59pm
	 <u>Writing Goals for Cognition 5</u> (https://utah.instructure.com/courses/662067/assignments/8355933)	due by 11:59pm
	 <u>Writing Goals for Cognition 6</u> (https://utah.instructure.com/courses/662067/assignments/8355934)	due by 11:59pm
	 <u>Writing Goals for Cognition 7</u> (https://utah.instructure.com/courses/662067/assignments/8676735)	due by 11:59pm
	 <u>Writing Goals for Cognition 8</u> (https://utah.instructure.com/courses/662067/assignments/8676825)	due by 11:59pm
Tue Apr 13, 2021	 <u>Cognitive Activity</u> (https://utah.instructure.com/courses/662067/assignments/8355921)	due by 2pm
Thu Apr 15, 2021	 <u>Executive Function Application Activity</u> (https://utah.instructure.com/courses/662067/assignments/8355916)	due by 11:59pm



Date	Details	
Tue Apr 27, 2021	 <u>Client Observation #2</u> (https://utah.instructure.com/courses/662067/assignments/8355920)	due by 5pm
Tue May 4, 2021	 <u>Cognitive Case Study</u> (https://utah.instructure.com/courses/662067/assignments/8355922)	due by 11:59pm
	 <u>Analysis of Activity- Daily to do</u> (https://utah.instructure.com/courses/662067/assignments/8786802)	
	 <u>Analysis of Activity- restaurant</u> (https://utah.instructure.com/courses/662067/assignments/8786906)	
	 <u>Analysis of Activity-weekly to do</u> (https://utah.instructure.com/courses/662067/assignments/8786950)	
	 <u>Analysis of Activity-work & school</u> (https://utah.instructure.com/courses/662067/assignments/8786958)	
	 <u>Hierarchy of Cuing Quiz</u> (https://utah.instructure.com/courses/662067/assignments/8355924)	
	 <u>Hierarchy of Cuing Quiz 2</u> (https://utah.instructure.com/courses/662067/assignments/8355925)	
	 <u>Writing Goals for Cognition 4</u> (https://utah.instructure.com/courses/662067/assignments/8355932)	