This class is designed with a lecture and clinical experience to facilitate connection of material to practical application.

**Instructor:** Melissa L. Zahl, PhD, MTRS, CTRS  
**Office:** 520 Wakara Way, Room 330  
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**E-mail:** melissa.zahl@hsc.utah.edu  
**Office Hours:** Monday 1-3 pm, Tuesday 10 am-12 pm, or by appointment

**Course Description:**  
This class is designed as a lecture and lab experience to introduce students to physical disabilities and the practice of recreational therapy in physical medicine. Discussion will include understanding diagnosis, etiology, pathology, and prognosis. The course will also introduce influential legislative policies, service delivery, and accessibility and inclusion.

**Prerequisites:** REC TH 3330, REC TH 3360, REC TH 4300, REC TH 4310  
Program requirements state that all REC TH courses must be passed with a minimum grade of C. If a student does not successfully earn a C they must repeat the course before being allowed to continue in the sequence of RECTH course work.

**Committee on Accreditation of Recreational Therapy Education (CARTE) Accreditation Standards:** 1.a.4-5, 1.a.7-13, 1.a.15, 1.a.20, 1.a.22-23, 1.b.3-5, 1.b.10-15, 1.c.1-2, 1.c.4-10, 1.d.2-3, 1.d.6-15, 1.e.1, 1.f.1, 1.h.2.e, 1.h.4.a-c, 3.a-b (refer to [http://www.caahep.org/carthe](http://www.caahep.org/carthe))

**Required Materials:**

*Required Text:*  

*Resources on Canvas:*  
Additional resources will be posted on Canvas. A Canvas Learning Module will be created for each week where students will find course resources for that week.

**Course Fee:**  
There is a course fee of $25, which covers compliance fees and the cost of instructional materials that will be incorporated into the learning activities for the semester.

**Student Learning Outcomes:**  
**By the end of this course, you will be able to:**

1. Describe the characteristics of a minimum of ten (10) physical disabilities: etiology,
diagnostic criteria, and pathology.
2. Assess a client with a physical disability for Recreational Therapy (RT) services.
3. Develop, implement, and evaluate the outcomes of an evidence-based treatment plan for an individual with a physical disability.
4. Create a discharge plan for an individual with a physical disability who has received RT services.
5. Verbally discuss and demonstrate with a client the principles of a therapeutic relationship.
6. Facilitate a minimum of two (2) treatment modalities determined as an assessed need that has shown efficacy in the literature.
7. Explain legislative policies that influence individuals with physical disabilities.
8. Discuss accessibility and services available to facilitate community inclusion.
9. Demonstrate understanding of assistive technology devices commonly used in RT treatment for individuals with physical disabilities.
10. Present general information about adapted sport resources for individuals with physical disabilities.

Teaching and Learning Methods:
This class will employ a variety of teaching and learning methods including lecture, small group discussion, inquiry learning, discovery through assignment, case studies, role-playing, experiential learning, student presentations, and community engagement.

Assignments:
Clinical Experience Requirement
This class includes a clinical experience to enhance the student’s clinical learning and community engagement. The clinical rotation will take place at an assigned agency during the semester. The primary purpose of the clinical rotation is to engage the student in the recreational therapy (RT) process including assessment, treatment planning, implementation and evaluation. Additionally, students will build their skills in developing therapeutic relationships with RT consumers and professional relationships with health care and human services employees. Students will receive clinical supervision from their university instructor and a designated agency supervisor. All students are required to complete 40 hours at their assigned agency. For most students this will be divided into on-site clinical experiences averaging 4 hours per week over a 10-week period. Keep in mind, your hours should occur throughout the semester not over a week or two.

Professional behavior is expected during the clinical experience. This includes adhering to assigned schedules and abiding by agency policies. Students should remember that they are representing themselves, the recreational therapy program, and the University of Utah when completing clinical experience hours.

Professional dress is expected at every clinical rotation experience. The responsibilities of the RT are diverse and will require the student to dress according to the activities on any given day. The student should review agency dress code during initial orientation and always check with the agency supervisor regarding the required dress for special activities. Not following agency dress code is grounds for termination of placement.
NOTE: As per Recreational Therapy program policy, clinical experience hours are not optional and must be completed in order to successfully pass the class. If a student does not complete all of the assigned hours and/or submit proper documentation of the completed hours, the highest grade a student can receive is a C- for the course.

