

OCTH 6020
Occupational Therapy Process – Pediatrics III
Fall 2024
Mondays 1:00-3:00, HPEB 322
2 credits

Instructors: Dani Friberg, OTD, OTR/L, DipACLM
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Office Hours/Location: By appointment, Office #391

Course Description:

This course explicitly highlights self-awareness and interpersonal communication as integral to therapeutic relating, professional development, working with other professionals, and to therapeutically relate to clients, students, families, and populations with various cultural differences. Learners will have the opportunity to identify strengths and areas for professional development in interactive communication skills during class using the intentional relationship model. Students will examine how culture affects them as practitioners of occupational therapy as well as how culture shapes the occupations and perceived needs of their clients. By having a deeper appreciation of the ubiquitous role of culture in the therapeutic relationship, students will deepen their understanding of factors that can affect how therapy is perceived by clients. Building on this understanding, students will further examine therapeutic use of self including how White supremacy and Western perspectives have dominated, and continue to influence, the development and provision of occupational therapy services. To enhance understanding of client occupational needs, occupational justice and emerging practice areas will be highlighted.

Pre- or co-requisites:

Full major status in the Occupational Therapy program

Required Materials:

Taylor, R. (2020). *The intentional relationship: Occupational therapy and use of self*. F.A. Davis.

Schell, B., Gillen, G., & Scaffa, M.E. (2018) *Willard & Spackman's occupational therapy*. 14th Edition. Lippincott

Additional Readings: The following readings are available on the AOTA website or on Canvas:

AOTA Statement on Justice and Systemic Racism: <https://www.aota.org/Publications-News/AOTANews/2020/AOTA-Statement-On-Systemic-Racism.aspx>

Black, R. M. (2011). Cultural considerations of hand use. *Journal of Hand Therapy*, April-June, 104-111.

- Black, R. M. (2016). Prejudice, privilege, and power, In S. A. Wells, R. M. Black & J. Gupta (Eds.) *Culture and occupation: effectiveness, education, and research* (pp. 91-102). (Chapter 7)
- Braveman, B. (2006). AOTA's statement of health disparities. *American Journal of Occupational Therapy*, 60 (6), 679.
- Grenier, M. (2020). Cultural competency and reproduction of White supremacy in occupational therapy education. *Health Education Journal*, 1-12, DOI: 10.1177/0017896920902515
- Kohls, R. L. (1984). *The values Americans live by*; Washington International Center
- McIntosh, P. (1988). *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*. Wellesley College, Center for Research on Women, Wellesley, MA 02181
- Mirza, M. (2012). Occupational upheaval during resettlement and migration: Findings of global ethnography with refugees with disabilities. *OTJR: Occupation, Participation and Health*, 32 (1), S6-S14.
- Odawara, E. (2005). Cultural competency in occupational therapy: Beyond a cross-cultural view of practice. *American Journal of Occupational Therapy*, 59(3), 325-334 – OPTIONAL READING
- Smith, Y.J., Cornella, E., & Williams, N. (2013), Working with refugee populations: An opportunity to enhance the occupational therapy educational experience, *Australian Occupational Therapy Journal*, early view: doi: 10.1111/1440-1630.12037
- Whiteford, G. (2004). Occupational Issues of Refugees. *Occupation for Occupational Therapists*. Blackwell Publishing. Ch. 13.

Student Learning Outcomes:

- Have an increased awareness of one's own culture, biases and values; increased sensitivity to diversity among individuals; increased knowledge of cultures different from one's own; and an understanding of the impact of prejudice, discrimination, racism and the unequal distribution of power and privilege on access to educational opportunities and health care.
- Recognize the responsibility of an occupational therapist and occupational therapy student to strive toward culturally responsive care.
- Recognize that issues of power and privilege impact health and wellness and access to health care. This includes being aware of social determinants that impact chronic health conditions and/or disability for particular populations.
- Demonstrate beginning skill in conducting interviews and demonstrate an awareness and sensitivity to cultural differences in the context of reflecting upon one's performance of an occupational profile with a person of a different culture.

- Demonstrate effective use of the Intentional Relationship Model with an understanding of the importance of client-centered practice and the use of appropriate therapeutic modes.

