

OCTH 6010
Foundations of Occupational Therapy

Fall 2024

Tuesdays and Thursdays, 11:30-1:00, Rm. 338A
3 Credit Hours

Instructor: Dani Friberg, OTD, OTR/L, DipACLM

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Office Hours/Location: By appointment, Office #391

Co-Instructor: Heather Welch, OTD, OTR/L

Contact information: heather.welch@utah.edu

Office Hours/Location: By appointment

Course Description:

This foundational course provides a broad and critical overview of occupational therapy (OT) practice through the context of time. The core concept of occupation will be presented against a backdrop of historical events, enabling the student to develop a basic understanding of the growth and development of OT as a health profession. Occupational science will be introduced as an academic discipline that examines OT's core idea: occupation, and its role in human life and current and future OT practice. The course will introduce students to occupational therapy and related theories and frameworks that form the basis of practice for OTs to establish, maintain, and restore occupational engagement, performance, participation, justice, and health. An understanding of standards of practice, professional values, continuing competence, advocacy and ethics will be established, culminating in a professional development plan that students will reflect on and refine throughout the program.

Pre- or co-requisites:

Full major status in the Occupational Therapy program

Required Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Kielhofner, G. (2009). *Conceptual foundations of occupational therapy* (4th ed.). F.A. Davis.

Gillen, G. & Brown, C. (2023). *Willard & Spackman's occupational therapy* (14th ed.). Wolters Kluwer.

Student Learning Outcomes:

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

1. Demonstrate an understanding of the the historical and philosophical roots of the occupational therapy profession and the influence on contemporary practice.
2. Define the construct of occupation and it's central therapeutic role in occupational therapy practice.
3. Develop an understanding of OT practice models, frameworks, and occupational science and describe their application to practice.
4. Develop a professional practice question and locate scholarly literature to inform evidence-based decision making.
5. Demonstrate an understanding of AOTA's Code of Ethics and Standards of Practice and apply ethical decision making within a variety of professional contexts.
6. Define advocacy and the role of professional organizations in promoting professional development and the occupational therapy profession as a whole.
7. Examine the benefits of professional engagement through participation in local, national and international professional organizations.
8. Identify opportunities for ongoing professional development to ensure practice remains consistent with current standards.
9. Describe the relationship between professional responsibilities and liability issues as it pertains to practice.

ACOTE Standards

B.1.1	Demonstrate knowledge of concepts of human behavior to include the science of occupation
B.2.2	Explain the process of theory development, its importance to occupational therapy, +and its desired impact and influence on society.
B.3.1	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance to meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice
B.3.3	Explain to consumers, potential employers, colleagues, third party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being

B.6.1	Locate and select scholarly literature to make evidence-based decisions
B.7.1	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational conflicts
B.7.2	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies
B.7.3	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public
B.7.4	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards
B.7.5	Demonstrate knowledge of personal and professional responsibilities related to liability issues under current models of service provision

*Standards are the same for MOT & OTD

+Standards are different for MOT & OTD

Teaching and Learning Methods:

These may include interactive lecture, video, discussion, homework and in-class learning activities, group and individual projects, presentations, papers, assignments, and quizzes and exams. It is important to realize that you are considered an adult learner. This means that you will need to take responsibility for preparing for and learning during the class. Students are expected to actively engage in class discussions and presentation.

Assignments:

Assignment	Weight
Quizzes (5)	15%
Historical Timeline Presentation	10%
Advocacy Assignment	7.5%
SOTA Meeting Attendance	2.5%
Brown Bag Attendance	2.5%
Elevator Pitch	2.5%

Professional development plan	15%
Occupational Self-Analysis <ul style="list-style-type: none"> • Time log • Draft paper/peer review • Final paper 	20%
Practice Model Analyses <ul style="list-style-type: none"> • Grid (3) • Practice Model Group Presentation 	15%
In-class Learning Activities & Professionalism (including plagiarism and APA quiz)	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.

Quizzes

Five quizzes will be given through Canvas to assess students' comprehension and integration of class knowledge at key points during the semester.

