

Cover Sheet: Request 12983

OTH 3XXX Occupation and Participation Across Cultures

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	8/31/2018 10:48:30 AM
Updated	1/14/2019 12:00:29 PM
Description of request	Occupation is what we routinely do, incorporating activities that are life sustaining, purposeful and meaningful. The influence of occupation on health of persons with disabilities across cultures will be analyzed throughout the lifespan. Participation is an outcome concept involving engagement in activities like school, work and social life.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Occupational Therapy 313303000	Sherrilene Classen	Approved!	12/11/2018
No document changes					
College	Recycled	PHP - College of Public Health and Health Professions	Stephanie Hanson	Please proofread submitted/abridged versions - Under Course Title you have Culturesutures and in the weekly schedule of topics the spacing did not hold in copying, making it very difficult to read. Your course description is missing a major focus on disabilities, and this will be important for students reviewing the course description who are considering registering for it. Please consider revising this. One suggestion is to take your current rationale from the abridged document up until limitations and add the cultural focus or to use part of the Relation to Program Outcomes in the syllabus. You mention 3 rubrics in your abridged document but only 2 in the syllabus. Please call to discuss the latter two issues	12/17/2018
No document changes					
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers	Instructor, Dr. Carolyn Hanson, has made the suggested revisions. I approve.	12/19/2018
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson		12/19/2018
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to January agenda.	1/14/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/14/2019
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 12983

Info

Request: OTH 3XXX Occupation and Participation Across Cultures

Description of request: Occupation is what we routinely do, incorporating activities that are life sustaining, purposeful and meaningful. The influence of occupation on health of persons with disabilities across cultures will be analyzed throughout the lifespan. Participation is an outcome concept involving engagement in activities like school, work and social life.

Submitter: Christine Myers ctmyers@p.php.ufl.edu

Created: 12/19/2018 9:28:27 AM

Form version: 4

Responses

Recommended Prefix OTH

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Occupation and Participation Across Cultures

Transcript Title Occupation

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation NA

Effective Term Summer

Effective Year 2019

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Occupation is what we routinely do, incorporating activities that are life sustaining, purposeful and meaningful. The influence of occupation on health of persons with disabilities across cultures will be analyzed throughout the lifespan. Participation is an outcome concept involving engagement in activities like school, work and social life.

Prerequisites PSY 2012 or permission of instructor. Recommend junior and senior level students

Co-requisites None

Rationale and Placement in Curriculum Occupation can be used to facilitate improved health outcomes in people with disease and chronic conditions. Individuals working in the healthcare environment will acquire an understanding and appreciation of the use of occupation to improve life task completion in populations with physical and cognitive limitations. Students will work collaboratively in small groups with other disciplines to determine how body impairment impacts engagement in activity and how context and personal factors interact with disability while investigating how participation in occupation affects personal growth and development.

Course Objectives 1. Define terms such as occupation, occupational imbalance, occupational shifts, occupational deprivation, adaptation, role strain, activities of daily living (ADL), instrumental activities of daily living (IADL), lifestyle redesign, cultural competency, culturally and linguistically appropriate services (CLAS) and use correctly in discussion and written assignments.

2. Discuss specific occupation engagement by people with and without disabilities across the lifespan and across cultures. Express sensitivity and respect for cultural differences and openness when discussing occupation selection.

3. Identify ways in which culture determines occupation by interviewing a person with a different institutional, religious or cultural background. Use appropriate terminology depicting intercultural exchange while describing the environmental context.

4. Conduct an activity analysis on two selected occupations (driving and a group selected occupation) and outline methods of modifying activity for an individual with a cognitive impairment and an individual with a mobility impairment. Include how culture may impact both activities.
5. Describe how occupation may influence health across the lifespan and analyze the ways that cultural views, opinions and differences may impact participation and well-being.
6. Participate in a new occupation (e.g., art, sport, healthy habits, language acquisition, musical instrument, ADL, IADL, practicing/establishing a tradition from another country) and identify the reason for selection and method of learning. Discuss the effect of occupational engagement on personal growth and health.

Course Textbook(s) and/or Other Assigned Reading Readings are listed below and will be available on Canvas. Quizzes for each week on these readings will be taken before class on Canvas. Though this is a face-to-face course, Canvas will provide the readings and structure for the course.

References- readings for class

Austin-McCain, M. (2017). An examination of the association of social media use with the satisfaction with daily routines and healthy lifestyle habits for undergraduate and graduate students. *The Open Journal of Occupational Therapy* 5(4), article 6. <http://dx.doi.org/10.15453/2168-6408.1327>

Blank, A.A., Harries, P., & Reynolds, F. (2015). 'Without occupation you don't exist': Occupational engagement and mental illness. *Journal of Occupational Science* 22(2), 197-209.