ACOTE Standards

B.1.2	Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.
B.1.3	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.
B.4.1	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

Teaching and Learning Methods:

This course will involve a variety of teaching and learning methods including lecture, problem-based learning using case studies, hands-on activities, and quizzes.

Assignments:

Assignment	Weight
Intentional Relationship Model Assignments <ul style="list-style-type: none"> • Identifying Interpersonal Behaviors (2.1 and 2.2) • Self-assessment of Modes (4.1-4.3) • Using Modes Flexibly (7.1) 	15%
Cultural Self-Analysis	20%
Discussion Board: Reflection on Assigned Videos	15%
Cultural Awareness Presentation and Response to Presentations	20%
Occupational Profile with an Individual from a Different Culture	20%
In-class Learning Activities and Professionalism	10%

Ten percent per day will be deducted from the total score possible for all late assignments. This includes weekend days and holidays.

Papers that are poorly written will be returned to students without a grade and students will be expected to submit their paper to the University of Utah Writing Center (www.writingcenter.utah.edu), Community Writing Center (www.slcc.edu/cwc), or another resource for assistance. The student will make an appointment with a writing center and will notify the instructor of the date of the appointment. The student will then have one week after the appointment to resubmit the assignment for a grade. If not submitted within one week, the paper is subject to the late score as above.

The following are brief descriptions of each assignment. Instructions, rubrics, and additional information can be found on Canvas.

Intentional Relationship Model Assignments

Identifying Interpersonal Behaviors

Students will complete exercise 2.1 and 2.2 from the Taylor (2020) text.

Self-Assessment of Modes

Students will complete exercises 4.1, 4.2, and 4.3 in Taylor (2020).

Using Modes Flexibly

Students will complete Exercise 7.1 from Taylor (2020).

Cultural Self-Analysis

This assignment will provide students with the opportunity for reflection on personal culture and worldview. See assignment posted on Canvas.

Reflection on Assigned Videos

In a Canvas discussion board, students will write a reflection describing the personal learning that took place while watching assigned videos. Include what you learned that will influence how you work with interpreters during clinical evaluations and/or treatment sessions in medical settings. Include what was most interesting or thought provoking about watching the presentation by Chimamanda Adichie. Scores will be based on depth of reflection, thoughts on applications to future interactions with others, and writing skill. Students must respond to at least one peers' post.

Cultural Awareness Research Presentation

Presentation

Students will work in groups of three to create a ten-minute, online Power Point presentation, with voice-over, about a particular culture in the United States, focusing on what healthcare providers need to know about this culture in order to provide culturally responsive care. Presentations will be shared via discussion board on Canvas.

Response to Student Presentations

Students will choose three of their peers' cultural awareness presentations to view. Then, on a separate discussion board, students will individually respond to a list of questions that help them to reflect on what was learned by watching the presentations.

Occupational Profile with Person from a Different Culture

Students will use interview skills learned in class to complete and write up an occupational profile of a person from another culture. This will include a reflection on one's performance in conducting the interview and lessons learned regarding therapeutic relating. Students are responsible for locating an appropriate person to interview for this assignment. You can think broadly about what "culture" means but do not interview an OT or PT student as their experiences are so similar to yours at this time. The more different the person you interview is, as compared to you, the more you will learn and get out of doing this assignment.

In-class Participation Activities and Professionalism

Class participation is an expectation which includes participation in small group discussions as well as active participation during discussions with the whole class. Reading the course material in advance **is essential** in order to have something useful to say during class. When reading the material for class, read analytically. Think critically about what you are reading. In other words, question what you are reading. Develop an opinion about what you are reading. Does it make sense to you or do you have any differing opinions? Did you find particular pieces of information useful? How is this information helpful? Ask questions of your instructor and guest lecturers. What else do you need to know? Feel free to share your ideas with the rest of the class.

Students will have opportunities to earn points for demonstrating their learning through activities requiring active participation and application of course knowledge. Students cannot make-up these assignments if they are absent from class, even if they communicate the absence with the teacher before class. In addition, students are expected to act as professionals throughout the course, including coming prepared for all classes, completing assignments in a timely manner, and treating peers and the instructor with respect. Students should demonstrate active participation during class activities by making thoughtful contributions that move conversations forward and add to the learning experience of the class.

Note: 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).

