

Cover Sheet: Request 13447

OTH6XXX Occupation-based Practice and Rehabilitation: Cognitive, Perceptual, Social Domains

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	12/20/2018 11:42:17 AM
Updated	1/10/2019 3:59:17 PM
Description of request	This course addresses occupation-based practice for adults and older adults with impairments in cognitive, perceptual, and/or social interaction domains resulting in rehabilitation needs. Students will learn to facilitate performance of clients across occupational therapy domains and through the rehabilitation process.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Christine Myers		12/20/2018
No document changes					
College	Recycled	PHHP - College of Public Health and Health Professions	Candice Vogtle	Per Dr. Myer's request	12/20/2018
No document changes					
Department	Approved	PHHP - Occupational Therapy 313303000	Christine Myers		12/20/2018
No document changes					
College	Approved	PHHP - College of Public Health and Health Professions	Stephanie Hanson		12/20/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/20/2018
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					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Course|New for request 13447

Info

Request: OTH6XXX Occupation-based Practice and Rehabilitation: Cognitive, Perceptual, Social Domains

Description of request: This course addresses occupation-based practice for adults and older adults with impairments in cognitive, perceptual, and/or social interaction domains resulting in rehabilitation needs. Students will learn to facilitate performance of clients across occupational therapy domains and through the rehabilitation process.

Submitter: Christine Myers ctmyers@phhp.ufl.edu

Created: 12/20/2018 12:48:42 PM

Form version: 3

Responses

Recommended Prefix OTH

Course Level 6

Number XXX

Category of Instruction Intermediate

Lab Code C

Course Title Occupation-based Practice and Rehabilitation: Cognitive, Perceptual, Social Domains

Transcript Title OBP Cog Percept Soc

Degree Type Professional

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation NA

Effective Term Fall

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 This course addresses occupation-based practice for adults and older adults with impairments in

cognitive, perceptual, and/or social interaction domains resulting in rehabilitation needs. Students will learn to facilitate performance of clients across occupational therapy domains and through the rehabilitation process.

Prerequisites OTH 6324 Psychosocial OT Evaluation and Intervention with a grade of C or higher

Co-requisites NA

Rationale and Placement in Curriculum This course is situated in the fall 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 adults and seniors is emphasized. Students develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy. Classroom and laboratory activities are used to develop and evaluate individual student competencies. 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. Use occupational therapy models of practice and/or theoretical frameworks to select appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating intervention plans that address occupational therapy's domain of practice (i.e. ADL, IADL,

work,

rest/sleep, etc.).

3. Administer assessment tools using appropriate procedures and protocols.

4. Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion referenced and norm-referenced standardized assessment tools.

5. Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety.

6. Apply the concepts of grading and adapting to client-centered occupational therapy interventions, including those involving the environment.

7. Monitor client progress, including the systematic collection and analysis of data, in order to determine

need for reassessment and subsequent continuation and/or modification of the intervention plan.

8. Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team.

9. Positively change behavior based on constructive feedback received in class.

Course Textbook(s) and/or Other Assigned Reading • Bonder, B.R. & Dal Bello-Haas, V. (Eds.). (2018). Functional performance in older adults. Philadelphia: F.A. Davis.

• Katz, N. & Togli, J. (Eds.). (2018). Cognition, occupation, and participation across the lifespan: Neuroscience, neurorehabilitation and models of intervention in occupational therapy. Bethesda, MD: AOTA Press.

• Radomski, M.V. & Trombly-Latham, C.A. (Eds.). (2013). Occupational therapy for physical dysfunction (7th ed.) Philadelphia: Lippincott Williams & Wilkins.

• 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

Date(s)

Topic(s)

Readings

1

8/20

Course Overview

Occupation-based Practice: Vision and Visual-Perception- Assessment

Radomski Ch. 8

2

8/27

Occupation-based Practice: Vision and Visual-Perception- Intervention

Radomski Ch. 28

3

9/3

Occupation-based Practice: Cognition- Introduction

Occupation-based Practice: Cognitive Aging- Adults and Older Adults

Katz & Togli Ch. 1, 3

4

9/10

Occupation-based Practice: Models of Cognitive Intervention

Katz & Togli Review Ch. 21-25

5

9/17

Exam 1

Lab Notebook Due

Occupation-based Practice: Cognitive Rehabilitation
Katz & Tolia Ch. 4

6

9/24

Occupation-based Practice: Cognitive Evaluation
Katz & Tolia Ch. 5

7

10/1

Occupation-based Practice: Cognitive Information Processing
Katz & Tolia Ch. 7

8

10/8

Occupation-based Practice: Executive Functioning
Katz & Tolia Ch. 8

9

10/15

Occupation-based Practice: Behavioral Regulation- Influence on Function and Social Interaction
Bonder & Bello-Haas Ch. 12