Cezar da Cruz, D. M., Marques, D. B., Rodrigues, D.S., Franco, F.S., Costa, J.D., Campos, L.C.B., Marcolino, T.Q. (2017). Associations between the frequency of smartphone use, psychosocial aspects and occupations among undergraduate occupational therapy students. *Indian Journal of Physiotherapy and Occupational Therapy* 11(2), 199-205. <http://dx.doi.org/10.5958/0973-5674.2017.00061.2>

Eriksson, G.M., Chung, J.C.C., Beng, L.H., Hartman-Maeir, A., Yoo, E., Orellano, E. M., van Nes, F., de Jonge, D., & Baum, C.M. (2011). Occupations of older adults: A cross cultural description. *American Occupational Therapy Foundation*. <http://dx.doi.org/10.3928/15394492-20110318-01>

Fok, D., Polgar, J.M., Shaw, L., & Jutia, J.W. (2011). Low vision assistive technology device usage and importance in daily occupations. *WORK*, 39, 37-48.

Hocking, C. (2012). Working for citizenship: The dangers of occupational deprivation. *WORK*, 41, 391-395.

Koome, F., Hocking, C., & Sutton, D. (2012). Why routines matter: The nature and meaning of family routines in the context of adolescent mental illness. *Journal of Occupational Science*, 19(4), 312-325.

Snyder, C., Clark, F., Masunaka-Noriega, M., & Young, B. (1998). Los Angeles street kids: New occupations for life program. *Journal of Occupational Science*, 5(3), 133-139.

Wilcock, A.A. Occupation and health: Are they one and the same? (2007). *Journal of Occupational Science*, 14(10), 3-8.

Wright-St. Clair, V. (2012). Being occupied with what matters in advanced age. *Journal of Occupational Science*, 19(1), 44-53.

Weekly Schedule of Topics 1 Summer B dates
exploration/theories

Intro/ice breaker/occupational

and frameworks: OTPF & ICF/history/cultural competency; occupational deprivation
Bonder, Martin & Miracle (2004);
watch video on HRSA web site regarding healthcare communication: hrsa.gov/cultural-competence/index.html

Activity: occupational roles; personal meaning to various groups; discussion of UF students/faculty from various countries; selection of new occupation Hocking, 2012; Blank, Harries, & Reynolds, 2015

Pie charts due; discuss with instructor new occupation

2 Neonate-high school occupations/mental health considerations/options in various cultures Koome, Hocking, & Sutton, 2012; Snyder, Clark, Masunaka-Noriega, & Young, 1998

Activity: institutional groups; occupational imbalance; activity analysis part 1

Brief activity analysis due; institutional activity discussion;

Cultural paper due: student sharing of experience

3 College- middle adult occupations/transitions/technology/values and traditions of various cultures

Cezar da Cruz, Marques, Rodrigues, Franco, Costa, Campas, Marcolino, 2017; Austin-McCain, 2017; Fok, Polgar, Shaw, & Jutia, 2011

Activity: Assistive technology; occupation evolution/shifts over time; case studies from various cultures Group presentations of assistive technology use

4 Elders/cognitive and physical considerations/activity analysis discussion prior to activity (group assignments); impact of disease and chronic conditions

Eriksson, Chung, Beng, Hartman-Maeir, Yoo, Orellano, van Nes, de Jonge, & Baum, 2011; Wright-St. Clair, 2012

Activity: thorough activity analysis including cultural impact

Krishnagiri, Fuller, Ruda, & Diwan, 2013

Group activity analysis due

5 Health and disability/modifications/self-enhancing activities across cultures Wilcock, 2007

Activity: attitudes and adaptation; case study examples from various cultures

Group discussion of various case studies

6 Sharing of occupation trials/Lifestyle redesign/future research needs

TBD

Activity: individual presentations; group discussion of themes New occupation paper/documentation due

Links and Policies Learning-support@ufl.edu

<https://lss.at.ufl.edu/help.shtml>

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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

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

<http://gradschool.ufl.edu/students/introduction.html>

<https://evaluations.ufl.edu/>

<https://evaluations.ufl.edu/results/>

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

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

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

<https://shcc.ufl.edu/>

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

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

Grading Scheme Pie chart/graphs- 10 points- 5%

Due 7/1/19

Full points for 4 neat/legible pie charts with legends addressing different groups as assigned