Historical Timeline Presentation

The purpose of this group assignment is for students to learn how the history of the profession has shaped and continues to shape practice, how outside events have influenced practice, and the importance of understanding history for your professional identity and articulating that identity to clients and other professionals with whom you will work.

Group review rating form

Upon completion of the presentation, students will complete a group review rating form to evaluate their own contributions and those of their peers.

Professional Development

Elevator Pitch

During an in-class activity, students will develop and deliver their "elevator pitch" about occupational therapy practice. The elevator pitch will succinctly communicate the

value of occupational therapy and their personal passion for field. Following feedback and refinement, students will record and share their 60-second elevator pitch via Canvas discussion board.

SOTA Meeting Attendance

Students are required to attend at least one meeting of the Student Occupational Therapy Association (SOTA) during the semester and submit proof of attendance.

Brown Bag Meeting Attendance

Students are required to attend at least one brown bag meeting during the semester and submit proof of attendance.

Advocacy Assignment

This assignment will introduce students to the importance of advocacy within the profession. By engaging in a chosen advocacy activity and completing a reflection, students will develop their role as an advocate.

Professional Development Plan

The purpose of this assignment is for students to begin the career-long practice of assessing their competencies and creating/maintaining an ongoing professional development plan. Students will self-evaluate their current level of competency in regards to the AOTA Standards for Continuing Competence and then set goals to be achieved by the end of the first level I fieldwork experience.

Occupational Self-Analysis

This assignment is designed to help students identify the place of occupation in their own life and its relationship to their development, adaptation, health, and well-being. This paper will help students to develop a working definition of occupation as well as help them to understand and apply the concepts of the Occupational Therapy Practice Framework (OTPF; AOTA, 2020).

Practice Model Analysis

Practice Model Grid

Starting in the first semester, students will begin learning about theoretical frameworks and practice models that guide evaluation and treatment. In order to develop a deep understanding and organize information from each practice model, students will complete a practice model grid for each and add to this grid throughout the program.

Practice Model Presentation

In groups, students will identify occupational priorities and develop a basic intervention plan based on an assigned practice model and available evidence.

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).

Grading Criteria:

Please note that final grades are not "rounded up". (Students must earn the minimum grade of a C in order 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.

Week	Date	Topic/Activity	Readings	Assignments
1	8/20	<p>Introduction to course and syllabus review</p> <p>Overview of Occupational Therapy Practice: Foundations, Leadership, and Scholarship</p> <p>Exxat overview and SOTA elections introduction (Jeanette)</p>	<p>Willard & Spackman Ch. 3 (Focus on "The Philosophy of Occupational Therapy" section)</p> <p>AOTA's Vision 2025 (linked on Canvas)</p> <p>Video: Celebrating AOTA's Centennial (linked on Canvas)</p>	
	8/22	<p>SOTA officers</p> <p>Professional writing/presentations and plagiarism</p> <p>Review History Timeline assignment and work in groups</p>	<p>USM Plagiarism Tutorial (linked in Canvas)</p> <p>St. Catherine University's "Introduction to APA Style" online course (linked in Canvas)</p> <p>Willard & Spackman Ch. 2 (Read "Why Study History?" and "What is a Contextual History", then see Canvas for your assigned period to read)</p>	<p>Plagiarism and APA Quizzes due</p>

			History of Occupational Therapy (see directions on Canvas)	
2	8/27	SOTA candidate speeches Contextualizing occupational therapy practice: History of OT Timeline groups - meet to work on History Timeline assignment	Kielhofner Ch. 3, 4, 5	
	8/29	Timeline groups - meet to work on History Timeline assignment		
3	9/3	History Timeline presentations		History Timeline presentations due
	9/5	Introduction to the core construct of OT: Occupation Discuss OT elevator pitch	Willard & Spackman Ch. 1 and 8 Review OTPF-4 Definition of Occupation	Group Review Scoring due Quiz #1 due
4	9/10	Introduction to occupational science	Willard & Spackman Ch. 9 Optional: Watch USC's 30 Years of Occupational Science video (linked on Canvas)	
	9/12	Occupation across the life course	Willard & Spackman Ch. 7	

