

 Edit

OCTH 6412 | Adults II

SUMMER 2024

CLASS TIME, LOCATION, CREDIT HOURS

Dates: May 13- June 7

M, T, TH, & F 8:30-11:30

Location: North Classroom #322

Credits: 3

INSTRUCTOR INFORMATION

Beth Cardell & Jeanette Koski

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[*jeanette.koski@hsc.utah.edu \(mailto:jeanette.koski@hsc.utah.edu\)*](mailto:jeanette.koski@hsc.utah.edu)

[*Occupational and Recreational Therapies*](#) 

[*\(https://health.utah.edu/occupational-recreational-therapies/\)*](https://health.utah.edu/occupational-recreational-therapies/)

TEACHING ASSISTANT INFORMATION

None

COURSE DESCRIPTION

This is the second course in the OT Process – Adults series. All Adult OT process courses will be structured to facilitate student learning with respect to conditions, assessment, application of complimentary practice models and intervention. Evidence-based practice, clinical reasoning,

occupation-based practice, and client-centered care will be taught and threaded through course activities and assignments.

PRE- OR CO-REQUISITES

OC TH 6411 as pre-requisite.

REQUIRED MATERIAL

Pendleton & Schultz-Krohn (2006). *Pedretti's occupational therapy: Practice skills for physical dysfunction*. St. Louis: Mosby.

Smith-Gabai, H., & Holm, S. E. (2017). *Occupational Therapy in Acute Care* (2nd ed.). AOTA Press

STUDENT LEARNING OUTCOMES

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

1. Perform task analysis in order to develop appropriate intervention plans.
2. Utilize the complementary practice model Biomechanical/Rehab model to analyze and integrate most appropriate assessments and design interventions for clients with conditions covered in this course.
3. Select and interpret appropriate standardized and non-standardized assessments to comprehensively evaluate client's needs, wants, and obligations.
4. Use evaluation findings to understand occupational performance and participation, develop occupation-based intervention plans and strategies (including goals and methods to achieve them)
5. Apply an understanding of contraindications and precautions relative to assessment and treatment of the case-study clients in this course.
6. Utilize scholarly literature to design evidence-based treatment
7. Articulate an understanding of how assistive technologies can be used to enhance occupational performance and foster participation and well-being for the case study clients in this course.
8. Perform transfers for clients with conditions covered in this course.
9. Develop and promote the use of appropriate home and community programming to support performance and participation in client's natural environment.
10. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

TEACHING AND LEARNING METHODS

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

ASSIGNMENTS

All assignments are due on the date given and are to be submitted in the format (hard copy, electronic canvas submission) as specified in the assignment instructions. Assignments submitted by email will not be accepted, no resubmissions are allowed. There will be a deduction of 10% off the total grade for each day that an assignment is late.

Since this a condensed course and the amount of information covered in one class relates to the next class, students are expected to **attend ALL classes** (missing more than one class could result in a failing grade). If circumstances arise causing a student to miss class, the student must notify the instructor either by phone or e-mail prior to the start of class. The student must take the responsibility of learning the material missed in class. No make up assignments will be assigned.

Weight of Assignments

Assignment/Learning Activity	Grade Weight %
Conditions assignments	15
Home Eval	15
IPE Foundations	5
Wheelchair &ADA in community assignment	10
Treatment plans (2)	50
In class assignments: Letter of Medical Necessity & Sexuality discussion board	5
	100%

Conditions assignment

An effective way to learn a subject well is to research and teach some of the content. You will be given the chance to enhance the learning of your fellow students by researching and developing a unique learning experience for one of the diagnostic categories we will be covering in class. This assignment will be done in small groups. The learning experience should include a short enhancement presentation (no longer than 20 minutes) and a handout.

An enhancement presentation is something that will enhance the learning of your audience. It should NOT be a PowerPoint reviewing the details of the condition but instead something that adds to the learning about the topic.

You will develop a resource handout for your classmates covering relevant information about your assigned diagnosis. Include the references for your information (must have at least 2 references in addition to textbooks). The handout should be useful as a future resource.

Home Evaluation

Complete an accessibility home evaluation based on the provided case and home. Develop recommendations for the client, based on your home assessment. This should include any ideas for AE, environmental modifications, or accessibility adaptations. These do not have to be written up in a formal report, you can use a table or outline format.

IPE Foundations

Interprofessional teams are an important part of providing client-centered care. This semester you will complete an introductory course, Foundations of IPE (Interprofessional Education). In future semesters you will be involved in interprofessional "teams" with students from the health science disciplines. The material this semester will help prepare you for those experiences.

Treatment plans (2)

Each student will design an intervention session based on a case. The goal of the assignment is for the student to be able to identify client factors that impact the client's ability to meet their goal, describe the relevant OPM and CPM that will guide the intervention session, describe the intervention session design demonstrating clinical reasoning and activity analysis, and grade up/down on one client factor.

Wheelchair in the community/ADA assignment

Each student will check out a wheelchair and experience 2 hours in the wheelchair accessing the community. A paper will be submitted by a pair of students to reflect on the experience. Additionally, students in a pair, will evaluate a community site or a website using the principles of the ADA and then submit recommendations based on that assessment.

GRADING CRITERIA

The following grading standards will be used in this class:

Grading Scale

Grade	Range
A	100 % to 94%
A-	93.9 % to 91%
B+	90.9 % to 88%
B	87.9 % to 85%
B-	84.9 % to 81%
C+	80.9 % to 78%
C	77.9 % to 75%
C-	74.9 % to 72%
D	71.9 % to 69%
E	68.9 % to 0.0%

COURSE POLICIES AND RESPONSIBILITIES

Students are responsible for regular, timely attendance in lab and classroom sessions. 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 .98 or less).