Cultural interview- 25 points- 12.5%

Due 7/8/19

Full points for a logical flow of answers to posed questions with an appropriate introduction to the person and summation about the interview experience

Activity analysis- 35 points- 17.5%
Due 7/2/19

Group/ in-class assignment

New occupation trial- 80 points- 40%
Due 8/5/19- 20 points log; 20 points demo; 40 points paper

Class projects/participation- 25 points- 12.5%
Due Weekly- 5 points each week: weeks 1-5

Quizzes- 25 points- 12.5%
Due Weekly- 5 points each week; weeks 1-5

Instructor(s) Carolyn Hanson, PhD, OTR

University of Florida
College of Public Health & Health Professions Syllabus
New course (OTH 3XXX): Occupation and Participation Across Cultures
Summer B, 2019- 3 credits
Delivery Format: On-Campus

Instructor Name: Carolyn Hanson, PhD, OTR
Room Number: 2163
Phone Number: 352-273-6022
Email Address: carolynhanson@phhp.ufl.edu
Office Hours: TBA
Teaching Assistants:
Preferred Course Communications: e-mail or phone

Prerequisites: PSY 2012 or permission of instructor. Recommend junior and senior level students.

PURPOSE AND OUTCOME

Course Overview: Occupation is what we routinely do, incorporating activities that are life sustaining, purposeful and meaningful. The influence of occupation on health of persons with disabilities across cultures will be analyzed throughout the lifespan. Participation is an outcome concept involving engagement in activities like school, work and social life.

Relation to Program Outcomes: Occupation can be used to facilitate improved health outcomes in people with disease and chronic conditions. Individuals working in the healthcare environment will acquire an understanding and appreciation of the use of occupation to improve life task completion in populations with physical and cognitive limitations across cultures. Students will work collaboratively in small groups with other disciplines to determine how body impairment impacts engagement in activity and how context and personal factors interact with disability while investigating how participation in occupation affects personal growth and development.

Course Objectives and/or Goals:

1. Define terms such as occupation, occupational imbalance, occupational shifts, occupational deprivation, adaptation, role strain, activities of daily living (ADL), instrumental activities of daily living (IADL), lifestyle redesign, cultural competency, culturally and linguistically appropriate services (CLAS) and use correctly in discussion and written assignments.
2. Discuss specific occupation engagement by people with and without disabilities across the lifespan and across cultures. Express sensitivity and respect for cultural differences and openness when discussing occupation selection.
3. Identify ways in which culture determines occupation by interviewing a person with a different institutional, religious or cultural background. Use appropriate terminology depicting intercultural exchange while describing the environmental context.
4. Conduct an activity analysis on two selected occupations (driving and a group selected occupation) and outline methods of modifying activity for an individual with a cognitive impairment and an individual with a mobility impairment. Include how culture may impact both activities.
5. Describe how occupation may influence health across the lifespan and analyze the ways that cultural views, opinions and differences may impact participation and well-being.

6. Participate in a new occupation (e.g., art, sport, healthy habits, language acquisition, musical instrument, ADL, IADL, practicing/establishing a tradition from another country) and identify the reason for selection and method of learning. Discuss the effect of occupational engagement on personal growth and health.

Instructional Methods: Interactive lectures
 Readings with weekly quizzes (via Canvas)
 Writing assignments
 Small work group projects
 Self-assessment (goal setting and outcomes)

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: Summer B dates

Week	Topic(s)	Readings/ Lab assignment
1	Intro/ice breaker/occupational exploration/theories and frameworks: OTPF & ICF/history/cultural competency; occupational deprivation	<i>Bonder, Martin & Miracle (2004)</i> ; watch video on HRSA web site regarding healthcare communication: hrsa.gov/cultural-competence/index.html
	Activity: occupational roles; personal meaning to various groups; discussion of UF students/faculty from various countries; selection of new occupation	<i>Hocking, 2012; Blank, Harries, & Reynolds, 2015</i> Pie charts due; discuss with instructor new occupation
2	Neonate-high school occupations/mental health considerations/options in various cultures	<i>Koome, Hocking, & Sutton, 2012; Snyder, Clark, Masunaka-Noriega, & Young, 1998</i>
	Activity: institutional groups; occupational imbalance; activity analysis part 1	Brief activity analysis due; institutional activity discussion; Cultural paper due: student sharing of experience
3	College- middle adult occupations/transitions/technology/values and traditions of various cultures	<i>Cezar da Cruz, Marques, Rodrigues, Franco, Costa, Campas, Marcolino, 2017; Austin-McCain, 2017; Fok, Polgar, Shaw, & Jutia, 2011</i>
	Activity: Assistive technology; occupation evolution/shifts over time; case studies from various cultures	Group presentations of assistive technology use
4	Elders/cognitive and physical considerations/activity analysis discussion prior to activity (group assignments); impact of disease and chronic conditions	<i>Eriksson, Chung, Beng, Hartman-Maeir, Yoo, Orellano, van Nes, de Jonge, & Baum, 2011; Wright-St. Clair, 2012</i>
	Activity: thorough activity analysis including cultural impact	<i>Krishnagiri, Fuller, Ruda, & Diwan, 2013</i> Group activity analysis due
5	Health and disability/modifications/self-enhancing activities across cultures	<i>Wilcock, 2007</i>
	Activity: attitudes and adaptation; case study examples from various cultures	Group discussion of various case studies
6	Sharing of occupation trials/Lifestyle redesign/future research needs	TBD
	Activity: individual presentations; group discussion of themes	New occupation paper/documentation due

