

## Cover Sheet: Request 13876

### OTH 6XXXC OT Clinical Skills 3

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	4/19/2019 12:52:59 PM
Updated	10/15/2019 1:14:06 PM
Description of request	Students will learn how to provide occupation-based services for children, youth, and their families across developmental domains using active learning and practice of assessment and intervention approaches. The course emphasizes skill-based learning for occupational therapy practice.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers		4/19/2019
No document changes					
College	Conditionally Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson	When lab work occurs at different points in semester is not quite clear. Please clarify. Also, please add professionalism to the Academic Requirements and Grading descriptions given it is included in the grading table. Please note how professionalism will be graded given it is noted to apply across the semester.	4/22/2019
No document changes					
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers	Revisions have been made to the syllabus: lab activities specified in the topical outline, stated that preparatory work will be required before class, specified that instructor to be contacted if student unable to attend class, and professionalism expectations clarified.	4/22/2019
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson		4/25/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	At request of C. Vogtle.	9/12/2019
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	PHP - College of Public Health and Health Professions	Candice Vogtle		9/23/2019
No document changes					
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers		9/23/2019
OTH 6XXXC OT Clinical Skills 3 9 9 19 UCC.docx					9/23/2019
College	Approved	PHP - College of Public Health and Health Professions	Candice Vogtle		10/15/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/15/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 13876

### Info

**Request:** OTH 6XXXC OT Clinical Skills 3

**Description of request:** Students will learn how to provide occupation-based services for children, youth, and their families across developmental domains using active learning and practice of assessment and intervention approaches. The course emphasizes skill-based learning for occupational therapy practice.

**Submitter:** Christine Myers ctmyers@phhp.ufl.edu

**Created:** 9/23/2019 11:27:57 AM

**Form version:** 2

### Responses

**Recommended Prefix** OTH

**Course Level** 6

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** C

**Course Title** OT Clinical Skills 3

**Transcript Title** OT Clinical Skills 3

**Degree Type** Professional

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Co-Listing Explanation** NA

**Effective Term** Spring

**Effective Year** 2020

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 2

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 2

**Course Description** Students will learn how to provide occupation-based services for children, youth, and their families across developmental domains using active learning and practice of assessment and intervention approaches. The course emphasizes skill-based learning for occupational therapy practice.

**Prerequisites** OTH 6115C OT Clinical Skills 2 with a grade of C or higher

**Co-requisites** None

**Rationale and Placement in Curriculum** This course is situated in the spring semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in children and youth is emphasized. The course builds upon knowledge and skills for adult clients that was taught in the fall semester. Emphasis is placed on the development of problem-solving abilities and actual practice. The student will have the opportunity to further his/her knowledge and understanding of activities in relation to occupational performance for children and youth through exposure to lectures, readings, evidence-based practice activities, video recordings, and lab practice. The focus is on instructional outcomes (Phase 1) related to the following curricular themes: critical thinking for practice and scholarship, psychomotor skills, collaborative practice, and professionalism.

**Course Objectives** 1) Demonstrate ability to identify safety concerns and address safety of self and others.

2) Demonstrate appropriate procedures and protocols when administering screening and assessment tools designed for children and youth.

3) Use evaluation findings to occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge for children, youth, and their families.

- 4) Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.
- 5) Develop and implement intervention strategies to remediate and/or compensate for developmental and/or rehabilitation deficits in children and youth.
- 6) Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances for children and youth.
- 7) Monitor and reassess, in collaboration with the child or youth, caregiver, and family, the effect of occupational therapy intervention and the need for continued or modified intervention.
- 8) Positively change behavior based on constructive feedback received in class.

**Course Textbook(s) and/or Other Assigned Reading •** Cahill, S. M. & Bowyer, P. (2015). Cases in pediatric therapy: Assessment and intervention. Thorofare, NJ: Slack Incorporated. ISBN-10: 1617115975

- Case-Smith, J., & O'Brien, J. C. (2015). Occupational therapy for children and adolescents. St. Louis: Elsevier. ISBN: 9780323169257
- TopHat classroom response system will be used in class. You must have access to it. URL: <https://app.tophat.com/e/775328> The 6-digit Join Code: 742089
- Our program has a subscription to the ICE Video Library. You can access streaming clinical videos at: <https://videos.icelearningcenter.com/universityofflorida>. The password is UFOT2017
- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