HIPAA Training (25 points)
_Due Date: September 9th (by the start of class)_
Students in the Recreational Therapy program are required to complete HIPAA training annually. Since this course requires work in a clinical setting, HIPAA training must be completed prior to starting work with clients. Students will be provided a link to the University’s training through Canvas. Upon completion of the training, students will be able to print verification of their training which should then be uploaded to both Canvas (for this course) and Castle Branch (for future clinical experiences this year).

Accessible Environments Assignment (50 points)
_Due Date: September 23rd_
Working with a partner (another student in the class), students will review the Americans with Disabilities Act (ADA) Checklist for Readily Achievable Barrier Removal. Each pair will select a venue in the community that provides/offers recreational activities for the general population. Traveling to that venue, the pair will evaluate accessibility for persons with disabilities. A tape measure and a smart phone or other device for taking pictures are required for this assignment. Following the assessment of the location, each student will submit an individual report summarizing his or her findings. Students will also reflect on implications for community participation by people with disabilities. Required forms and guided questions for the reflection paper will be posted on Canvas. _Note: Venues must be pre-approved by the instructor. Pre-approval by September 12, 2019._

Assessment and Evidence-Based Treatment Plan (150 points) (Designated Portfolio Assignment)
_Due Date: October 14th_
Each student will complete a comprehensive assessment on an individual during his or her clinical experience. Using the designated assessment form provided on Canvas, students will utilize a variety of approaches to gather information related to identifying data, disability/diagnoses, functional skills assessment, leisure interests, and leisure lifestyle. From this information, the student will identify major concerns and potential areas of focus for recreational therapy treatment. Since this course is related to physical medicine, it is expected that at least one area of concern will relate to physical functioning.

Next, using one major concern/area of focus identified in the assessment, students will develop a treatment plan for the individual they assessed by establishing a treatment goal and objective. Using evidence-based practice, students will find a professional journal article that provides evidence to support the proposed plan. The article must be an intervention study (not a review article), and students are required to submit a copy of the full article with their assignment. Additional information will be available on Canvas. Students should devise a treatment plan that would be feasible to implement at their clinical experience.
Adapted Sports & Recreation Flyer and Presentation (100 points)
Due Date: October 28th
Each student will be assigned a different adapted sport or recreation activity to research and present to the class. This assignment has two parts. First, students will create a one page flyer that incorporates relevant information about their assigned sport (e.g. history, rules, equipment, opportunities for participation, etc.). The flyer should be created with the idea that RT consumers are the audience and they are being educated about adapted sport opportunities. Each student will then give a brief (approximately 10 minute) presentation to the class using Powerpoint. Students have the option to design this presentation either as an education session for RT consumers, or as a pitch to an administrator to gain support for an RT sports program. Presentations will span three class periods, but all students must submit their flyer and presentation slides the first week. Flyers will be shared with all students in the class.

Clinical Experience Report (100 points)
Due Date: November 18th
Students will submit a report formally documenting their clinical experience activities in writing. The clinical experience report will require students to respond to direct questions on specific topics as well as reflect on their experience and development both personally and professionally. Report forms and instructions will be available on Canvas.

Progress Note and Discharge Summary (100 points)
Due Date: November 25th
After implementing an intervention with a client at their clinical experience site, students will write a progress note in two separate formats (Narrative and SOAP). The progress note must be for the same individual assessed in the RT Assessment Assignment. The progress note should also describe a session that is based on the Evidence-Based Treatment Plan for this individual. In the second part of this assignment, students will write a Discharge Summary. This will be done even if the individual is not actually scheduled for discharge from RT services. Required forms and instructions are available on Canvas.

Clinical Hours Verification (25 points)
Due Date: December 2nd
Students will submit the required hours verification form documenting that they completed 40 hours of clinical experience at their assigned agency. The required form will be available on Canvas and must be signed by the clinical site supervisor. No partial credit will be given for students who fail to complete the 40 hours and/or submit the required documentation by the due date. Failure to complete 40 hours and/or submit the required hours verification form will result in a grade of 0 for this assignment. Additionally, as per Recreational Therapy program policy, students who fail to complete (and document) 40 hours cannot receive higher than a C- for an overall course grade.