		Review Occupational Self-Analysis assignment		
5	9/17	Subjective dimensions of occupations		
	9/19	Contextual dimensions of occupations	Review OTPF-4 Contexts & Environments (pp. 10-12, 36-40)	
6	9/24	Flow: Optimal Experience	Csikszentmihalyi 1990 and Ted Talk (linked in Canvas) Skim Jonnson & Persson (2006) abstract and figures 4 and 7 (linked in Canvas) Complete worksheet on Canvas and bring to class	Quiz #2
	9/26	OT elevator pitches Reviewing the AOTA website		Occupational Self-Analysis Time Log due
7	10/1	Peer review process	Bring laptop to class to complete peer review in Canvas	Occupational Self-Analysis draft due
	10/3	Disability perspective Disability etiquette Person-first language	Willard & Spackman Ch. 16	Occupational Self-Analysis final paper due
8	- FALL BREAK- No classes			
9	10/15	Conceptual models Theories and frames of reference	Willard & Spackman Ch. 33	OT Elevator Pitch due

		Development of knowledge		
	10/17	Continue conceptual models, theories, and frames of reference Review Model Analysis assignment Film in class	Skim Kielhofner Ch. 1, 2, 6	
10	10/22	Analyze and apply PEO	Law et al. 1994 (linked in Canvas)	PEO Model Analysis due
	10/24	Analyze and apply MOHO	Kielhofner Ch. 11 (linked in Canvas)	MOHO Model Analysis due
11	10/29	Analyze and apply OA	Schultz (linked in Canvas) Optional: Willard & Spackman Ch. 36 and additional video resources linked on Canvas	OA Model Analysis due
	10/31	Principles of learning and behavior change	Willard & Spackman Ch. 41	
12	11/5	Scholarship and evidence-based practice in occupational therapy Developing clinical questions Write clinical question in Model Analysis groups	Willard & Spackman Ch. 6 & 26	Quiz #3 due

	11/7	<p>Guest Lecture: Nena Schvaneveldt Librarian</p> <p>Searching for and locating evidence-based research</p> <p>Searching databases</p> <p>Work on Model Analysis Assignment in groups</p>		
13	11/12	<p>Critiquing evidence</p> <p>Work on Model Analysis assignment in groups</p>	<p>https://otpotential.com/blog/levels-of-evidence-in-otLinks to an external site.</p>	
	11/14	<p>Professional roles</p> <p>Professional organizations</p> <p>Guidelines for practice</p> <p>Standards for continuing competence</p> <p>Discuss professional development plan</p>	<p>Utah DOPL Occupational Therapy Practice Act (linked on Canvas)</p> <p>Willard & Spackman Ch. 5 & 71</p> <p>Skim AOTA's Code of Ethics, Standards for Continuing Competence, and Standards for Practice (linked in Canvas)</p> <p>Complete the worksheet on Canvas and bring to class</p>	
14	11/19	<p>Advocacy in occupational therapy</p>	<p>Jacobs Ch. 76 (linked on Canvas)</p> <p>Explore AOTA.org's Advocacy page (linked on Canvas)</p> <p>Optional: Amplify OT's Youtube Video (linked on Canvas)</p>	<p>Quiz #4 due</p>

	11/21	Model Analysis Presentations		Model Analysis presentation due
15	11/26	Model Analysis Presentations		
	11/28	THANKSGIVING- No Class		
16	12/3	Ethical considerations for practice	Willard & Spackman Ch. 27 Slater (linked on Canvas)	Advocacy assignment due
	12/5	Context of practice: Service delivery models and policies State and federal legislation and regulations Course review	Jacobs Chapters 60 & 61 OTPF-IV "Service Delivery Approaches" (pp. 18-19)	Professional Development Plan due Evidence of SOTA Meeting Attendance Evidence of Brown Bag Attendance
Finals Week	12/10			Quiz #5 due

Course Policies:

Attendance & Punctuality: 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>Links to an external site.

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.

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

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 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>Links to an external site.

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](#)[Links to an external site.](#).

5. Wellness Statement. 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

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu[Links to an external site.](#)

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

6. University Safety Statement. 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 ([Links to an external site.](#)).

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[Links to an external site.](#)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

7. 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.

8. 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.

9. 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

10. 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