### **Weekly Schedule of Topics Week**

Topic(s)

Readings

1

Introduction to Course  
Development of Childhood Occupations  
Overview of Developmental Domains  
Case-Smith Ch. 1

2

Overview of Standardized Testing in Pediatrics  
Overview of Motor Development  
Case-Smith Ch. 6

3

Overview of Motor Development (cont.)  
Development of Postural Control  
Testing of Reflexes and Reactions  
Review Ch. 3 of Cronin & Mandich from Human Development Course

4

BDI-2- Administration, Scoring, Interpretation, Intervention Planning  
BDI-2 Manual  
Cahill & Bowyer Ch. 2

5

Interventions to Support Occupational Performance in Infants- Therapeutic Handling, Positioning, Coaching of Caregivers  
Cahill & Bowyer Ch. 1

6

Clinical Observations (Sensorimotor)- Blanche video, lab practice  
Cahill & Bowyer Ch. 4  
Selected Cases TBD

7

Exam 1

Lab Notebooks Due

PDMS-2- Administration, Scoring, Interpretation, Intervention Planning

Cahill & Bowyer Ch. 3

Selected Cases TBD

8

Sensory Profile-2- Administration, Scoring, Interpretation

Developing a Sensory Diet

Assessment Administration 1

Cahill & Bowyer Ch. 3, 4

Selected Cases TBD

Spring Break

9

Level 1 Fieldwork

10

BOT-2- Administration, Scoring, Interpretation, Intervention Planning

Assessment Administration 2

Selected Cases TBD

11

Interventions to Improve Motor Control/Motor Learning

Case-Smith Ch. 7

12

Social Responsiveness Scale-2- Administration, Scoring, Interpretation, Intervention Planning

Cahill & Bowyer Ch. 6

13

CO-OP

Case-Smith Ch. 10

14

Children's Kitchen Task Assessment- Administration, Scoring, Interpretation, Intervention Planning

Evaluation Write-Up Due

Cahill & Bowyer Ch. 5

15

Exam 2

Lab Notebooks Due

Competency Exams

16

Finals Week- No final exam- all work completed and turned in

**Links and Policies** <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

<https://gatorevals.ua.ufl.edu/>

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

<http://www.dso.ufl.edu>

[www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

**Grading Scheme** Requirement Points or % of final grade

2 exams (25 points each)

50 points

Assessment Administration 1 10 points

Assessment Administration 2 10 points

Evaluation Write-up

20 points

Professionalism

5 points

Lab notebook submissions  
(2.5 points each)

5 points

Total 100 points

**Instructor(s)** TBD

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6XXXC OT Clinical Skills 3**

(2 credits)

Spring: 2020

Delivery Format: On-Campus

Instructor Name: TBD

Room Number:

Phone Number:

Email Address:

Office Hours:

Teaching Assistants:

Preferred Course Communications (e.g. email, office phone):

*Course to be taught on Mondays 6*

*th*

*-7*

*th*

*periods*

### **Prerequisites**

OTH 6115C OT Clinical Skills 2 or equivalent coursework with permission of the instructor with a grade of C or higher

## **PURPOSE AND OUTCOME**

### **Course Overview**

Students will learn how to provide occupational therapy for children, youth, and their families using active learning and practice of assessment and intervention approaches. The course emphasizes skill-based learning for occupational therapy practice.

### **Relation to Program Outcomes**

This course is situated in the spring semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in children and youth is emphasized. The course builds upon knowledge and skills for adult clients that was taught in the fall semester. Emphasis is placed on the development of problem-solving abilities and actual practice. The student will have the opportunity to further his/her knowledge and understanding of activities in relation to occupational performance for children and youth through exposure to lectures, readings, evidence-based practice activities, video recordings, and lab practice. The focus is on instructional outcomes (Phase 1) related to the following curricular themes: critical thinking for practice and scholarship, psychomotor skills, collaborative practice, and professionalism.

### **Course Objectives and/or Goals**

#### **Student Learning Objectives- Upon successful completion of the course, students will be able to:**

1. Demonstrate ability to identify safety concerns and address safety of self and others.
2. Demonstrate appropriate procedures and protocols when administering screening and assessment tools designed for children and youth.
3. Use evaluation findings to occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge for children, youth, and their families.
4. Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.
5. Develop and implement intervention strategies to remediate and/or compensate for developmental and/or rehabilitation deficits in children and youth.
6. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances for children and youth.
7. Monitor and reassess, in collaboration with the child or youth, caregiver, and family, the effect of occupational therapy intervention and the need for continued or modified intervention.
8. Positively change behavior based on constructive feedback received in class.