Course Materials and Technology: Readings are listed below and will be available on Canvas. Quizzes for each week on these readings will be taken before class on Canvas. Though this is a face-to-face course, Canvas will provide the readings and structure for the course. Students are encouraged to bring their laptops and tablets to class and use during group activities.

References- readings for class

Austin-McCain, M. (2017). An examination of the association of social media use with the satisfaction with daily routines and healthy lifestyle habits for undergraduate and graduate students. *The Open Journal of Occupational Therapy*, 5(4), article 6. <http://dx.doi.org/10.15453/2168-6408.1327>

Blank, A.A., Harries, P., & Reynolds, F. (2015). 'Without occupation you don't exist': Occupational engagement and mental illness. *Journal of Occupational Science*, 22(2), 197-209.

Bonder, B.R., Martin, L., & Miracle, A.W. (2004). Culture emergent in occupation. *American Journal of Occupational Therapy* 58, 159-168.

Cezar da Cruz, D. M., Marques, D. B., Rodrigues, D.S., Franco, F.S., Costa, J.D., Campos, L.C.B., Marcolino, T.Q. (2017). Associations between the frequency of smartphone use, psychosocial aspects and occupations among undergraduate occupational therapy students. *Indian Journal of Physiotherapy and Occupational Therapy*, 11(2), 199-205. <http://dx.doi.org/10.5958/0973-5674.2017.00061.2>

Eriksson, G.M., Chung, J.C.C., Beng, L.H., Hartman-Maeir, A., Yoo, E., Orellano, E. M., van Nes, F., de Jonge, D., & Baum, C.M. (2011). Occupations of older adults: A cross cultural description. *American Occupational Therapy Foundation*. <http://dx.doi.org/10.3928/15394492-20110318-01>

Fok, D., Polgar, J.M., Shaw, L., & Jutia, J.W. (2011). Low vision assistive technology device usage and importance in daily occupations. *WORK*, 39, 37-48.

Hocking, C. (2012). Working for citizenship: The dangers of occupational deprivation. *WORK*, 41, 391-395.

Koome, F., Hocking, C., & Sutton, D. (2012). Why routines matter: The nature and meaning of family routines in the context of adolescent mental illness. *Journal of Occupational Science*, 19(4), 312-325.

Krishnagiri, S. S. R., Fuller, E., Ruda, L., & Diwan, S. (2013). Occupational engagement and health in older South Asian immigrants. *Journal of Occupational Science*, 20 (1), 87-102.

Snyder, C., Clark, F., Masunaka-Noriega, M., & Young, B. (1998). Los Angeles street kids: New occupations for life program. *Journal of Occupational Science*, 5(3), 133-139.

Wilcock, A.A. Occupation and health: Are they one and the same? (2007). *Journal of Occupational Science*, 14(10), 3-8.

Wright-St. Clair, V. (2012). Being occupied with what matters in advanced age. *Journal of Occupational Science*, 19(1), 44-53.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments: *All turned-in assignments will employ proper grammar and spelling, appear aesthetically pleasing and professional, and address all questions posed to obtain maximum points. Please use APA style for citations.*

Pie charts: Via pie charts, identify categories in how you currently spend your day, how you spent time as an elementary school student, how a grandparent might spend the day and how someone with a severe disability from another country might spend the day. Justify the categories and time allotted by sharing with your classmates during class. Turn in to the instructor on the last day of the first week in class.

Cultural interview: Select a person to interview who has a different cultural, religious, or institutional background. Ask questions about their daily activities and how they may be different (or not) from yours. In what occupations do they engage? What is important to them? How has their background/situation influenced their choice of occupation? Does their culture impact participation? Address these questions in a 2-page paper along with introducing the person (how they are culturally different- reason selected) and summarizing the interview outcome and cultural differences. Turn in the last day of the second week of class.