Clinical Evaluations (50 points)
Due Date: December 2nd
The Clinical Evaluation has two parts. Students will receive an evaluation from their agency supervisor on their performance during the clinical experience. Students will also be asked to
self-evaluate their performance and reflect on their growth and progress over the course of the semester.

**Exams (2 @ 150 points)**

*Due Dates: October 21st and Final TBD*

There are two exams for this class. Content for the exams will include assigned readings, lectures, online instructional content, and class activities/exercises. The exams will be composed of a variety of test type questions. A study guide to help students review content will be provided.

**Attendance/Participation (100 points)**

*Due Dates: Every class period*

Attendance will be taken during each class meeting. Students are expected to be in class every week, to be on time and to stay for the duration of the class meeting. In addition to attending class, students are expected to participate in class activities and discussions. Students who are disengaged or do not actively participate in class activities will also receive penalties to their daily attendance score. A base attendance score is calculated by dividing the total number of class meetings by 100. Approximately 8.3 points may be earned each course meeting. Students will receive deductions for being late or leaving early. Additionally, if a student misses more than 20 minutes of a class meeting, they are not eligible for attendance/participation credit. Since this class only meets once a week, students should be aware that missing even one class can have an impact on their grade for the semester. Students who are disengaged or do not actively participate in class activities will also receive penalties to their overall attendance score.

Attendance will be taken at the beginning of class. Students who arrive late are expected to check in with the instructor before they leave to make sure their attendance was recorded.

**Assignment Point Distribution:**

There are a total of 1000 points possible for the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>HIPAA Training</td>
<td>25</td>
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<tr>
<td>Accessible Environments Assignment</td>
<td>50</td>
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<tr>
<td>Assessment and Evidence-Based Treatment Plan</td>
<td>150</td>
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<tr>
<td>Clinical Experience Report</td>
<td>100</td>
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<tr>
<td>Progress Note and Discharge Summary</td>
<td>100</td>
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<tr>
<td>Adapted Sports Flyer and Presentation</td>
<td>100</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>25</td>
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<tr>
<td>Clinical Hours Verification</td>
<td>50</td>
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<tr>
<td>Clinical Evaluations</td>
<td>50</td>
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<tr>
<td>Exams (2 @ 150 points each)</td>
<td>300</td>
</tr>
</tbody>
</table>

**Total** 1000 points

**Grading Scale***

- 93.00-100 = A
- 70.00-72.99 = C-
90.00-92.99 = A-       67.00-69.99 = D+
87.00-89.99 = B+      63.00-66.99 = D
83.00-86.99 = B       60.00-62.99 = D-
80.00-82.99 = B-        0.00 – 59.99  = F
77.00-79.99 = C+      73.00-76.99  = C

*Please note that final grades are not “rounded up”. Students must earn the minimum percentage in order to receive a specific grade.

Students majoring in Recreational Therapy must receive a grade of C or higher or the course will need to be repeated.

**Disclosures:**
This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change, as class needs may change. Any changes will be discussed during class session and will be documented in writing.

“University of Utah Fine Print-Disclosure”
There may be writings, lectures, films, or presentations in this course that include material that some students may find offensive. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor the first week of class.

**Course Schedule:**
The following schedule provides a weekly breakdown of class meeting dates, topics of discussion, and assignments that are due. There are 16 Canvas Learning modules for this course. Each module will include all materials students should review for the week. This may include additional readings, videos, powerpoint lectures, and/or websites.