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**Instructional Methods**

Instructional methods Include: class lecture, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, site visits, and competency and objective evaluations. This course includes preparatory work to be completed through Canvas prior to each class meeting.

**DESCRIPTION OF COURSE CONTENT****Topical Outline/Course Schedule**

Week	Date(s)	Topic(s)	Readings
1	1/9	Introduction to Course Development of Childhood Occupations Overview of Developmental Domains Lab: Case Study with Domain Review	Case-Smith Ch. 1
2	1/16	Overview of Standardized Testing in Pediatrics Overview of Motor Development Lab: Motor Development	Case-Smith Ch. 6
3	1/23	Overview of Motor Development (cont.) Development of Postural Control Lab: Testing of Reflexes and Reactions	Review Ch. 3 of Cronin & Manc Human Development Course
4	1/30	BDI-2- Administration, Scoring, Interpretation, Intervention Planning Lab: Practice BDI-2	BDI-2 Manual  Cahill & Bowyer Ch. 2
5	2/6	Interventions to Support Occupational Performance in Infants- Therapeutic Handling, Positioning, Coaching of Caregivers Lab: Infant Case Study	Cahill & Bowyer Ch. 1
6	2/13	Clinical Observations (Sensorimotor)- Blanche video Lab: Practice Clinical Observations Assessment	Cahill & Bowyer Ch. 4 Selected Cases TBD
7	2/20	Exam 1  Lab Notebooks Due  PDMS-2- Administration, Scoring, Interpretation, Intervention Planning Lab: Practice PDMS-2	Cahill & Bowyer Ch. 3 Selected Cases TBD
8	2/27	Sensory Profile-2- Administration, Scoring, Interpretation Developing a Sensory Diet Lab: Practice Sensory Profile 2  Assessment Administration 1	Cahill & Bowyer Ch. 3, 4 Selected Cases TBD
	3/5	Spring Break	
9	3/12	Level 1 Fieldwork	
10	3/19	BOT-2- Administration, Scoring, Interpretation, Intervention Planning Lab: Practice BOT-2  Assessment Administration 2	Selected Cases TBD
11	3/26	Interventions to Improve Motor Control/Motor Learning Lab: Motor Control/Motor Learning Case Study	Case-Smith Ch. 7
12	4/2	Social Responsiveness Scale-2 (SRS-2)- Administration, Scoring, Interpretation, Intervention Planning Lab: Practice SRS-2	Cahill & Bowyer Ch. 6
13	4/9	CO-OP Lab: Practice CO-OP	Case-Smith Ch. 10
14	4/16	Children's Kitchen Task Assessment- Administration, Scoring, Interpretation, Intervention Planning Lab: Practice Children's Kitchen Task Assessment  Evaluation Write-Up Due	Cahill & Bowyer Ch. 5
15	4/23	Exam 2  Lab Notebooks Due	
16	4/30	Finals Week	No final exam- all work completed turned in

**Course Materials and Technology**

Classes are posted on Canvas and are accessed via E-learning Support Website: <http://elearning.ufl.edu/> . Access to a tutorial that includes the May 2017 upgrade: <https://community.canvaslms.com/videos/1124-canvas-overview-students>

**Laptops/Tablets:** Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop used during presentations.



**Required Course Materials & Textbooks:**

- Cahill, S. M. & Bowyer, P. (2015). Cases in pediatric therapy: Assessment and intervention. Thorofare, NJ: Slack Incorporated. ISBN-10: 1617115975
- Case-Smith, J., & O'Brien, J. C. (2015). Occupational therapy for children and adolescents. St. Louis: Elsevier. ISBN: 9780323169257
- TopHat classroom response system will be used in class. You must have access to it. URL: <https://app.tophat.com/e/775328> The 6-digit Join Code: 742089
- Our program has a subscription to the ICE Video Library. You can access streaming clinical videos at: <https://videos.icelearningcenter.com/universityofflorida> . The password is UFOT2017
- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

**ACADEMIC REQUIREMENTS AND GRADING**

**Assignments**

**Exams (Total 50 points, 25 points each, 2/20 & 4/23):** Two multiple choice exams based on lecture, lab, and readings are given in this class. Multiple choice exams are used to assess critical thinking in relation to knowledge and skills taught in the course and are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one “right” answer, but the student must identify the “best” answer). The exams will not be cumulative and they will be given in class on Canvas.