Note: As we explore the course material, please be aware that the content may present perspectives that differ from your personal beliefs. We encourage an environment of respectful and open-minded discourse. Your engagement and willingness to consider a range of viewpoints will enrich our discussions, enhance your learning experience, and prepare you to work with a variety of clients in the future.

Grading Criteria:

Please note that final grades are not “rounded up”. (Students must earn the minimum grade of a C to pass the course as per OT policy). For example, 94.0% = A, 93.99 = A-.]

Grades are based on the following scale:

Range	Grade	Range	Grade	Range	Grade
94 - 100	A	81 - 84.9	B-	69 - 71.9	D+
91 - 93.9	A-	78 - 80.9	C+	66 - 68.9	E
88 - 90.9	B+	75 - 77.9	C		
85 - 87.9	B	72 - 74.9	C-		

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.

Class Date	Class Content	Readings	Assignments due 1:00 PM
8/19	Course Overview Respectful discourse and ground rules for class discussions Cultural diversity and exploration of self Recognizing cultural aspects of occupational therapy practice What is the connection between cultural diversity, self-awareness, and therapeutic relating?	W&S Ch. 14	
8/26	Microaggressions/Implicit bias and the critical role of self-reflection Therapeutic use of self in OT- What defines a good therapist?	Taylor Ch. 1 & 2 Complete Harvard Implicit	Exercise 2.1 and 2.2: Identifying Interpersonal Behaviors

		Bias test(see Canvas)	
9/2	Labor Day- No class meeting		
9/9	Understanding self and others – Sharing your cultural object Introduction to the Intentional Relationship Model	Taylor Ch. 3 & 4 Bring an object to class that represents your culture. Plan on presenting to the class, in two minutes, how this object represents your culture.	Bring Cultural Object to Class Exercises 4.1 – 4.3: Self Assessments of Modes
9/16	Social determinants of health and the Life Course Game Health disparities for people with disabilities and chronic conditions	W & S Chpt. 15 Braverman (2006)	
9/23	Interpersonal Characteristics and Mode Preferences Challenges to client-therapist relationships	Taylor Ch. 5 & 6	Cultural Self-Analysis
9/30	The interpersonal reasoning process Guest Speaker: Andy Rivera LGBTQIA+ Healthcare	Taylor Ch. 7 Watch OT DEI Guest Panel: https://uofu.app.box.com/file/802611754676 – 90 min. Familiarize yourself with AOTA's	Exercise 7.1: Using Modes Flexibly

		Practice Essentials and DEI/JAB Toolkit: Transgender & gender-diverse resources for your practice (link on Canvas)	
10/7	Fall Break- No class meeting		
10/14	Therapeutic communication and establishing therapeutic relationships In-class activity from Ch. 8 American values	Taylor Ch. 8 & 9 Kohls (1984)	
10/21	Working with English Language Learners and working with interpreters Occupational storytelling and storymaking Intentional interviewing	Watch 4 videos posted on Canvas Taylor Ch. 10 Willard & Spackman Appendix III Ch. A	Discussion post on assigned videos
10/28	Cross-cultural interactions Guest speaker: Maritza Tarfur	Tarfur (2024) Black (2011)	Discussion response to peer due
11/4	The influence of whiteness in OT culture	AOTA Statement on Justice and	

	<p>Anti-racism and White fragility</p> <p>Power and privilege</p> <p>See Canvas modules for links to readings and video.</p> <p>Discuss occupational profile assignment</p>	<p>Systemic Racism</p> <p>McIntosh, 1988;</p> <p>Black (2016) Ch. 7</p> <p>Diversity Coming Soon blog post</p> <p>Black OTs Matter blog post</p>	
11/11	<p>Occupational justice</p> <p>Guest Speaker: Yda Smith Working with immigrants and refugees</p>	<p>W & S Ch. 10</p> <p>Whiteford (2004)</p> <p>Optional: Mirza (2011)</p>	
11/18	<p>Culturally appropriate assessments</p> <p>Guest Speaker: Irene Ota Asian American issues – myths and stereotypes</p>		Cultural Awareness Presentation
11/25	<p>Understanding and managing difficult behavior</p> <p>Resolving empathetic breaks</p> <p>Handling grief with empathy</p>	Taylor Chpts. 12 & 13	Occupational Profile with Person from a Different Culture
12/2	<p>Self-care and developing your therapeutic use of self</p> <p>Course wrap-up: Discuss guest speakers and lessons learned</p>	Taylor Chpt. 16	Response to Student Presentations

Course Policies

Attendance, Participation, and Professional Development: Students are responsible for regular, timely attendance in classroom sessions. Attendance, appropriate use of technology, participation in learning activities, and other professional development behaviors outlined in the student manual will be monitored. Phones and pagers must be turned off during class. Allowing phones to ring and text messaging during class are disruptive behaviors and are disrespectful to the instructor and other students. 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, inappropriate behavior, or incomplete homework and in-class activities will result in a lower cumulative score (i.e. multiplied by 0.9 or less).