<table>
<thead>
<tr>
<th>Week</th>
<th>August 19th</th>
<th>Canvas Learning Module</th>
<th>Due August 21st</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Module 1 Content</td>
<td>Clinical Experience</td>
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<td></td>
<td>Clinical Placements Overview</td>
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<td>Student Information Sheet</td>
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<thead>
<tr>
<th>Week</th>
<th>August 26th</th>
<th>Canvas Learning Module</th>
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<tbody>
<tr>
<td>2</td>
<td>Assigned Readings in Text</td>
<td>Module 2 Content</td>
</tr>
<tr>
<td></td>
<td>HIPAA</td>
<td>Chapter 28: Parkinson’s Disease</td>
</tr>
<tr>
<td></td>
<td>Activity Analysis and Modification</td>
<td>Chapter 9: CVA</td>
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<tr>
<td></td>
<td>Facilitation Techniques Parkinson’s Disease</td>
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<tr>
<td></td>
<td>CVA</td>
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</tbody>
</table>
| Week 3 | September 2\textsuperscript{nd} | Canvas Learning Module  
Labor Day Holiday  
\textit{No Class Meeting} |
|---|---|---|
| Week 4 | September 9\textsuperscript{th} | Assigned Readings in Text  
Due September 9\textsuperscript{th}  
Assessment in Physical Medicine and Rehabilitation  
Multiple Sclerosis  
Guillain Barre Syndrome  
\textit{No Class Meeting}  
\textit{Students are given class time to complete online learning module and work with their partner to complete the ADA Accessible Environments Checklist in the community.} |
| Week 5 | September 16\textsuperscript{th} | Assigned Readings in Text  
Chapter 39: Visual Impairments  
Chapter 18: Hearing Loss  
Canvas Learning Module  
Module 5 Content |
| Week 6 | September 23\textsuperscript{rd} | Assigned Readings in Text  
Due September 23\textsuperscript{rd}  
Lifts and Transfers  
Body Mechanics  
Spinal Cord Injury  
Spina Bifida  
Pressure Ulcers  
Accessible Environments Assignment |
| Week 7 | September 30\textsuperscript{th} | Assigned Readings in Text  
Adapted Sports Overview  
Total Joint Replacement  
Back Disorders  
Canvas Learning Module |
<table>
<thead>
<tr>
<th>Week</th>
<th><strong>October 7th</strong></th>
<th>Canvas Learning Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Fall Break</td>
<td>Module 8 Content</td>
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</table>

<table>
<thead>
<tr>
<th>Week</th>
<th><strong>October 14th</strong></th>
<th>Assigned Readings in Text</th>
<th>Due October 14th</th>
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<tbody>
<tr>
<td>9</td>
<td>Psychosocial Aspects of Disability</td>
<td>Chapter 1: Amputations &amp; Prosthesis</td>
<td>Assessment &amp; Evidence Based Treatment Plan</td>
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<tr>
<td></td>
<td>Body Image and Sexuality</td>
<td>Chapter 6: Burns</td>
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<tr>
<td></td>
<td>Amputations &amp; Prosthesis Burns</td>
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<tr>
<th>Week</th>
<th><strong>October 21st</strong></th>
<th>Canvas Learning Module</th>
<th>Due October 21st</th>
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<tbody>
<tr>
<td>10</td>
<td>Exam 1</td>
<td>Module 10 Content</td>
<td>Exam 1</td>
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<tr>
<th>Week</th>
<th><strong>October 28th</strong></th>
<th>Assigned Readings in Text</th>
<th>Due October 28th</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Student Presentations Group 1</td>
<td>Chapter 38: TBI</td>
<td>Adapted Sports Flyer and Presentation</td>
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<tr>
<td></td>
<td>Traumatic Brain Injury</td>
<td>Canvas Learning Module</td>
<td>Module 11 Content</td>
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<tr>
<th>Week</th>
<th><strong>November 4th</strong></th>
<th>Assigned Readings in Text</th>
<th>Canvas Learning Module</th>
<th>Module 12 Content</th>
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<tbody>
<tr>
<td>12</td>
<td>Student Presentations Group 2</td>
<td>Chapter 24: Obesity</td>
<td>Module 12 Content</td>
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<tr>
<td></td>
<td>Obesity</td>
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<thead>
<tr>
<th>Week</th>
<th><strong>November 11th</strong></th>
<th>Assigned Readings in Text</th>
<th>Canvas Learning Module</th>
<th>Module 13 Content</th>
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<tbody>
<tr>
<td>13</td>
<td>Student Presentations Group 3</td>
<td>Chapter 14: Fibromyalgia</td>
<td>Module 13 Content</td>
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<tr>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<td>14</td>
<td>November 18th</td>
<td><strong>Assigned Readings in Text</strong></td>
<td><strong>Due November 18th</strong></td>
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<tr>
<td></td>
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<td>Chapter 8: Cerebral Palsy</td>
<td>Clinical Experience Report</td>
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<td><strong>Canvas Learning Module</strong></td>
<td>Module 14 Content</td>
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<tr>
<td>15</td>
<td>November 25th</td>
<td><strong>Canvas Learning Module</strong></td>
<td><strong>Due November 25th</strong></td>
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<td></td>
<td>Module 15 Content</td>
<td>Progress Note and Discharge Summary</td>
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<tr>
<td>16</td>
<td>December 2nd</td>
<td><strong>Canvas Learning Module</strong></td>
<td><strong>Due December 2nd</strong></td>
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<tr>
<td></td>
<td></td>
<td>Module 16 Content</td>
<td>Clinical Hours</td>
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<td>Verification and Clinical Evaluations</td>
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<td>Final</td>
<td>December 10th or 12th</td>
<td>3:30 pm – 5:30 pm</td>
<td><strong>Due December 10th or 12th</strong></td>
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<td>Final Exam</td>
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**Course Policies:**