Students should be familiar with The Code of Student Rights and Responsibilities. This code specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, and theft. The code is provided in detail on the University of Utah web page www.admin.utah.edu/ppmanual/8/8-10.html

The faculty is responsible for facilitating learning in a respectful and supportive environment. Feedback is to be given that is conducive to integrating and applying concepts taught in class. Faculty is also dedicated to promoting student growth and development as a professional and fellow Occupational Therapist.

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.



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 Information

 [Dean of Student's Covid-19 Information](https://deanofstudents.utah.edu/covid/index.php)  (<https://deanofstudents.utah.edu/covid/index.php>)

COVID-19 Central @ The U


 801-213-2874

 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)  (<https://registrar.utah.edu/academic-calendars/index.php>).

Academic Honesty, Plagiarism and Cheating

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

It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one’s work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools

without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php> 
<https://regulations.utah.edu/academics/6-410.php>



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)  [. \(http://regulations.utah.edu/academics/6-400.php\)](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)  [\(https://regulations.utah.edu/academics/6-400.php\)](https://regulations.utah.edu/academics/6-400.php), Section III.A.5 regarding the **use and distribution of class Content**  [\(https://regulations.utah.edu/academics/6-400.php\)](https://regulations.utah.edu/academics/6-400.php) and materials. 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 safety information and to view available training resources, including helpful videos, visit safeu.utah.edu ([http://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 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/>)

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

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/>)

📍 383 South University Street

Level 1 OEO Suite
Salt Lake City, UT 84112

Office of the Dean of Students

📞 801-581-7066

🌐 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/>)

📍 1658 E 500 S
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 Campus Wellness

📞 801-581-7776

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

📍 Student Services Building (SSB)
Room 330
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)** ↗️ (<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/>)

 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/>)

 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 and Access 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 and Access

 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. Its 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/ ➦ [\(https://diversity.utah.edu/centers/cesa/\)](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 [\(http://writingcenter.utah.edu/\)](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 ➦ [\(https://linguistics.utah.edu/\)](https://linguistics.utah.edu/)

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

English Language Institute

📞 801-581-4600

🌐 continue.utah.edu/eli [\(http://continue.utah.edu/eli\)](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 and 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 [\(http://dream.utah.edu/\)](http://dream.utah.edu/)

 200 S. CENTRAL CAMPUS DRIVE
UNION, ROOM 80
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 [\(http://lgbt.utah.edu/\)](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

 lgbt.utah.edu/veteranscenter.utah.edu  [\(http://veteranscenter.utah.edu/\)](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/>)

📍 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>)

📍 200 S. CENTRAL CAMPUS DRIVE
UNION, ROOM 70
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/>)

🌐 <https://ssc.utah.edu/tools-for-success.php> ↗️ (<https://ssc.utah.edu/tools-for-success.php>)

CANVAS INFORMATION






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












- Access Canvas through utah.instructure.com or through **CIS**  (<https://cis.utah.edu>)
- For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk**  (<https://it.utah.edu/help/>).
 - 801 581-4000
 - <http://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	Due
Thu May 16, 2024	 Conditions Assignment (https://utah.instructure.com/courses/969906/assignments/13987222)	due by 8:30am
Fri May 24, 2024	 MMT Screen Competency (https://utah.instructure.com/courses/969906/assignments/14138105)	due by 11:30am
Tue May 28, 2024	 SCI mobility SG (https://utah.instructure.com/courses/969906/assignments/14151154)	due by 8:30pm
	 Home Evaluation (https://utah.instructure.com/courses/969906/assignments/13987223)	due by 11:59pm
Thu May 30, 2024	 SCI ADL SG	due by 11:59pm

Date	Details	Due
	(https://utah.instructure.com/courses/969906/assignments/14151219)	
	 SG Neuromuscular disorders (https://utah.instructure.com/courses/969906/assignments/14159204)	due by 8:30am
Fri May 31, 2024	 Neuromuscular Disorders in class activity (https://utah.instructure.com/courses/969906/assignments/13987225)	due by 11:30am
	 Treatment Plan 1 (https://utah.instructure.com/courses/969906/assignments/13987226)	due by 11:59pm
	 SC Wheelchairs (https://utah.instructure.com/courses/969906/assignments/14159490)	due by 8:30am
Mon Jun 3, 2024	 Wheelchair Letter of Medical Necessity (https://utah.instructure.com/courses/969906/assignments/13987228)	due by 11:59pm
	 Wheelchair Prescription (https://utah.instructure.com/courses/969906/assignments/13987229)	due by 11:59pm
Thu Jun 6, 2024	 SG Driving and Vehicle modifications (https://utah.instructure.com/courses/969906/assignments/14159541)	due by 8:30am
Fri Jun 7, 2024	 Computer Interface, MAS, Gaming with switches lab sheet (https://utah.instructure.com/courses/969906/assignments/13987221)	due by 11:30am
	 Treatment Plan 2 (https://utah.instructure.com/courses/969906/assignments/13987227)	due by 11:59pm
Fri Jun 21, 2024	 IPE Foundations (https://utah.instructure.com/courses/969906/assignments/13987224)	due by 11:59pm
Fri Jun 28, 2024	 Wheelchair in Community/ADA (https://utah.instructure.com/courses/969906/assignments/13987230)	due by 11:59pm