You can expect to spend 3 hours per credit hour of preparation each week outside of class. If an unforeseen situation occurs that will cause you to miss class, it is your responsibility to let the instructor know ahead of time or as soon as possible. Assignments are to be handed in through Canvas at the start of the class on the due date. There will be a 10% penalty from the total grade for each day that any assignment is late. Students are expected to complete all homework and in-class activities, even when points are not assigned.

Technology use: Cell phone use is prohibited during class. Although recognized as a central storage device for reading and note taking, use of personal technology (I-pad, computer) is discouraged unless central to a particular learning activity. The instructor will tell you to close your computer if you are disengaged from the class because of computer use. 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>.

Academic Honesty and the Code of Student Rights and Responsibilities. 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>.

Other information:

1. **COVID-19 Campus Guidelines.** Please refer to the University's COVID-19 Central website for the latest information and guidelines.

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu

Please note that students in clinical programs should remain in close contact with their program director about the latest guidelines pertaining to COVID-19.

2. **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 & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA 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 CDA.

3. **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).

4. **Academic Honesty and the Code of Student Rights and Responsibilities.** 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>

5. Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

6. 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

7. 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 development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

8. Lauren's Promise. The following statement discusses interpersonal violence that has occurred on our campus and resources available. It may evoke feelings of distress or past trauma by individuals who have experienced situations involving interpersonal violence. We wanted to acknowledge as well that this situation does not describe every victim's experience and certain communities may be at a higher risk for these experiences.

Lauren's Promise—I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22nd 2018, by a man she briefly dated on the University of Utah campus. **We must all take actions to ensure that this never happens again.**

If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255.

If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources. **Here are additional sources of support and help:**

Resource	Phone #	Hours	Affiliation
McCluskey Center for Violence Prevention:	TBD	TBD	University
Center for Student Wellness, Victim Survivor Advocate:	801.581.7776	8-5	University

Office of Equal Opportunity:	801.581.8365	9-5	University
University Department of Public Safety:	801.585.2677	24 hrs	University
University of Utah Neuropsychiatric Institute	801.587.3000	24 hrs	University
Utah Domestic Violence Coalition:	800.897.5465	24 hrs	State
<u>Rape Recovery Center 24-hour Crisis Line:</u>	801.467.7273	24 hrs	State
<u>Domestic Violence Link Line:</u>	800.897.5465	24 hrs	State
<u>Stalking Helpline:</u>	800.621.4673	24 hrs	State
Rape Recovery Center Crisis Line:	801.467.7272	24 hrs	State

Mandatory reporters are university employees, including students in paid leadership positions, who are required to report sexual misconduct to the Office of Equal Opportunity and Affirmative Action per university regulations. Examples of mandatory reporters include:

- Professors and other faculty
- Administration and staff (non-mental health)
- Resident advisors
- Student employees
- Campus police or campus security officials
- Athletic coaches/assistants

Confidential resources are employees not required to report any identifying information regarding an incident of sexual violence to the university. Survivors of sexual misconduct can speak openly to confidential resources about their experiences without their names or extensive details about their experience being reported to the Title IX coordinator or law enforcement.

- University Counseling Center:
- University Hospitals Chaplin
- Student Athlete Support Services
- Center for Student Wellness Victim Advocates
- Women's Resource Center

9.Diverse Supports for Students. 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

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

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

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

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

Students with Disabilities

The Center for Disability & 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 & Access

801-581-5020

disability.utah.edu

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

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across intersectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

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 Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

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

English Language Institute

801-581-4600
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
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

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

veteranscenter.utah.edu (Links to an external site.)

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

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 (Links to an external site.)

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/

studentsuccess.utah.edu/resources/student-support