Activity analysis: Using a provided activity analysis, break down the component parts of a selected activity. Analyze how the activity could be modified to enable individuals with cognitive impairment and mobility impairment to participate in said activity. Include the impact that culture may have on both activities. Turn in after last activity analysis lab class.

Class projects: Various in-class labs will complement the topics of the week. Small group leaders (changing each week) will share information with the class. Projects should be completed during the class session. Attendance is essential.

Quizzes: To stimulate class discussion, weekly quizzes will be given on major concepts covered in the weekly readings. Please use Canvas to access the quiz of the week *before* attending class.

Occupation exploration: Choose a *new* occupation that is of particular interest to you (check with instructor before beginning) and plan on spending 3-5 days a week for several hours exploring the activity (i.e., researching rules/guidelines/information; reading books, articles, online training; trying out the activity; blogging or making diary entries about the process; documenting time spent in various parts of occupation). Set at least 2-3 measureable goals to track progress and discuss if you met goals or not and why. Write a 2-3 page paper on what you learned about the new occupation and how this has affected your understanding of engagement in meaningful activity. Be sure to include any readings that are applicable to your situation and cite accordingly (APA style). Be prepared to demonstrate and/or discuss your new occupation with your classmates during the last week of class.

Grading

Requirement	Due date	Points towards final grade (200 total)
Pie chart/graphs	Week of 7/1/19	10 points (Full points for 4 neat/legible pie charts with legends addressing different groups as assigned) 5%
Cultural interview	Week of 7/8/19	25 points (full points for a logical flow of answers to posed questions with an appropriate introduction to the person and summation about the interview experience) 12.5%
Activity analysis	Week of 7/2/19	35 points (group/ in-class assignment)- see rubric in Canvas 17.5%
New occupation trial	Week of 8/5/19	80 points (20 log; 20 demo; 40 paper)- see rubric in Canvas 40%
Class projects/participation	Weekly	25 points (5 points each week: weeks 1-5) 12.5%
Quizzes	Weekly	25 points (5 points each week; weeks 1-5) 12.5%

Point system used (course points translated into letter grades).

Points earned	186-200	180-185	174-179	166-173	160-165	154-159	140-153	NA	134-139	126-133	120-125	<119
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

The Bachelor of Health Science Program does not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
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	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up. Absence and tardiness will affect class project/participation points as 5 points are allotted per lab session for project completion (whether group or individual) and quiz completion (5 points for taking each quiz and getting all questions correct). Make-up assignments are due within one week of the original due date with all possible points awarded if directions followed. If make-up assignment is late, one point will be deducted per day late. Only one make-up assignment will typically be accepted during this 6 week course.

Policy Related to Required Class Attendance

Class time will consist of lecture material and small group assignment. Half of the assignments are designed to be completed during class. It is essential that you are present to contribute to the weekly group assignment to obtain maximum points. Please arrive punctually and attend class on a regular basis. If you miss class due to illness or unfortunate serious events, please contact me in advance (phone is more desirable- 352-273-6022) to arrange an individual make-up assignment

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

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.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

This is an intensive course that will cover multiple topics weekly and include small group projects to facilitate a wide range of perspectives and occupation exploration. Students are expected to take the weekly quiz before class as this will promote class discussion and project completion. Smart phones, tablets, laptops and other electronic devices are to be utilized only during specified time periods to assist in accessing information during small work group projects. Otherwise, electronic devices should be placed in your backpack or turned off.

Interactive lectures will require student attention and participation. Remember to respect the opinions of others and treat classmates the way that you would like to be treated. Openness and tolerance of differences is expected and will be maintained so that growth can occur. Entering the health profession requires not only skill competence but the utilization of active listening skills, patience, a pleasant and professional demeanor while giving utmost respect to others who are experiencing health problems/challenges.

Communication Guidelines

Students are encouraged to attend office hours and to contact the instructor when there are questions or concerns.

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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Feedback for this course will assist me in planning future classes by reviewing the effectiveness of my teaching methods, selected readings and types of assignments. Your feedback is crucial to my growth as an instructor and may be a factor in promotion. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center (<http://www.dso.ufl.edu>) within the first week of class as soon as you believe you might be eligible for accommodations. The Disability Resource Center 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 soon 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.

Other Student Resources

Teaching Center, Broward Hall, 392-2010 or 392-6420- General study skills and tutoring:
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help provided for brainstorming, formatting and writing papers.

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