**Assessment Administrations (Total 20 points, 10 points each, 2/27 & 3/19):** Students will demonstrate the ability to administer portions of two assessments: the Bruininks-Oseretsky Test of Motor Proficiency, 3<sup>rd</sup>

edition and the Peabody Developmental Test of Motor Skills, 2<sup>nd</sup>

edition. Students will be given opportunities to practice the exams at home and during open classroom times. Students will be required to administer portions of the exam to a faculty member. The instructions and rubric can be found on the Canvas course site.

**Evaluation Write-Up (20 points, due 4/16):** Students will be provided a completed sample evaluation with assessment findings. Using a structured template, students will write-up the evaluation using professionalism, family-friendly language (i.e., no medical jargon). The instructions and rubric can be found on the Canvas course site. Submit the final paper to Canvas.

**Professionalism (5 points, assessed throughout semester):** Student professionalism will be observed throughout the course and monitored. The Professionalism Rubric will be reviewed on the first day of class (see Canvas for a copy of rubric) and will be used to guide the instructor in monitoring professionalism. Students will be provided an update from the instructor at midterm so that they are aware of their grade at that time and ways to improve it, as needed. Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

**Lab Notebook Grades (Total 5 points, 2.5 points each, due 2/20 & 4/23):** Lab submissions will include lab worksheets completed during each lab throughout the semester. Criteria for passing include completion of all lab work, thoughtful responses to critical thinking questions, and evidence of appropriate team collaboration during group activities. Students must attain a passing grade for each lab notebook submission. Failing submissions will be returned to the student. Upon receipt, the student is responsible for improving the notebook within a specified timeframe, which is determined by the grading faculty member, until the notebook receives the passing grade. Students who miss a lab must attach a copy of the *signed and approved* Excused Absence Petition Form to the completed lab sheet. Submit the notebook to Canvas.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
2 exams (25 points each)	2/20, 4/23	50 points
Assessment Administration 1	2/27	10 points
Assessment Administration 2	3/19	10 points
Evaluation Write-up	4/16	20 points
Professionalism	All semester	5 points
Lab notebook submissions (2.5 points each)	2/20, 4/23	5 points
Total		100 points

**Grading**

**OTD Program Standard Grading Scale:** For more information concerning program grading policies see *OTD Student Manual* . Please note that a C- grade is considered a failing grade by the OTD program.

Point system used (i.e., how do course points translate into letter grades).

**Example:**

Points	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
	A	B	C	D	F	F	F	F	F	F

earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### Exam Policy

**Two multiple choice exams are given at regular intervals in this course** and will be given in the classroom using Canvas. Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

### Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam. Any work that is submitted late due to technical issues **MUST** be accompanied by the email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You **MUST** e-mail the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See "Assignment Policies" below for more information about late assignments.

**Student Grade Issues** : If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with that faculty member. Refer to the Grievance Policy in the OTD Student Manual.

### Policy Related to Required Class Attendance

**Attendance Policies: Attendance to all exams and class activities is mandatory** . All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- A student who must be absent must notify the instructor via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Excused absences must be consistent with university policies in the Graduate Catalog ( <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance> ). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Assignment policies:** Assignment due dates are provided in the course outline in this syllabus. All assignments are **due no later than the beginning of class on** the date assigned unless otherwise instructed. Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

**Professional Behavior** is expected at all times, and can be defined as:

- Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.

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4. See the information on absences in "Attendance Policies" above and the Absence Policy in the *OTD Student Handbook* published on the OTD program website. Excused absences must be consistent with university policies in the Graduate Catalog ( <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance> ). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- 5.
6. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
7. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
8. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
9. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
  - a) Clean long khaki or black pants that remain fitted when moving and bending.
  - b) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
  - c) Clean, closed toe shoes with adequate base of support.
  - d) Jewelry & make-up kept to a minimum. No hats. No fragrances.
10. Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
11. **Laptops/Tablets:** Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptops used during presentations.

### Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu> . On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/> . If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:

↑ (352) 264-6789

↑ <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)