10

10/22

Exam 2

Lab Notebook Due

Occupation-based Practice and Adults with Intellectual Disabilities
Readings TBA

11

10/29

Functional Cognition and Social Interaction
Katz & Tolia Ch. 26

12

11/5

Functional Cognition and Social Interaction, cont.
Katz & Tolia Ch. 27

13

11/12

Alz Place/Dementia Roundtables
Case Study Competency Due
Readings TBA

14

11/19

Alz Place/Dementia Roundtables
Readings TBA

15

11/26

Exam 3

Lab Notebook Due

16

12/3

Level I Fieldwork

Links and Policies <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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

<https://evaluations.ufl.edu>

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

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

Grading Scheme Requirement

Due date

Points or % of final grade

3 exams (15 points each)

9/17, 10/22, 11/26

45 points

Case study competency

11/12 35 points

(pass/fail)

Professionalism

All semester

5 points

Lab notebook submissions (5 points each)

9/17, 10/22, 11/26

15 points

(pass/fail)

Total 100 points

Instructor(s) TBA

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXXC: Occupation-based Practice and Rehabilitation:
Cognitive, Perceptual, Social Domains
(3 credits)
 Fall: 2019
 Delivery Format: On-Campus

Instructor Name: TBA
 Room Number:
 Phone Number:
 Email Address:
 Office Hours:
 Teaching Assistants:
 Preferred Course Communications (e.g. email, office phone):

Prerequisites

OTH 6324 Psychosocial OT Evaluation and Intervention with a grade of C or higher

PURPOSE AND OUTCOME

Course Overview

This course addresses occupation-based practice for adults and older adults with impairments in cognitive, perceptual, and/or social interaction domains resulting in rehabilitation needs. Students will learn to facilitate performance of clients across occupational therapy domains and through the rehabilitation process.

Relation to Program Outcomes

This course is situated in the fall 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 adults and seniors is emphasized. Students develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy. Classroom and laboratory activities are used to develop and evaluate individual student competencies. 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:	ACOTE Standard(s)	Curricular Theme(s)
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety of Self and Others	Critical Thinking
Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating intervention plans that address occupational therapy's domain of practice (i.e. ADL, IADL, work, rest/sleep, etc.).	B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference B.4.4 Standardized and Nonstandardized Screening and Assessment Tools	Critical Thinking; Valuing of Diversity

	B.4.5. Application of Assessment Tools and Interpretation of Results	
Administer assessment tools using appropriate procedures and protocols.	B.4.5 Application of Assessment Tools and Interpretation of Results	Psychomotor Skills
Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools.	B.4.7. Interpret Standardized Test Scores B.4.8. Interpret Evaluation Data	Critical Thinking
Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety.	B.4.9. Remediation and Compensation B.4.10. Provide Interventions and Procedures	Critical Thinking; Psychomotor Skills
Apply the concepts of grading and adapting to client-centered occupational therapy interventions, including those involving the environment.	B.4.18. Grade and Adapt Processes or Environments	Critical Thinking; Psychomotor Skills
Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan.	B.4.22. Need for Continued or Modified Intervention	Critical Thinking
Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team.	B.4.28. Plan for Discharge	Critical Thinking; Collaborative Practice
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism

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 blended learning activities.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	8/20	Course Overview Occupation-based Practice: Vision and Visual-Perception- Assessment	Radomski Ch. 8
2	8/27	Occupation-based Practice: Vision and Visual-Perception- Intervention	Radomski Ch. 28
3	9/3	Occupation-based Practice: Cognition- Introduction Occupation-based Practice: Cognitive Aging- Adults and Older Adults	Katz & Toglia Ch. 1, 3
4	9/10	Occupation-based Practice: Models of Cognitive Intervention	Katz & Toglia Review Ch. 21-25