**Class Participation:** This classroom is based on the assumption that all students and the Instructor are here to learn and are to be treated with respect for their contribution to that process. Effective participation and contribution is beyond just being present in class, it means engaging in the process of learning through comments, questions, attendance, and participation. Please ensure cell phones are turned completely off prior to the beginning of class time. You will get the most out of this class if you arrive prepared and ready to engage in the topic.

**Assignments:** All assignments are due at 3:40 pm (the beginning of class) on the assigned due date. Late assignments will be accepted, but assignment grades will be reduced 10% of the total points possible for each day an assignment is late. **An assignment is considered late if not submitted by the beginning of the class period, on the date due. No assignments will be accepted after three days, including weekends.**

All assignments will be submitted through Canvas, and students should carefully read assignment directions to ensure all required elements are submitted. It is expected that students will review all files they upload to ensure correct documents are being submitted. **Students who upload incorrect documents (wrong assignment, incomplete assignment, blank assignment form, etc.) will be subject to a minimum of a 10% penalty if the student wishes to correct or resubmit work after the due date. All assignments, unless specified by the instructor, should be uploaded in a word compatible document. Any assignment not uploaded as a word compatible document may not be reviewed, thus receiving a zero for that assignment.**
Students are expected to be proactive regarding their studies and assignments. If difficulties are occurring, a student is expected to take the initiative to contact the instructor so that a plan that is acceptable to both student and professor may be established ASAP.

**Canvas:** The primary means of communication of grades and assignments with be through the use of Canvas. Students are responsible for monitoring their assignments, deadlines, submissions, and grades.

**Exams:** Students are expected to take the exams on the dates scheduled. Make-up exams will only be given in the event of emergency situations (e.g. death in the family or medical emergency). In these instances, students should be prepared to provide documentation verifying the emergency to the instructor.

**Academic Honesty and Plagiarism:** Plagiarism is the unauthorized or unreferenced use of language, ideas, or creative expression of another and representing them as your own. Plagiarism is considered a serious offence and will result in University discipline. This course will follow the University of Utah policies and procedures regarding academic honesty.

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 detailed definitions and possible sanctions, see the Student Code:
http://regulations.utah.edu/academics/6-400.php

**Professional Code of Ethics:** The RT student should clearly understand and adhere to the ATRA Code of Ethics.

**Other Information:**

**The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Accommodation Policy (see Section Q):** http://regulations.utah.edu/academics/6-100.php

**University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). 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.

**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 the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. **For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).**

**Undocumented Student Support.** 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 to 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. **To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.**

**The Code of Student Rights and Responsibilities.** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at http://regulations.utah.edu/academics/6-400.php.

**Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. **For helpful resources, contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.**

**Drop/Withdrawal.** 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. See the **Academic Calendar** for the last day to withdraw from term, first and second session classes. **Deadlines for courses with irregular start and end dates policy:** https://registrar.utah.edu/handbook/miscellaneous.ph

**Veterans Center.** The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. **You can visit their website for more information about their services and support at:**
LGBT Resource Center. The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8:00AM - 5:00 PM MT. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu.

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development.

These resources include:
Writing Center (http://writingcenter.utah.edu)
Writing Program (http://writing-program.utah.edu)
English Language Institute (http://continue.utah.edu/eli)

Professor Statement: This classroom will be a safe environment for all students. If at any time you feel disrespected, discounted or unsafe please discuss with me immediately. If for any reason you need additional support to succeed in this class please make an appointment with me so we can discuss. I will do my best to support your success in my classroom, within the guidelines of the university and the course requirements.