Week	Date(s)	Topic(s)	Readings
5	9/17	Exam 1 Lab Notebook Due Occupation-based Practice: Cognitive Rehabilitation	Katz & Toglia Ch. 4
6	9/24	Occupation-based Practice: Cognitive Evaluation	Katz & Toglia Ch. 5
7	10/1	Occupation-based Practice: Cognitive Information Processing	Katz & Toglia Ch. 7
8	10/8	Occupation-based Practice: Executive Functioning	Katz & Toglia Ch. 8
9	10/15	Occupation-based Practice: Behavioral Regulation- Influence on Function and Social Interaction	Bonder & Bello-Haas Ch. 12
10	10/22	Exam 2 Lab Notebook Due Occupation-based Practice and Adults with Intellectual Disabilities	Readings TBA
11	10/29	Functional Cognition and Social Interaction	Katz & Toglia Ch. 26
12	11/5	Functional Cognition and Social Interaction, cont.	Katz & Toglia Ch. 27
13	11/12	Alz Place/Dementia Roundtables Case Study Competency Due	Readings TBA
14	11/19	Alz Place/Dementia Roundtables	Readings TBA
15	11/26	Exam 3 Lab Notebook Due	
16	12/3	Level I Fieldwork	

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 will 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:

- Bonder, B.R. & Dal Bello-Haas, V. (Eds.). (2018). *Functional performance in older adults*. Philadelphia: F.A. Davis.
- Katz, N. & Toglia, J. (Eds.). (2018). *Cognition, occupation, and participation across the lifespan: Neuroscience, neurorehabilitation and models of intervention in occupational therapy*. Bethesda, MD: AOTA Press.
- Radomski, M.V. & Trombly-Latham, C.A. (Eds.). (2013). *Occupational therapy for physical dysfunction (7th ed.)*. Philadelphia: Lippincott Williams & Wilkins.
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- 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/>

Recommended Textbooks (Optional):

- Asher, I.E. (Ed.). (2014). *Occupational therapy assessment tools: An annotated index (4th ed.)*. Bethesda, MD: AOTA Press.
- Gillen, G. (2015). *Stroke rehabilitation: A function-based approach*.
- Hinojosa, J. & Kramer, P. (Eds.). (2014). *Evaluation in occupational therapy: Obtaining and interpreting data (4th ed.)*. Bethesda, MD: AOTA Press.
- Shumway–Cook A. & Woolacott, M. (2016). *Motor Control, Translating Research into Clinical Practice*. Philadelphia: Lippincott Williams and Wilkins.
- Zoltan, B. (2007). *Vision, Perception, and Cognition (4th ed.)*. Thorofare, NJ: Slack, Inc.

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

Requirement	Due date	Points or % of final grade (% must sum to 100%)
3 exams (15 points each)	9/17, 10/22, 11/26	45 points
Case study competency	11/12	35 points (pass/fail)
Professionalism	All semester	5 points
Lab notebook submissions (5 points each)	9/17, 10/22, 11/26	15 points (pass/fail)
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 earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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

More information on UF grading policy may be found at:

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

Exam Policy

Three multiple choice exams are given at regular intervals in this course and will be given in the classroom using Canvas. 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). 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 ticket number received from the Help Desk when the problem was reported to them. The ticket number 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.

Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessments) in order to pass the course. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass any failed competency assessment. Students will be given three attempts to pass a competency assessment.

- **Case Study Competency:** Students will complete this assignment individually. Students will be provided with one of three possible cases. Using their textbooks and peer-reviewed journal articles, students are required to develop an evidence-based intervention plan for the client in the case. Students will have about 2 months to work on their assigned cases and formulate the plan of care. The final product will be a written case with a plan of care, intervention recommendations, and discharge recommendations. The instructions and rubric are provided on Canvas.

Lab Notebook Grades: 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.

Professionalism: 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. Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

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.

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) A student who must be absent must notify Dr. XXXXX ([XXXXXXXXXX](mailto:XXXXXXXXXX@phhp.ufl.edu)) AND Dr. Myers ctmyers@phhp.ufl.edu via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- b) See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Please note 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>

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:

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
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. 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>.
5. **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.

6. 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.
7. 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.
8. 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.
9. 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.
10. **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.

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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. 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/>.

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
